# CHAPTER II
# LITERATURE REVIEW

## A. Theoretical Description

### 1. English Language Teaching and Learning

Nowadays, English has become a common language around the world. English is the official or co-official language of 45 countries and is widely used in other countries where there is no official position because it is needed in many fields and jobs[1]. Furthermore, the influence represented by the US and UK, which are considered superpowers and have political power, makes English an important international language. Due to this situation, many people thought that English would be a very useful language of the future. Learning English as a foreign language will allow people to widen their knowledge because English is a language that is used in scientific publications, aviation, computers, diplomacy, tourism, international telecommunications, and others[2]. So, that is why learning English in this globalization is a must, especially for students to equip themselves with various abilities and knowledge to face their future. And this became a special case for incorporating English into the national education curriculum[3], paving the way for its reputation as mentioned by Nababan that English is 'the first foreign language[4]. English is considered the first foreign language to be taught in schools, ahead of Arabic, French, and German[5].

In Indonesia, English is more likely to be thought and studied only as a foreign language unlike in its

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[1] Diana-Petruţa Mahu, "Why Is Learning English So Beneficial Nowadays?," *Journal* 2, no. 4 (2012): p. 374.

[2] Rao, "The Role of English As Global Language.", p. 66.

[3] Subhan Zein et al., "English Language Education in Indonesia: A Review of Research (2011-2019)," *Language Teaching* 53, no. 4 (2020): p. 4, https://doi.org/10.1017/S0261444820000208.

[4] Nababan J., "Language in Education: The Case of Indonesia" 37, no. 1 (1991): 115–31.

[5] Zein et al., "English Language Education in Indonesia: A Review of Research (2011-2019)." p. 4.

neighboring countries such as Singapore, Malaysia, and Hong Kong, where English is widely used as a second language[6]. Furthermore, through President Decree No.28/1990, English is required in secondary schools under the administration of the Ministry of Education and Culture which automatically makes it becomes a second language for people who only speak Indonesian or a third language for most Indonesians who already speak both Indonesian and native languages[7]. It means that English learning and teaching in Indonesia happens mostly in the classroom, rather than in daily communication. Thus, there are limited opportunities for students to use the language actively in the surrounding environment because they only learned it in a formal area such as school and courses. And also, students tend to focus only on sentence structure and grammar in textbooks[8]. This makes English language teaching and learning in Indonesia present special challenges which are not encountered in countries where English is more commonly used daily, such as Hong Kong[9]. And here, the teacher as an educator has a great role to help students in mastering English in school and needs a strategy to support the teaching and learning process.

In the learning and teaching process, sometimes the atmosphere of the classroom is boring. So, the teacher should be able to build students' spirit in learning English by finding effective strategies to increase student interest. Therefore, the teacher as the facilitator should provide and create situations that can support the students'

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[6] Urip Sulistiyo, "English Language Teaching and EFL Teacher Competence In Indonesia," *Fourth International Seminar on English Language and Teaching*, no. 1994 (2016): p. 396.

[7] Zein et al., "English Language Education in Indonesia: A Review of Research (2011-2019)." p. 4.

[8] Puji Ria Lestari, Muhammad Asrori, and Hefy Sulistyawati, "The English Teaching Strategies for Young Learners in an International Primary School in Surakarta," *Eglish Education Journal* 07, no. 02 (2019): p. 152.

[9] Sulistiyo, "English Language Teaching and EFL Teacher Competence In Indonesia." "English Language Teaching and EFL Teacher Competence In Indonesia," p. 396

improvement in learning abilities[10]. Based on Wardah, designing good strategies will be an important way to fulfill teaching goals in school[11] because teaching strategies have a strong relationship with learning objectives. Colombo defines teaching strategies as the approach chosen to provide learning material to students in a specific learning environment that consist of the design, variety, and arrangement of activities in conveying learning skill to students[12]. Then, Mantra et al define teaching strategies as a way or path that must be followed in the teaching process. Montaño-González defines learning strategies as a set of tactics that are used by people to control their learning process. In addition, it is related to actions, behaviors, attacks, tactics, and procedures[13]. Furthermore, teaching strategies are not specifically presented in the current curriculum because teachers can choose their teaching strategies that are considered suitable and effective in achieving the learning objectives and formation of students' abilities[14] and courses appropriate to the student's needs. To facilitate suitable teaching strategies, the teacher must understand well the learning objectives and competencies that will be pursued by students[15].

