The Male and Female Students' Language Performance In Retelling Story

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Abstract

This research discusses about an analysis of male and female students' English performance in retelling story at eleventh grade at Islamic boarding school An-Nur Jambi. The aim of this research is to describe the English performance shown by the eleventh grade students (male and female) as a reference for the English teachers to enhance the students' English story telling ability for both male and female students. This research used descriptive qualitative method. This method was used to describe the problem under discussion thoroughly. The result showed that in all aspects of speaking performance in story telling such as pronunciation, grammar, vocabulary, fluency and comprehension towards the story, female students had higher score than male students. The students language performance in this research was assessd based on speaking proficiency description checklist modified from Adam and Frith

Keywords: *Language performance, retelling story.*

1. Introduction

English is an international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement toward an international standard for the language. It is spoken all over the world (Patel, 2008, p.6). English is one of the foreign languages used for communication by many people in the world. Therefore, Indonesian government chooses English as the first foreign language to be taught at schools. Being able to speak English provides good prospect in the future. English has been taught from elementary school to the higher education and even many private institutions established to offer qualified English education.

Moreover, according to Homby (1995:, p. 826) speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use a language; expressing one-self in words; making speech. In general, speaking can be defined as the process of delivering an address to utter words or articulate sounds as human being to express thought by words. Speaking is one of the most difficult skills language learners have to face.

Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it.

In life, speaking is used to establish the self-esteem, build relationship, assess feelings, and seek information.

Speaking is a critical part of language learning and teaching. Many language learners regard speaking as the measure of knowing a language. The objective of the language teaching is the production of the speaker's competence to communicate in the target language. The goal of teaching speaking is teachers should improve students' communicative skills, because the students are directed to have skill for communication to meet the need for continuing their study to the higher level. The communication here means to talk to others orally or in the spoken form.

Speaking can mean having a certain language skill. If it related to particular language, such as English, speaking is the form of oral language that is inevitably used to commune ideas and feelings. Speaking English as a foreign language for Indonesia students need more practice, because speaking without practice is useless. The success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richard, 2008, p. 19). Teaching speaking needs appropriate technique that increases student's interest in speaking. Retelling story is one of them. It is technique that helps students

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learning English especially speaking, because it helps students express their idea. Besides the teacher should create active learning condition and develop their techniques, they should attend factor of sex differences of their students. Brend (1975) in Ronald (2008, p. 321) claim that the intonation patterns of men and women very somewhat, women using certain petterns associated with suprise and politeness more often than men.

The study of gender is important to the study of language, and the first step to study gender is to explore the difference between men and women. It is quite clear that men and women have a lot of differences in many fields. Generally speaking.

Logan and Jhonston (2009, p.199) found that girls had better reading comprehension, read more frequently and had a more positive attitude to reading and school. This shows that male and female have different learning styles.

According to Murni Mahmud in her journal *Language and Gender in English Language Teaching* (2010, p. 180) the result indicated that more females felt reluctant to speak Eng-lish to different sex, 85% of females compared to 50 % of males. Females speaking English to the same sex was more effective than speaking to different sex. Conversely, males speaking to either the same or different sex would not bear any difference (30%). In fact, they could enjoy talking to females (20%). This shows that gender differences influence the tendency of female and male students to speak to different sex.

According to Xiufang Xia (2013) phonological differences between the speech of men and women have been noted in a variety of languages. Usually women's pronunciation is better than men's, such as the pronunciation of "-ing".

Based on the result of research did by Lakoff in *Language and Woman's Place* (1975) in Adelaide Hass *(1979)*state that 'women tend to speak with reference to the rules of politeness, conversational implicature, and interpersonal explora-tion whereas men tend to speak with reference to the rules of conversation and straight factual communication'. Lakoff informally observed longersentence forms in women than in men, possibly resulting in the impression of more speech.

Janet Holmes (1997) also state that Women and men use language in a different way because they have different perceptions of what lan- guage is for. Whereas men use language as a tool to give and obtain information (referential function of language), women see language as a means of keeping in touch (affective or social function). Holmes includes politeness, which is defined as «an expression of concern for the feeling of others, within the affective or social function of language, and hence, being the women the ones who use language more in this way, women are more polite than men.

