

Chapter One

Introduction

There are several points that are presented in this chapter. This chapter presents the background of the research, which explains why researcher was interested in researching this study. Moreover, the researcher also wrote about the statement of the problems, delimitation of the problems, research questions, objective of the research, and organization of the study.

Background of the Research

Speaking skill is the ability to interact with others and is an important role in learning the language. Speaking ability defined as how to express their opinion or their idea by using correct grammar and pronunciation. Therefore with the ability of speaking skills, people can convey what they want to say or explain so that other people can understand. In addition to communicate or learn a language, speaking skill is very influential therefore it is important to master speaking skill. Based on Rahayu (2016), "Speaking skill is a communication tool to convey a meaning to others and speaking skills usually involve two or more people in interacting", (p. 22). Syafryadin (2020) said, "Speaking practice is probably the most reliable route to authentic communication in developing the learner's proficiency" (p. 35).

Speaking skill are different and influenced by several things for each person. Good speaking skills can be measured through pronunciation, vocabulary, grammar, and fluency. There are five ways to measure speaking skills such as pronunciation, vocabulary, fluency, and comprehension (Rahayu, 2016). Each

language has its own rules for grammar and grammar is very important in a language. When people applied the grammar on their speaking, it could be easier for other people to understand as well as avoid the misunderstanding about certain information. Pronunciation in English language is slightly different from Indonesian because what is written and in pronunciation is different. Therefore pronunciation is a difficult thing to learn in English language. Based on Gilakjani (2016) "Speaking like a native speaker is not the main purpose in learning English, but what is needed is that being smart in pronunciation is the main goal in oral pronunciation" (p.1). The researcher can conclude that correct pronunciation is not the goal to speak like native speaker, but it is for deliver information clearly, so that there will be not any misunderstanding. After knowing grammar and pronunciation in English language. Students are required to be fluent in English with good pronunciation, vocabulary, grammar, and fluency.

One of the things that affects student speaking skills is gender. Gender is what affects everyone's speaking skills and that is undeniable (Rahayu, 2016). From Rahayu's research (2016) from the comparison between male and female student's speaking ability, it was found that female students are better at speaking skills than male students. Based on the results of the study using quantitative methods at SMA Labschool Banda Aceh, Indonesia, Erdiana et al. (2019) found that "Females are better than male in speaking skills where female get with a mean score of 68.5, while male students reached mean score of 63.3 and the result shows female more better than male at speaking skills"(p.138).

Gender plays an important role in daily life, such as responsibility and have rules tailored to gender. Jalil and Aminah (2018) argued, “Gender is to identify differences between male and female in terms of biologic anatomy, activity, tasks, or occupations, and has different traits that are influenced by environment, time, and social” (p.284). Defluef (2005) stated that "Females tend to be subjective, use more feelings, field-dependent, right and left brain balanced, and cooperative. On the other hand, males tend to be objective, use more thinking, field-independent, left-brain dominant and competitive” (as cited Erdiana et al., 2019, p. 133). Gender plays a very important role in the ability in speaking skill, therefore gender and speaking skills have a close relationship. Zafar and Meenakshi (2012) said “Gender is one of the things that influences learning language” (as cited Erdiana et al., 2019, p. 132).

However, everyone has their own way of expressing their feelings, their thought, and their ideas through speaking skills. As the previous explanation, to assess student’s speaking skills, there are four indicators; pronunciation, grammar, vocabulary, and fluency. Based on a previous study of Rahayu (2016), “Females are better in grammar and vocabalary while male better in pronunciation and fluency”, (p.31).

The example of implementation for speaking skill is by presentation, one of them is oral presentation. Based on Soureshjani (2013), “Oral presentation is one of the important things and a basic requirement in learning a second language”, (p. 166). Soureshjani (2013) also stated, “There are three elements identified in the presentation, which involve an outline note to be delivered, using visual aids, and

participants participating in class as questioners”, (p. 167). Presentation can be one of effective activity to support students in mastering English speaking skill. According to Brooks and Wilson (2014), “Oral presentations are useful for students because they can convey something naturally using L2”, (p. 202). Oral presentation is divided into two, working with groups or individually. Usually the oral presentation uses visual aids to support the oral presentation. From the results of the study by Cruz and Tacoronte (2018), there are at least two factors that influence oral presentation, namely confidence and fear of speaking in public.