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[10] Ida Bagus Nyoman Mantra et al., "Teaching and Learning Strategies Practiced By Language Teachers To Actively Engage Their Students in Learning," *International Journal of Applied Science and Sustainable Development* 2, no. 2 (2020): p. 15.

[11] Ulfiatul Mustika Wardah, "An Analysis of Teacher Strategies in Teaching Reading," *Journal of English Education Program* 2, no. 1 (2021), p. 22.

[12] Michaela Colombo, "Teaching English language learners: 43 strategies for successful K-8 classrooms", *Sage* (2012).

[13] Jenny X. Montaño-González, "Learning Strategies in Second Language Acquisition," *US-China Foreign Language* 15, no. 8 (2017): 479–92, https://doi.org/10.17265/1539-8080/2017.08.001.

[14] Ulfiatul Mustika Wardah, "An Analysis of Teacher Strategies in Teaching Reading", p.21.

[15] Ulfiatul Mustika Wardah, "An Analysis of Teacher Strategies in Teaching Reading", p.22.

The study conducted by Mantra et al stated that there are language learning strategies that are often used by teachers including[16]:

**a. Direct Learning Strategy (Direct Instruction)**

Direct learning strategy is the most used strategy that is carried out by the teacher. A direct learning strategy is a form and approach that belong to teacher-oriented learning. This is called direct learning because the teacher plays a very dominant role in class interaction. In conveying learning material, the teachers convey mainly orally and the process of learning activities is well structured which allows the teacher to control all learning activities. Then, the main focus of this strategy is the student's academic ability. This strategy is mainly in the form of teacher lectures and demonstrations. In addition, the strategy can include other teaching forms that have direct control from the teacher[17].

**b. Cooperative Learning Strategy**

This learning strategy emphasizes the students' social skills by working together. Students are divided into groups which consist of 3 to 5 students to learn certain materials to achieve certain learning competencies. Through this learning strategy, students are encouraged to work together optimally in their group situations. Students' cooperation means in each group students must help and support each other in the learning process. The students with higher achievement must help students who have lower achievement because the assessment is finally determined by the success of the group. Then, individual failure is the failure of the group, and vice versa. Therefore, each member must have full responsibility for the group's success. Learning

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[16] Mantra et al., "Teaching and Learning Strategies Practiced By Language Teachers To Actively Engage Their Students in Learning." p. 18-19.

[17] Mantra et al., "Teaching and Learning Strategies Practiced By Language Teachers To Actively Engage Their Students in Learning." p. 18.

through cooperative learning can be described from several perspectives, those are social perspective, cognitive development perspective, and cognitive elaboration perspective.

To improve students' learning motivation, each member of the group is equally rewarded by the teacher. Therefore, students as group members are encouraged to work optimally for success. In addition, the social perspective means that through this collaboration each student can help each other in the learning process because they want all group members to achieve success. Through intensive group work, students build social skills that can foster their sense of concern for other group members and this will last a long time in their life.[18]

c.  **Problem-Solving Strategy**

Problem-solving is a strategy which teaches students how to solve a problem. By adopting this method, students are educated to comprehend issues and how to address them with relevant answers. Utilizing problem-solving techniques aids students in comprehending and mastering the content being studied. As a result, teachers are expected to provide instructional materials that take the shape of problems that students must answer. The issue will then be explored with students in small groups.

d.  **Repetition Strategy**

Repetition is a further teaching strategy employed by language instructors. This strategy is used to practice students' memorization of certain learning materials. The memorization skills of students can be enhanced through a variety of learning exercises. These include, for instance, memorization of words, grammatical patterns, sentence structure, paragraph features, language use, etc. Everything that was

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[18] Mantra et al. "Teaching and Learning Strategies Practiced By Language Teachers To Actively Engage Their Students in Learning." p. 18-19.

already stored in the mind was recalled for quick, easy, and limited uses. Complex repetition strategies are needed to understand more complicated learning materials. Underlining key points, making notes, summarizing, paraphrasing, and rewriting key information are all part of the complicated learning materials. Therefore, to achieve the necessary learning objectives, this method must be applied appropriately[19].