Teaching speaking needs appropriate techniques that increase student's interest in speaking. Retelling story is one of them. It is a technique that helps students learning English especially speaking because it offers different way. Retelling story fosters student's creative thinking because it helps students express their idea. Besides the teacher should create active learning condition and develop their technique, they should attend factor of sex differences or their students.

Islamic Boarding School An-Nur is one of boarding schools that use English as their daily language. Some of the students at this school have good capability in English. Based on the researcher's pre observation on August 10th 2016 at this school, the researcher found that male and female students were devided into different classes, and the reseacher also found that female students were more active in English class than male when they studied.

Considering the background of the study, the problem which was investigated by the writer is stated as follow, how is the male and female students' language performance in retelling story at Islamic Boarding School An-Nur.

The purpose of the study is to describe the language performance of male and female students' in retelling story at Islamic Boarding School An-Nur Kota Jambi, to give information about male and female students' language performance in retelling story at Islamic Boarding School An-Nur Jambi. By knowing male and female students' language performance in retelling story, it is hoped that the teacher can improve students' skill in speaking and create an effective teaching and learning activities, so male and female students have the same competence in language performance. The result of this research is also expected to be useful as the reference for other researchers who want to conduct further research.

2. Method

This research was a descriptve research. It describes male and female students' language performance in retelling story at Islamic Boarding School An-Nur Tangkit Jambi. Descriptive research is one of research methods, which describes the subjects or objects of research, based on the fact or as the way things are. The things are reported in form of description based on the fact with scientific explanation. Descriptive research involved collecting data in order to answer questions concerning the current status of the study. The population of this research was eleven grade students at Islamic Boarding School An-Nur Kota Jambi Academic Year 2016/2017. There were two classes and the total number of students were 34 students. The sample of this research was taken through purposive sampling. The sample of this research was students of class XI A and XI B. They are 34 students, consist of 18 male and 16 female students. The writer chose this class as the sample because it is recommended by the English teacher that the students of this class are able to do retelling story better than the other class.

To collect the data, the writer used retelling story test or oral test as the instrument. It is in the speaking form. The test was taken in class XI A and XI B by following procedures:

a. Prior to reading, the teacher discussed the title and author with the students firstly to generate some prediction regarding what will students read. The writer told the students that they will do retelling the story in detail when reading is finish. Then, the teacher gave students time to rethink about what they read. The time was 5 minutes

b. The last, without referring the text, the teacher asked the students one by one to retell the story in front of the class including as much detail as possible in 5 to 10 minutes for each students.

After collecting the data, the writer analyzed them by using statistical analysis. The writer analyzed the data as follow:

1. **Transcribing.** After the data had been already collected, the writer made the transcrition of the story taken from each student to make easy in assesse students grammar, vocabulary and comprehension

2. **Scoring System of the Test.** The scoring system of students' test result was analytic method.
   In this study, the writer used speaking proficiency Description Checklist modified by Adam and Frith in Testing for Language Teachers book (Huges, 1989: 110) this speaking assessment requires raters to pay attention to 1, 2, 3, 4, 5 and 6 scales for each of the following: pronunciation, grammar, vocabulary, fluency, and comprehension. Those components were weighted and total in order to analyze the criteria levels.

3. **Scoring Scale Interpretation for the Students' Achievement.** In order for the raw score to become more meaningful numerical data, they should be converted to numerical data, which had been the processed to the scale of 0 to 100. Then, the processed scores could be used as a basic to make decisions. If all students' score are arrange from the highest to the lowest, it can be easier to know the position of a student in their group.

The measurement of the students' achievement that is suggested by Haris (1969, p. 134)

Table 1
The Score Interpretation for Students' Achievement

Interval Scale	Categories
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very Poor

After that, the writer interpreted the data into score percentage and then make the conclusion and suggestion based on the data of the research.