The different results were found from presentations. The result of the study of gender towards student's oral presentation by Cruz and Tacoronte (2018) found that, there is no significant differences between male and female in oral presentation but male are better than female in oral presentation's confidence. Meanwhile the different result from Soureshjani's (2013) research showed that females are better than male in oral presentation where and female got the mean score $M=22.23$ while male got the mean score $M=11.47$. From the result, it showed that gender are influenced in student's oral presentation. So, from the two different study results, researcher was interested in researching oral presentation in Academic Presentation class. The aim of this study is to found that if gender influenced student's presentation performance in the classroom.

Statement of the Problem

Based on an early interview with a lecturer to search the basic problem, the lecturer said that there is a presentation activity in 6th semester in Academic Presentation course. In that course, students will present a presentation about their

research study. It is a formal presentation due to the aim is for present a research study. Each student makes individual presentation using visual aids to support their explanation. The lecturer provides 6 minutes for each student to present in front of the class. After student have finished presenting the study they are going to research, they will give the audience the opportunity to ask questions related to what they are presenting. In this presentation, the lecturer who teach in the Academic Presentation course was give the students score for the final assigment of Academic Presentation class. Based on the preliminary interview with lecturer of Academic Presentations, it was found that oral presentation skills between male and female students are not significantly different. This is caused by various factors such as there is no difference in how students to convey the material, their gesture, and the choice of vocabulary used by students. However, the results of interview with lecturer in Academic Presentations cannot be used as a benchmark because the results are only based on opinions as lecturers of Academic Presentations.

Based on the intial observations of the researcher in Academic Presentation classes, there are several factors of differences between male and female students when performing oral presentations in the classroom such as preparations made by students, body language, confidence, anxiety, etc.

From the result of researcher's observation and interview with lecturer of Academic Presentations in a private university, the researcher is interested to explore more about the level ability of male and female students' oral presentation and the differences between there two. In conducting the research, the researcher

will use quantitative research because the researcher will use number as the parameter.

Delimitation of the Problem

Among many of kind's presentation, the researcher chooses oral presentation to be focused on this study. Although almost every class in the English Education Department in a private university does oral presentations, however this study focuses on Academic Presentation Class. Academic Presentation class is a class provided by the English education department in a private university in six semesters. The aimed of the Academic presentation class is to train the students in their preparation and delivery of material in an orderly manner and the logistics of their *skripsi* proposal. There are two variables namely gender and student's oral presentation.

Research Questions

Based on the background of the research, there are three research questions that are addressed in this research:

1. How is the level of oral presentation of male students?
2. How is the level of oral presentation of female students?
3. Is there any significant difference between the male and female students' English oral presentation?

Objective of the Study

Based on the research questions, there are three objectives of the research:

1. To know the level of oral presentation of male student in private university

2. To know the level of oral presentation of female student in private university
3. To know the significant difference between the male and female student in English oral presentation

Significances of Research

The researcher conducts this research also with several significances for others. Here are several significances of the research.

For Teachers

This research will help teachers to know the level of students in English oral presentation and help teachers to find out if there any significant differences between male and female in student's oral presentation. This research can be useful for teachers to evaluate and improve the teaching of oral presentations class. In addition, information on gender differences can help teachers to distinguish students based on gender which will lead them to take different approaches to male and female students in oral presentation class.

For the Students

From this research, students will know their level in oral presentations learning. Because this study provides measurement of student's mastery in the oral presentation class. By knowing this level, students can develop their ability and can increase their level in oral presentation class.

For Other Researcher

The final result of this research will provide information on whether there are significant differences between male and female in English student's oral

presentations, therefore, with this study can provide references to the next researcher for the same field.

Organization of the Study

This research has five chapters and each chapter has its own explanation. The first chapter is an introduction which will explain the background of the research, identification of problems, delimitation of the problem, research questions, objectives of the research, significance of the research, and organization of the research. In this study, the researcher had three research questions about gender and student's oral presentation skills.

The second chapter contains a literature review to support this research. The literature review will explain the results of previous studies that will be linked to the current research. It will be consisted about the definition of speaking skill, student's learning, oral presentations, and how gender influenced student's oral presentations.

The third chapter is a research methodology. In this research used quantitative design and survey design. Meanwhile the research setting of place is from English education department in a private university. Data collection methods, data collection techniques, and data analysis are also explained further in this chapter.