### e. Elaboration Strategy

The elaboration strategy is another strategy that the teachers employ. This strategy includes providing additional information to make new information more meaningful. Using an elaboration method makes code simpler and more certain. By linking and combining new and old information, the elaboration strategy helps in the transfer of new information from short-term to long-term memory in the brain. With the help of this technique, teachers can provide their students with more extra information to help them understand the learning material. In Indonesia, the development of a curriculum based on schools has made extensive use of this strategy. As a result, teachers become familiar with the strategy.

### f. Organizational Strategy

This strategy assists students in acquiring the content of the learning material by organizing all of their ideas. The organizational strategy entails breaking concepts or phrases down into more manageable groups. The strategy can also be used to pick out important concepts or details from a larger set of data. The teachers are accustomed to using various organizational strategies, such as note-taking, mind mapping, and concept mapping. Students can understand and arrange their concepts in chronological

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[19] Mantra et al. "Teaching and Learning Strategies Practiced By Language Teachers To Actively Engage Their Students in Learning." p. 19.

order by implementing this strategy during the teaching-learning process[20].

The strategies used by teachers in teaching are very influential in developing students' learning abilities. Teachers are required to be able to select a learning strategy that is appropriate for the material being taught. Teachers should build a flexible learning environment in the classroom that is focused on increasing students' academic achievement. A good learning approach supports students in developing the necessary abilities. However, in the English teaching and learning process, teachers may meet problems. First, generally, there are too many students in each class. In one classroom, there are between thirty and forty students. No matter the instructional strategy, English teaching and learning will not produce adequate results. There should never be more than twelve students in a classroom while teaching a language, and foreign language instruction, in particular, must be done in small classes. The time allocation must be increased, and the frequency of the language classes must be increased. The reason is that teaching English involves essentially transferring new abilities. So that the students won't quickly forget the lessons, we must give them enough time for practice every day[21]. Second, not all English-language learners are motivated. For exam purposes, English is a required subject, thus students are required to learn; however, they only have a limited amount of weekly exposure to the language. Inadequate English teaching time and low student motivation are challenges for both students and teachers. Third, classroom teaching and learning activities primarily consist of memorizing vocabulary, studying grammar, and reading English literature[22]. Thus, instead of emphasizing

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[20] Mantra et al. "Teaching and Learning Strategies Practiced By Language Teachers To Actively Engage Their Students in Learning." p. 19.

[21] Effendy Gultom, "English Language Teaching Problems in Indonesia," *British Medical Journal* 3, no. 5721 (2015): 524.

[22] Sulistiyo, "English Language Teaching and EFL Teacher Competence In Indonesia." P. 389.

using English for communication, it frequently focuses on mastering the rules of the English language.

### 2. Learning Speaking Skills for English Learners

In daily life, speaking is the most important ability to communicate and interact with other people, to express ideas, and to know other people's ideas as well[23]. As a result, speaking is necessary for daily interaction among people to get information[24], especially for EFL/ESL students. Imam stated that because of the large number of students who want to learn English to be able to utilize it for communication purposes, it is important for students to develop their speaking abilities[25]. In addition, Becker & Roos stated that speaking is generally imitative and reproductive, allowing students to practice language and communication patterns[26]. In short, speaking is a process of interaction between speakers and listeners where they share and receive information that involves mastering speaking skills, therefore speaking skills are a must for language learners to interact with others in conversation.

According to Haris, there are five components related to speaking ability. Those are pronunciation, grammar, vocabulary, fluency, and comprehension[27].

#### a. Comprehension

Oral communication requires a subject to reply, speak, and begin it. Comprehension is a speaker's ability to easily understand what the speaker is saying to get information and avoid misunderstanding.

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[23] Nilufar Kadamovna, "The Importance of Speaking Skills for Efl Learners." p. 28.

[24] Muslem Asnawi Faisal Razi and Dohra Fitrisia, "Teachers' Strategies in Teaching Speaking Skill To Junior High School Students," *English Education Journal*, no. June 2021 (2019): 1–18.

[25] Jaya Nur Iman, "Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill," *International Journal of Instruction* 10, no. 4 (2017): 87–108, https://doi.org/10.12973/iji.2017.1046a.

[26] Becker and Roos, "An Approach to Creative Speaking Activities in the Young Learners' Classroom." p. 9.