3. Finding and Discussion
a. The Scores of each Aspect of Male and Female Students Language Performance in Retelling Story
1) Pronunciation

Table 1
Male and Female Pronunciation

Score	Category	Male			Female		
		R 1	**R 2**	**(%)**	**R1**	**R 2**	**(%)**
6	Excellent	-	-	-	-	-	-
5	Very Good	2	2	11.8	3	5	25
4	Good	16	16	88.9	13	11	75
3	Fair	-	-	-	-	-	-
2	Poor	-	-	-	-	-	-
1	Very Poor	-	-	-	-	-	-

The table above showed that in pronunciation was devided into 2 catogory. There were very good category and good category. About (11.8%) male students had very good pronunciation and about (88.9%) male students had good pronunciation. While rater 1 and 2 evaluated female students who had very good pronunciation were about (25%) and female students who had good pronunciation were about (75%). It means that female students had better pronunciation than male students in speaking or retelling story performance.

2) Grammar

Table 2
Male and Female Grammar

Score	Category	Male			Female		
		R1	**R2**	**(%)**	**R1**	**R2**	**(%)**
6	Excellent	3	4	19.4	3	3	18.75
5	Very Good	5	7	33.2	4	7	34.3
4	Good	10	7	47.1	9	6	46.8
3	Fair	-	-	-	-	-	-
2	Poor	-	-	-	-	-	-
1	Very Poor	-	-	-	-	-	-

The table above showed that about 19.4% male students and about 18.75% female students had excellent grammar, about 33.2% male students and 34.3% female students had very good grammar. About 47.1% male students and 46.8% female students had good grammar in their performance. It means that grammar in retelling story performance of female students better than male students. It can be seen by female scores was high than male students scores.

3) Vocabularry

Table 3
Male and Female Vocabulary

Score	Category	Male			Female		
		R1	R2	(%)	R1	R2	(%)
6	Excellent	3	4	19.4	3	3	18.75
5	Very Good	5	7	33.3	7	9	50
4	Good	10	7	47.1	6	4	31.25
3	Fair	-	-	-	-	-	-
2	Poor	-	-	-	-	-	-
1	Very Poor	-	-	-	-	-	-

The table above showed that vocabularry score of language performance in retelling story of male and female students were classified into three categories, they are: excellent, very good, and good categories. About 19.4% male students were classified into excellent category and about 33.3% male students have very good category, while the highest number was good category gotten by 47.1% of 18 male students.

From the data of female students, there were 18.75% of 16 female students got excellent category on vocabulary, 50% female students had very good category, and 31.25% female students had good vocabulary. It indicated that the most common male students' vocabulary scores is "good (47.1%)" and the most common female students' vocabulary scores is also "very good (50%)". It means that female students have greater vocabulary than male students.

4) Fluency

Table 4
Male and Female Fluency

Score	Category	Male			Female		
		R1	R2	(%)	R1	R2	(%)
6	Excellent	-	-	-	-	-	-
5	Very Good	3	5	22.1	7	5	37.5
4	Good	15	13	77.7	9	11	62.5
3	Fair	-	-	-	-	-	-
2	Poor	-	-	-	-	-	-
1	Very Poor	-	-	-	-	-	-

From the table above, it can be seen that about 22.1% male students and 37.5% female students had very good fluency in retelling story, and about 77.7% male students and 62.5% female students had good fluency in retelling story. Both of the data above showed that the most common female students' vocabulary score was lower than male students, but in very category female students had higher percentage than male students. It means that female students had good fluency than male students in retelling story performance.

