

Chapter I

Introduction

This chapter is divided into some parts such as basic consideration, research questions, objective of research, significance of research, scope and limitation of research.

Basic Consideration

Male and female students have different ability in verbal communication. Additionally, the differences can be identified and analyzed, when they are speaking in debating context. In addition, debate is a students activity to demonstrate their skills in formal settings (Fine, 2001). Thus, when the students speak in debating, they should organize their topics, deliver their arguments, rebutte their opponents, arrange their sentences and speak their words fluently. Therefore, male and female speaking ability can be assessed through their performances in the debate process.

Nowadays, debate becomes one of the activities of students as foreign language learners in fifth semester of English Department in speaking IV class. In addition, they learn and practice it until the end of the semester. However, some phenomena happen, when they are speaking in debating context. The first is female students could not organize their sentences. The second is they delivered many arguments or speak much, but not to the point. The third is they used incorrect words and unfinished sentences. On the other hand, male could organize

their sentences, delivered the main argument or spoke to the point, used incorrect words and produced reformulation.

Additionally, based on the observation of students performance in debating class, the example of female students sentence is *I am as the leader of opposition/ the motion is/ our team agree eh disagree with the motion*. Moreover, the example of male student sentence is *as the member of the government team said the beauty contest is like miss world, miss universe and miss celebrity*. Hence, based on the phenomenons male and female students have different speaking abilities in debating context. Moreover, this problems related to the speaking abilities in debating process.

However, Barbara and Pease (2001, p. 102) explained “female were better in verbal skills, good in organizing words and multy tracking abilities.” Likewise, Rathus (2015) claimed that females were superior than males in verbal abilities. They were better in fluency, oral comprehension, grammar, spelling and reading comprehension. Moreover, in his book he described that female less able to control their emotion than male, because they are more sensitive to social context than males. Therefore, the theory stated that female were better in oral skills than male students, but they more influenced by their social condition or the environments.

However, Jespersen (1922) describes that female's language in social context have limited vocabulary, use simpler sentence structures and incomplete sentences than male. Similarly, Masaitiene (2012) also explains that female produces incomplete idea or unfinished sentences. Moreover, they leave the idea of the sentences by starting with a new word or phrase for example *I know I could do it/ the way/ well*. On the contrary, male use more reformulation when they are producing the sentences, for instance *He is my best friend, your know/ I mean I cannot leave him like that*.

Similarly, Dobrica (2014, p.13) in her study in non native speaker of male and female students found that "there are significant differences between male and female students in producing unfinished sentences and reformulation." The example of unfinished sentence which is done by female student is *you can do that but then you are never yeah you have to have a mino/ I do not know a min/ you have a minority government you can have that*. Otherwise, the example of reformulation which done by male student is "it looked like an old hotel of/ but very grand with old mirrors and chandeliers and."

Furthermore, in debating context, the students rebut about one motion and give their arguments and statements by speaking five until seven minutes. They think and prepare about the motion and explain their arguments. Therefore, they think before they speak. It means that their words or sentences naturally produced from their mind. They use their brain for thinking about the motion and produce it

through their words. Automatically, male and female students will produce different speaking ability from their speech.

Barbara and Pease (2001, p. 92) explains that “having a specific brain zone for speech allows female to learn foreign languages faster and easier than male.”

They explains that when a female is speaking, brain scans show that her front left and right brain centres that control speech are both operating. Otherwise,

Rucker (cited in Dilon, 1999) explains that males and females use their brain in different ways, as female tends to be more balanced on brain usage and male tends to be more one-sided, which makes it affects gender differences in verbal communication. On the contrary, Barbara and Pease (2001, p. 20) explains that “male and female are different because they live in different places, different values and different rules.” Therefore, male and female have different ability in verbal communication not only because of the brain usage, but also they influence by their psychological conditions and the environments.

Based on the cases and the expert’s arguments above, this research will be conducted to find out the differences between male and female students’ speaking ability in debating context and the factors that cause the differences. Moreover, Brown (2004) and chan (2009) proposed the method for assessing debate in the aspects of organization, arguments, rebuttal, sentence structure and fluency. Thus, male and female speaking ability differences can be analyzed by using the rubric of assessing debate.

Therefore, the title of this research is *The Differences between Male and Female's Speaking Ability in Debating Context (Research was Conducted at the Fifth Semester of English Department)*.

Research Question

Based on the background above there are several problems that analyzed and discussed in this research, such as:

1. What are the differences between male and female students' speaking ability in debating context?
2. What are the factors that cause the differences between male and female students' speaking ability in debating context?

Objective of Research

This research has some aims, they are.

1. To describe the differences between male and female students' speaking ability in debating context.
2. To identify the factors that cause the differences between male and female students' speaking ability in debating context.

Scope and the Limitation of Research

This research are limited to the differences between indonesian male and female students' speaking ability in fifth semester of English Department in debating context. Moreover, this research conducted in class A, class B and class D in Speaking IV classes. Additionally, the aspects that analyzed in this research consisting of the organization, arguments, rebuttal, sentence structure and fluency of the students' speech in debating process. Therefore, the analysis of the

differences of speaking ability of male and female students is focused to the aspects of speaking ability in debating context and the factors that cause their differences.

Significance of Research

There are some significances of this research. They are divided into two parts such as theoretical and practical significance.

Theoretical significance.

Theoretically, the result of this research can be a reference for the study of speaking ability and gender study especially about the differences of male and female's speaking ability in State University of Gorontalo. Otherwise, this research can help the students to understand more about the theory of speaking and gender.

Practical Significance.

Practically, this research can be a reference for students who follow debate in Speaking class even any kind of speaking activity which is required the students to speak English. Additionally, the students of State University of Gorontalo can see the differences of speaking ability of participants who follow the debate activity. Thus, every people for example lecturers can give different treatment to teach, to assess and to measure male and female students' speaking ability in debating activity especially in speaking IV.