[27] David P. Harris, "*Testing English as a Second Language*" (New York: McGraw- Hill Book Company,1974).

b. **Grammar**

Grammar is related to sentence construction and tenses. Grammar is important for students to construct a proper sentence in conversation. In addition, the use of grammar is also to learn the correct way to gain proficiency in a language in spoken and written forms.

c. **Vocabulary**

Vocabulary refers to the use of proper diction employed by the speakers in communication. One cannot communicate successfully or express their ideas in both writing and conversational form without a suitable vocabulary. Another obstacle that prevents language learners from acquiring a language is having a small vocabulary. Without vocabulary, nothing can be communicated, and without grammar, very less can[28]. Thus, the study concluded that English learners will not be able to speak or write English effectively without significantly acquiring vocabulary.

d. **Pronunciation**

Pronunciation is the process by which students create clearer language when speaking. It is concerned with the phonological process, which is the section of grammar that includes the constituent parts and guiding principles that define how sounds vary and pattern in a language. According to the researcher, pronunciation is the understanding of studying how the words in a specific language are pronounced clearly when people talk. Thus, pronunciation is crucial in the speaking process to make communication easier to comprehend.

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[28] Kurniati Azlina, Eliwarti, and Novitri, "A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru," *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, 1–13, https://media.neliti.com/media/publications/206186-none.pdf.

e. **Fluency**

   Fluency is the capacity for reading, speaking, or writing with ease, fluidity, and expression. In other words, the speaker can relate meaning and context while reading, understanding, and responding to a language. Fluency is defined as the capability to talk clearly and fluently. One of the goals of many language learners is to talk with fluency. Fluency is characterized by a relatively fast rate of speech and a low amount of pauses and "ums" or "ers." These indicators show that the speaker did not spend a lot of time looking up the linguistic components required to convey the idea. The researcher determined that fluency is another crucial component based on the ideas presented above.

   Thus, speaking is regarded as the most challenging skill because most students encounter difficulty when attempting to explain their views, even in a simple form of dialogue. Based on Thao and Nguyen, speaking is a difficult ability for students because they not only need to acquire grammar and philology, but also the language which is used appropriately in social situations[29]. In addition, in the learning and teaching process, students of different levels may encounter several obstacles when speaking English both linguistics and non-linguistics obstacles as grammar, vocabulary, affective factors, and so on[30]. Even though speaking is the most challenging but also most crucial ability for EFL/ESL students, there are EFL students in many nations who are unable to communicate in English effectively for a variety of reasons, both internally and externally, as well as in Indonesia. Andini et al stated that there are so many languages, races, and cultures in Indonesia which have been passed down from generation to generation. Those

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[29] Tran Quoc Thao and Dang Thi Nhu Nguyet, "Four Aspects of English Speaking Difficulties Encountered by Tertiary English-Majored Students," *Social Sciences* 9, no. 2 (2020): p, 53, https://doi.org/10.46223/hcmcoujs.soci.en.9.2.261.2019.

[30] Thao and Nguyet, "Four Aspects of English Speaking Difficulties Encountered by Tertiary English-Majored Students", p. 54.

things became the assumption that English is difficult to learn[31]. They added that the uneven development of education in almost all areas of Indonesia, especially in rural areas, can also affect the development, growth, and improvement of students' speaking skills through teaching English.

In the study conducted by Thao and Nguyet, there are four aspects of speaking English difficulties mentioned in the study. Those are effective difficulties, social difficulties, instructional difficulties, and linguistics difficulties[32].

### a. Affective difficulties

The learner's affective side is one of the most significant obstacles to success in language learning. The affective difficulties faced by learners include anxiety, shyness, self-confidence loss, and fear of making errors. Speaking difficulties are caused by a variety of factors connected to affective issues. First of all, the concept of inhibition is linked to or included in the concept of self-esteem. Second, anxiety is a crucial factor in verbal communication among students majoring in English[33]. Then, when students find themselves tongue-tied unexpectedly, intense anxiety can often result, which frequently causes dissatisfaction and a failure in general intelligence. And also, students are scared that other people would like to know how well they speak English so it would make them very careful not to make mistakes in what they say, and when they speak English, they have no clue what they are trying to say. These problems would lead to low motivation

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[31] Tresna Nur Andini et al., "ELT Comparison: Increasing Students Speaking Ability in Indonesia, South Korea, Russia, and Poland," *English Language in Focus (ELIF)* 2, no. 2 (2020): 131, https://doi.org/10.24853/elif.2.2.131-140.