5) Comprehension

Table 5
Male and Female Comprehension

Score	Category	Male			Female		
		R1	R2	(%)	R1	R2	(%)
6	Excellent	-	-	-	-	-	-
5	Very Good	11	11	61.1	10	12	68.7
4	Good	7	7	38.9	6	4	31.2
3	Fair	-	-	-	-	-	-
2	Poor	-	-	-	-	-	-
1	Very Poor	-	-	-	-	-	-

Based on the data above, it was shown that about 61.1% male students and 68.7% female students had very good comprehension in retelling story, and about 38.9% male students and 31.2% female students had good comprehension in retelling story performance. It means that female students had better comprehension than male students in retelling story.

b. The Percentage of Male and Female Students Language Performance in Retelling Story

After the writer got final data, it found that the students' language performance in retelling story was about 75.3% for male and 76.5% for female students. The result was gotten from the mean score from the first and second rater. The result was obtained by using the following formula

$$X = \frac{T}{N \; x \; 100} \; x \; 100\%$$

(Male) X $= \frac{1.356}{18 \; X \; 100} \; x100\%$
$= \frac{1.356}{1800} \; x \; 100\%$
$= 75.3\%$

(Female) $= \frac{1225}{16 \; x \; 100} \; x100\%$
$= \frac{1225}{1600} x100\%$
$= 76.5\%$

From the calculation above, it can be concluded that the language performance in retelling story of female students were better than male students

c. The Percentage of Each Aspect for Scoring of Male and Female Students Language Performance in Retelling Story

The percentage of each aspect for speaking which consist of pronunciation, grammar, vocabulary, fluency, comprehension of male and female students were different.

Table 6
The percentage of each aspects for scoring
of male and female students

No	Aspect	Male		Female	
		%	**Category**	**%**	**Category**
1	Pronunciation	52.8	Fair	56.25	Fair
2	Grammar	78.7	Good	79.6	Good
3	Vocabulary	78.7	Good	81.25	Very Good
4	Fluency	70.3	Fair	72.9	Good
5	Comprehension	76.3	Good	77.1	Good

The Result of the test showed that there were 2 of 18 male students (11.1%) and 2 of 16 female students (12.5%) categorized into very good category in retelling story. 11 of male students (83.3%) and 14 of female students (87.5%) were categorized into good category. While 1 of 18 male (5.6%) students were categorized into fair category in retelling story. Generally, female students (77%) better than male students (74%) of language performance in retelling story. As Papalia and Olds (1985:263) suggest that "female are more likely to excel in verbal ability, but male in mechanical ability" and Trudgill (1974 in Edwards 1997: 285) says that "allowing for social class and age, female tend to produce 'politer' and more 'correct' speech than their male counterparts." It is clear that the finding of this research is supported these theories.

The students' language performance in retelling story was assessed based on speaking proficiency description checklist modified from Adam and Frith (Hughes, 1989, p. 110). In this rating, there were five apects to be rated; pronunciation, grammar, vocabulary, fluency, and comprehension. From the five rated aspects, it was found that each aspect got different percentage. The data collected by the writer shows that the chance for students to turn in retelling story does not affect students' performance (pronunciatio, grammar, vocabulary, fluency, and comprehension) in retelling story. For more detail can be seen in the following explanation.

Pronunciation was be the lowest percentage than other aspects of speaking.Based on the speaking proficiency description checklist, students would get full score (6 point) if students can produce native pronunciation, with no trace of "foreign accent". But , in the fact there were no students got full score . the highest score they got was 5 point and the lowest score they got was 4 point. Amost of them got 4 point of pronunciation, whether it's rated by first or second rater.

From the result, it was found that female pronunciation (56.25%) was better than male pronunciation (58.2%). There was no significant difference between male and female pronunciation, but there more words that mispronounced by male students than female students. The most common words often wrong in pronounced by both male and female students like words "concieted, boasted and climbed".

This result supported by xuifang xia (2013) state that Phonological differences between the speech of men and women have been noted in a variety of languages. Usually women"s pronunciation is better than men"s, such as the pronunciation of "-ing". Shuy (1969) made a study in this field, and he found that 62.2% of men pronounced "-ing" in a wrong way, but only 28.9% of women didn"t pronounce right. This can also be shown in the learning of the second language. Usually female students have better pronunciation than male students, and that can explain the reason why more girls choose to learn language as their major than boys. Generally speaking, girls exhibit a better ability in language.