[32] Thao and Nguyet, "Four Aspects of English Speaking Difficulties Encountered by Tertiary English-Majored Students." p. 53.

[33] Thao Q Tran and Tham M Duong, "Intercultural Language Teaching: Rethinking the Objectives of English Language Education in the Vietnamese Context," *English for Specific Purposes World*, no. 46 (2015): 27–38.

to speak English. Furthermore, both internal and external factors have an impact on students' enthusiasm[34].

**b. Social difficulties**

To be able to speak a language, one must understand how it is used in the community because every language has its own rules for when and how to take control, as is well known. Teachers and students in Asian societies have highly strict roles that are rarely crossed. Expectations regarding the roles that students and teachers should take during class instruction might also contribute to a speaker's reluctance[35].

**c. Linguistics Difficulties**

Many language learners have difficulties using appropriate vocabulary when trying to speak English[36]. The lack of grammatical knowledge is caused by they do not have a sufficient basic awareness of English or they have not learned it. This will affect students in building sentences when they try to show their ideas.

**d. Instructional difficulties**

In teaching speaking to ESL/EFL learners, both teachers and students need to relate to each other to share knowledge and in order to practice speaking as one of the native skills to develop proficiency in collaborating with English. Nawshin in Thao and Nguyet stated that there are several reasons regarding the teacher's teaching methods that can cause difficulties in speaking English, for example, the teacher's speaking time, the use of the mother tongue

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[34] Thao and Nguyet, "Four Aspects of English Speaking Difficulties Encountered by Tertiary English-Majored Students." p. 55

[35] Thao and Nguyet, "Four Aspects of English Speaking Difficulties Encountered by Tertiary English-Majored Students.", p. 56.

[36] Samira Al Hosni, "Speaking Difficulties Encountered by Young EFL Learners," *International Journal on Studies in English Language and Literature (IJSELL)* 2, no. 6 (2014): 22–30.

in class, and the teacher's low mastery of speaking English[37].

### 3. Single-Sex Students in Acquiring English Speaking and Learning

In improving English speaking skills, many studies have been conducted by researchers on the use of strategies, approaches, techniques, or media in language teaching and learning. Students who study English as a foreign language tend to encounter more challenges than students from the country who use English as a second language and use it in daily life. Based on Citing Trang et al. stated that learning a second language in a classroom context is frequently more difficult than learning the mother tongue naturally[38]. Brown in Mohtasham and Farnia believed that there are personality factors that affected success in acquiring English language learning. Those are gender, foreign language anxiety, shyness, willingness to communicate, and so on[39]. Brown also states that gender, a psychological factor, influences language acquisition and is a significant aspect, which plays an important part in foreign language learning[40]. Park and French stated that gender differences in learning strategy studies are important since men and women are thought to have different educational and professional results in general[41]. So, it can be referred to that gender issues took crucial roles in human life and are a crucial

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[37] Thao and Nguyet, "Four Aspects of English Speaking Difficulties Encountered by Tertiary English-Majored Students.", p. 55.

[38] Jr Tran Thi Thu Trang, Karen Moni and Richard B. Baldauf, "To Abandon or Not To Abandon: Foreign Language Anxiety and Its Effects on Students' Non-English Department," *TESOL in Context*, 2012, 1–14, https://doi.org/10.20319/pijss.2015.s11.13211333.

[39] Leila Mohtasham and Maryam Farnia, "English Speaking Anxiety: A Study of the Effect of Gender on Iranian EFL University Students' Perceptions," *International Journal of Research in English Education* 2, no. 4 (2017): 66–79, https://doi.org/10.29252/ijree.2.4.66.

[40] Mohtasham and Farnia.

[41] Gi Pyo Park and Brian F. French, "Beyond the Mean Differences of the SILL by Gender: Differential Item Functioning," *Journal of Asia TEFL* 8, no. 4 (2011): 175–203.

part of communication. Men and women may interact when speaking to each other, and relationships between the sexes undoubtedly have an impact on how they communicate[42]. There are many studies have been conducted around the world to investigate the difference in anxiety levels between female and male language learners such as the studies conducted by Mohtasham and Farnia[43], Siew and Peck[44], Siew[45], Mahmud and Nur[46], Gerencheal[47], and Karatas et al[48].