Grammar, in this aspect, students also would got 6 point (36), if they makes a mistake or more than two errors. The test result showed that male and female students were categorized into good category. It was supported by the final percentage that was 78.7% for male students and 78.6% for female students. Same case as pronunciation, there was no significant differences between male and female students in their grammar, but in fact, female students made mistake less than male students made in their grammar.

Most of male students often used "verb 1" such as "tell" whereas they should used "verb 2" of that words. This finding also supported by (Brend 1975 in Ronald 2006) he claimed that the intonation petterns of men and women very somewhat, women using certain patterns associeted with surprise and politeness more often than men.

Vocabulary was the highest score than the other aspect of speaking.There were three various points (point 6, point 5, point 4) given by first rater and second rater to the students in vocabulary. But, the most point students was got point 5 and 4 . percentage of vocabulary of female students was 81.25% it was in category very good, and male students was got percentage 78.7% it was in category good. There were no significant different between both, the differences only around 2.55%.

Female students produced vocabulary more than male students produced in speaking or retelling story. Female students were likely to used their own words to retell the story, but male students seem to used the original words of the text. Moreover, male students often use "the" and "and then" in their sentence

This finding supported by Lokaff (1973 in Ronald 2006) state that women are also said to have their own vocabluray for emphasizing certain effect on them, words and expression such as *so good, such fun, exquisitive, lovely, darling, and fantastic.* This can also showed that female and men had different way in use their vocabulry.

In the term of fluency, the result of students test was in fair category (70.3%) for male students, but for the female students they was got good category 72.9%. it cause male students seemed quite difficult to retell story frequently, because of same factors such as pronunciation, grammar, and vocabulary mastery, and

also their comprehension about the story. It indicated by small number of pauses "ums", "hmm", "eee",.

In this aspect, both male and female students got 5 point "speech is effortless and smooth, but perceptibly non-nativein speech and evenness", and 4 point "speech is occasionally hesitant, with some uneveness caused by rephrasing and grouping for words.

Comprehension involved combining all of the speaking skill and the students understanding about the story. Students would got full score (6 point) if they understood everything in both formal and colloquial speech to be expected of an educated native speaker. But in fact, both male and female students got 5 point (19) and 4 point (15) of their comprehension. Generally, the final result showed that male and female students were categorized into good category in comprehends a story. Male students have 76.3% in comprehension and female students have 77.1% ability in comprehend the story.

In each aspect, female students were better than male students in retelling story. The percentage of male and female students' score in retelling story showed that pronunciation was the lowest percentage than other aspect that students got (both male and female students). The result indicated that most of the students have difficulties in pronunciation. The next aspect that difficult for students is fluency, and then followed by grammar, comprehension, and vocabulary.

4. Conclusion

The test result indicates that in all aspects of speaking, female students got higher than male students. It is as suggested by Papalia and Olds (1985:263) that "female are more likely to excel in verbal ability, but male in mechanical ability" and Trudgill (1974, in Edwards 1997:285) statement "allowing for social class and age, female are tend to produce 'politer' and more 'correct' speech than their male counterparts." The students language performance in retelling story was assessd based on speaking proficiency description checklist modified from Adam and Frith (Hughes, 1989:110). The result shows that the chance for students to turn in retelling story does not affect students' performance (pronunciation, grammar, vocabulary, fluency, and comprehension) in retelling story.

Based on the result, the writer found that most of students have difficulty in pronunciation. The next aspect that difficult for students was fluency, and then followed by grammar, comprehension, and vocabulary. In aspect of fluency, male students seemed quite difficult to retell story fluently because of some factors, such as pronunciation, grammar, vocabulary mastery, and their comprehension about the story. It indicated by small number of pauses "ummm"' "aaaa"' and "hmmm". In grammar, female students made mistake less than male students made. About comprehension , female students could

comprehend the story better than male. It can be seen from the story that they retold. The result showed that female students produced vocabulary more than male students produced in retelling story.

Based on the explanation above, it could be concluded that female students at Islamic Boarding School An-Nur Tangkit had better language performance in retelling story than male students. It supported by the final percentage of male and female achievement in retelling story, which was 77% for female and 74% for male students

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