Since gender difference becomes a crucial factor and has a significant role in foreign language learning. The researchers found that there are differences between males and females in the way they communicate. First, based on Mahmud and Nur, male and female students are different in choosing learning strategies. Male students tend to employ memory, metacognitive, and social strategies more frequently than female students. On the other hand, female students tend to employ cognitive, compensation, and affective strategy frequently than male

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[42] Murni Mahmud and Sahril Nur, "Exploring Students' Learning Strategies and Gender Differences in English Language Teaching," *International Journal of Language Education* 2, no. 1 (2018): 51–64, https://doi.org/10.26858/ijole.v2i1.4346.

[43] Mohtasham and Farnia, "English Speaking Anxiety: A Study of the Effect of Gender on Iranian EFL University Students' Perceptions."

[44] Siew Pei Hwa and Wee Kim Peck, "Gender Differences in Speaking Anxiety Among English As a Second Language Learners in a Malaysian Tertiary Context," *International Journal for Studies on Children, Women, Elderly And Disabled* 2, no. 1986 (2017): 108–17.

[45] P.H. Siew, "The Impact of Gender on Speaking Anxiety among Malaysian Tertiary ESL Learners," *TESOL in Context*, 2012, 1–14.

[46] Mahmud and Nur, "Exploring Students' Learning Strategies and Gender Differences in English Language Teaching."

[47] Berhane Gerencheal, "Gender Differences in Foreign Language Anxiety at an Ethiopian University : Mizan-Tepi University Third Year English Major Students in Focus Gender Differences in Foreign Language Anxiety at an Ethiopian University : Mizan-Tepi University Third Year Engli," *African Journal of Education and Practice (AJEP)* 1, no. 1 (2016): 1–16, www.iprjb.org.

[48] Hakan Karatas et al., "An Investigation into University Students☐ Foreign Language Speaking Anxiety," *Procedia - Social and Behavioral Sciences* 232, no. April (2016): 382–88, https://doi.org/10.1016/j.sbspro.2016.10.053.

students[49]. According to the findings of the study conducted by Gerencheal found that in foreign language anxiety there is a significant gender difference. The female students experienced higher levels of anxiety than male students in their English class[50]. According to Mahmud, some characteristics of female students, such as embarrassment, anxiety, and uncertainty, can affect their English proficiency and cause them to prefer writing as a means of expressing their ideas, whereas men are forced to choose to speak because they must "challenge and maintain strength as men"[51]. Then, female tertiary ESL students demonstrated a higher level of speaking anxiety than their male counterparts. This study also proves that In the ESL classroom, female students worry more about receiving a bad grade and have higher psychological discomfort. The three affective components of English classroom speaking anxiety, social-environmental factor, and perception factor do not significantly differ between male and female students in terms of ESL speaking anxiety[52]. In terms of linguistic proficiency, females are better than males in all text genres[53]. Nassab and Motlag discovered that girls were speaking naturally and without stopping. The speaking of female students was uninterrupted and full of verbs, adjectives, and

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[49] Mahmud and Nur, "Exploring Students' Learning Strategies and Gender Differences in English Language Teaching."

[50] Gerencheal, "Gender Differences in Foreign Language Anxiety at an Ethiopian University : Mizan-Tepi University Third Year English Major Students in Focus Gender Differences in Foreign Language Anxiety at an Ethiopian University : Mizan-Tepi University Third Year Engli."

[51] Murni Mahmud, "Language and Gender in English Language Teaching," *TEFLIN Journal - A Publication on the Teaching and Learning of English* 21, no. 2 (2015): 172, https://doi.org/10.15639/teflinjournal.v21i2/172-185.

[52] Siew Pei Hwa and Wee Kim Peck, "Gender Differences in Speaking Anxiety Among English As a Second Language Learners in a Malaysian Tertiary Context."

[53] Marlia Puteh, Zuhana Mohd Zin, and Ihsan Ismail, "Reading Performance of Malaysian Students across Gender in PISA 2012," *3L: Language, Linguistics, Literature* 22, no. 2 (2016): 109–21, https://doi.org/10.17576/3L-2016-2202-08.

coordinators, whereas the males' speech was interrupted frequently, occasionally with incorrect grammar and pronunciation, and with more discourse markers[54]. It means that in the acquisition of first languages, females are better than males.

Based on the studies carried out by some researchers related to gender differences and speaking English as a foreign language, there are so many differences between female and male students in the way they acquire English language learning.

## B. Previous Research

A significant number of previous studies have been carried out by some previous researchers related to the impact of gender on speaking English as a foreign language. And the researcher has collected several previous studies related to the research conducted by the researcher.

### 1. Exploring Students' Learning Strategies and Gender Differences in English Language Teaching[55]

This study was conducted by Murni Mahmud and Sahil Nur. The main objective of this study was to investigate female and male students' learning strategies and discuss those strategies in gender different terms. This research took place in one senior high school in Makassar, Indonesia. In collecting the data, the researcher used the quantitative method and used a questionnaire of SILL while the qualitative data were collected by using interviews. The respondents of this research were 71 students taken randomly by using the Slovin formula among 250 students. From the questionnaire, the researcher found that female students tend to use cognitive, compensation, and affective strategy frequently than male students whereas male students tend to use memory, metacognitive, and social strategy frequently

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[54] Mahdiyeh Seyed et al., "Male and Female Students' Narrative Similarities and Differences in the Advance Levels in Line with Advance Organizers" 3, no. 1 (2017): 1–1, https://doi.org/10.11648/j.cls.s.2017030101.12.

[55] Mahmud and Nur, "Exploring Students' Learning Strategies and Gender Differences in English Language Teaching."

than female students. And the finding from the interview shows that male and female students were different in choosing to learn.

2. **Gender Differences in Speaking Anxiety Among English as A Second Language Learners in A Malaysian Tertiary Context[56]**

This study was conducted by Siew Pei Hwa and Wee Kim Peck. The study aimed to identify gender differences in speaking anxiety among Malaysian tertiary ESL (English as a Second Language) learners and to determine the level of speaking anxiety among tertiary students in the ESL classroom which include psychological anxiety, fear of negative evaluation, social-environmental factor, English classroom language anxiety, and perception factor. The respondents of this study were taken from 237 undergraduate students at a Malaysia University consisting of 143 female students. The data was collected from a structured questionnaire modified from the FLCAS (Foreign Language Classroom Anxiety Scale) which was developed by Horwitz. The result of this study shows that the speaking anxiety among Malaysian tertiary ESL students was moderate, and female tertiary ESL students demonstrated a higher level of speaking anxiety than their male counterparts. This study also proves that In the ESL classroom, female students worry more about receiving a bad grade and have higher psychological discomfort. The three affective components of English classroom speaking anxiety, social-environmental factor, and perception factor do not significantly differ between male and female students in terms of ESL speaking anxiety.

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[56] Siew Pei Hwa and Wee Kim Peck, "Gender Differences in Speaking Anxiety Among English As a Second Language Learners in a Malaysian Tertiary Context."

3. **English Speaking Anxiety: A Study of The Effect of Gender on Iranian EFL University Students' Perceptions**[57]

The conducted by Leila Mohtasham & Maryam Farnia aimed to examine Iranian EFL university students' level of anxiety and their perceptions towards activities in-class during speaking class and possible causes of fear. In addition, this study also examined whether or not EFL university students' views of speaking anxiety were influenced by their gender. The data of this study were collected from 175 Iranian EFL students consisting of 125 females and 50 males using the Foreign Language Classroom Anxiety Scale (FLCAS) adopted from Horwitz. And the finding of this study revealed that the level of females' anxiety was significantly higher than males' in speaking activities.

4. **Speaking Anxiety Among Single-Gender and Co-Educational School Students in An Online Learning Context**[58]

The study carried out by Mohamad Fakhrul Aiman Zulkiflee and Vahid Nimehchisalem aimed to examine the students' speaking anxiety in three different gender-based types of schools. The researchers adopted a mixed-method research design that used the English as a Second Language Speaking Anxiety Scale (ESLSAS) adapted from Hwa and Peck as the instrument. The participants were taken from 180 students for surveys and 12 students for interviews which were administered using Google Forms and done via online meeting platforms involving virtual semi-structured interviews. While the content analysis was used to examine the interviews, descriptive and inferential analysis was used to analyze the surveys. The results showed that speaking anxiety was generally

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[57] Mohtasham and Farnia, "English Speaking Anxiety: A Study of the Effect of Gender on Iranian EFL University Students' Perceptions."

[58] Mohamad Fakhrul Aiman Zulkiflee and Vahid Nimehchisalem, "Speaking Anxiety among Single-Gender and Co-Educational Schools Students in an Online Learning Context," *Open Journal of Modern Linguistics* 12, no. 04 (2022): 438–59, https://doi.org/10.4236/ojml.2022.124032.

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low among students, that female students' levels were higher than those of their male counterparts, and that there was a statistically significant difference between the speaking anxiety mean scores of students in single-gender and co-educational schools. Additionally, speaking anxiety among female students was much higher in the coed settings of the institutions. The analysis of the interview data revealed the causes of the students' speaking anxiety as well as their coping strategies.

5.  **Language and Gender in English Language Teaching[59]**

    The study conducted by Murni Mahmud was aimed at the effect of gender differences in English language teaching. This study explores students' learning styles used by students as influenced by notions about male and female differences in communication. The data of this study were collected from 2008 from 20 male and 20 female English students of the State University of Makassar. And this aimed to uncover their attitudes when speaking to the different sex, strategies for expressing opinions, preferences for group work, activeness/passiveness, and their perceptions to improve English skills in dealing with gender differences. This study revealed that female students were more reluctant than male students to talk to a different gender; females prefer a direct way of expressing opinions (writing), working with the same gender, and tend to be passive in class. In addition, women saw a greater possibility of improving their English skills by working with the same gender but the opposite is true for male students. The different styles of female and male students in learning English are influenced by the understanding of the female language

    Based on the previous research conducted by the previous researchers related to gender differences and

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[59] Mahmud, "Language and Gender in English Language Teaching." *TEFLIN Journal - A Publication on the Teaching and Learning of English* 21, no. 2 (2015): 172, https://doi.org/10.15639/teflinjournal.v21i2/172-185.

speaking anxiety in learning English as a foreign language as mentioned by the researcher. However, the number of studies related to the difficulties faced by Single-sex class students in learning English, especially in speaking, are still rare. The researcher conducts this study to reveal the difficulties faced by single-sex class students in acquiring speaking skills at MA NU Ibtidaul Falah Samirejo Dawe, Kudus.

## C. Theoretical Framework

The use of English as a foreign language (EFL) or second language (ESL) in this globalization era, without doubt, is one of the most crucial skills that must be mastered by people to communicate and get ideas from others, especially for a student. The English language has become the most widely used language in the world and is extensively spoken. English is extensively used in every field such as scientific research, education, engineering, business, media, and so on. So, it is important for students to master English to support their improvement and to face the future. Then, in the process of acquiring English as a second language, the learners have to acquire all of the four basic skills of language. Those are speaking, reading, writing, and listening. And the ability to communicate is the most important skill in English language acquisition. But in the process of acquiring English speaking skills, students may meet difficulties that make it difficult to speak in English. Difficulties in speaking English can be seen from several factors, including students who feel they do not need English so they are lazy in practicing English, or also from difficulties in students pronouncing English sentences. And based on this, the researcher wants to examine the difficulties faced by students, especially in the single-sex classroom.

This research aims to investigate the difficulties faced by single-sex students in learning English speaking skills at MA NU Ibtidaul Falah Samirejo Dawe, Kudus. The researcher is focused on the difficulties in learning English speaking skills faced by single-sex students, what kind of difficulties they meet, whether there are similarities between male and female classes or differences in difficulty in mastering learning to speak English, and what factors influence students in learning

English speaking skills. In addition, the result of this study could be used as a set of recommendations for teachers and students when meeting difficulties in learning English speaking skills.

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┌─────────────────────────┐
│  English Speaking Skill │
└─────────────────────────┘
             │
┌─────────────────────────┐
│  Single-Sex Students (Male│
│   and Female students)   │
└─────────────────────────┘
             │
  ┌──────────┼──────────┐
┌────────────┐ ┌────────────┐ ┌────────────────┐
│ Difficulties│ │ Difficulties│ │ The Alternatives for│
│ of Male     │ │ of Female   │ │ Handling the       │
│ students in │ │ students in │ │ Difficulties of    │
│ Learning    │ │ Learning    │ │ Single-sex Students│
│ English     │ │ English     │ └────────────────┘
│ Speaking Skill│ │ Speaking Skill│
└────────────┘ └────────────┘
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