

CHAPTER 2

LITERATURE REVIEW

This chapter presents brief explanations of some theories that support the study. The theories are related to gender differences, language learning strategies, speaking, and public speaking.

2.1 Gender Differences

Gender is female and male. Gender is a social structure, but there are special characteristics. Gender involves a special relationship to the human body. This is recognized in a reasonable definition of gender as an expression of natural differences, that there are differences between the bodies of females and males (Cornell, 2009). Gender, according to Coates (2004), is a term used to describe a gender category that is socially constructed. In society, genders are divided into feminine and masculine, and it is tempting to think about gender as a simple binary opposition.

Gender differences is one of the factors that can affect differences in views in the selection of students' learning strategies. One individual had different learning approaches to mastering a subject, especially in language learning strategies, and there is evidence that some preferences have been established based on gender differences (Nur & Yusuf, 2022). Mahmud and Nur (2018) stated that gender differences can increase the preference for language learning strategies because understanding how these factors can improve language learning strategies can provide insights for students to help them learn public speaking effectively. Finally, gender differences affect the choice of language learning strategies.

There are female and male characteristics of language learning strategies; Mahmud and Nur (2018) argued females prefer to use their feelings and intuition to feel things and think more profoundly than males. Oxford (1990) found that females are more aware of using their learning strategies to facilitate daily learning. At the same time, Severiens and Dam (2005) suggest males prefer abstract modes of conceptualization in their learning rather than females.

Retrieved females would rather rely on personal pronouns, queries, justifications, and strong adverbs. Males employ linguistic techniques like commands, interruptions, and conjunctions at the beginning of sentences (Aries, 1967; Mulac et al., 1998; Taps & Yancy-Martin, 1998, as cited in Gascoigne, 2002).

However, Holmes (2001) asserted that there is at least an influence between psychological and socio-cultural. In a similar vein, Nyikos (1990) mentioned that female students are more likely than male students to seek social approval (as cited in Aslan, 2009) and this perhaps is the reason Shenadeh (1999) observes that males use the discussion to obtain an increased quantity of comprehensible output, compared with females often get an increased quantity of comprehensible input from the conversation. Lastly, the characteristics of language learning strategies depend on students' interests, although there are internal and external factors that influence them.

Finally, gender consists of females and males with different body shapes, ways of thinking, and ways of choosing language learning strategies because they have different interests and needs. Meanwhile, in the social aspect, gender is divided into feminine and masculine. Then, gender is one aspect that influences the choice of language learning strategies because they have different abilities and thinking.

2.2 Language Learning Strategies

The selection of factors for language learning strategies in this study is based on several considerations. This type of learning was chosen as a factor in language learning strategies in this study because it chose a more appropriate time so that the learning process is not interrupted. In addition, this factor is also easy to identify (Ahsanah, 2020). Haelerman (2022) stated that when students are involved in a learning activity, they have more resources that they can use to complete their tasks, which can be referred to as learning process strategies. The point is that students certainly differ in selecting strategies because of factors and preferences.

A language learning strategy is something learners use to improve their learning efficiency. Ansari and Saleh's (2021) research defined a learning strategy as a combination of any process, step, plan, or routine that the students can use to understand the process, application, retrieval, and utilization of information. There is also a language learning strategy that is defined as a sure thing done by someone, such as a step, or the best technique for students, such as finding a partner in a conversation, or it can be by involving ourselves to get a new task about the language but with a task that is difficult enough to do herself because the learning strategy becomes one of the critical factors that can affect the learning of English (Scarcella and Oxford, 1992). Meanwhile, according to Oxford (1990), a language learning strategy is a more specific action that learners carry out to make learning more accessible, fun, faster, more effective, more independent, and more transferable to obtain new information that is good for individual students. Learning strategies are the best step or way for students when they learn, especially when learning languages.

The core theory used by the researcher in this aspect is the idea of a learning strategy proposed by Oxford (1990), which divided learning strategies into two types: direct and indirect.

1. Direct strategies are divided into three categories: memory, cognitive, and compensatory.
 - a) Memory strategies can involve the brain in retrieving and storing information to help learners combine different concepts and ideas in L2 but do not require too broad and in-depth knowledge. Oxford (1990) divides memory methods into four categories:
 - 1) Applying images and sounds is using pictures, semantically mapped memory strategies, keywords, outlines, highlights, and memory representation of sounds.
 - 2) Reviewing is an activity that someone does to give a review of something they have tried before.

b) Cognitive strategies allow the learner to influence or change the target language, such as practicing, evaluating phrases, summarizing, etc. In the opinion of Oxford (1990), there are four types of cognitive strategies.

1) Practicing is repeating, practicing with sounds and writing systems, understanding and implementing formulas and patterns, integrating and practicing naturally.

2) Receiving and sending messages is immediately understanding the concept, and employing cognitive strategies for receiving and delivering messages.

3) Analyzing and reasoning is deductive reasoning, evaluating expressions, evaluating contrasting "crossing languages," translating, and transferring.

c) Compensatory strategies are strategies that act automatically in learning the language when there are information gaps and compensate for grammatical variations and incomplete vocabulary. Compensation solutions for production aid in the continued use of language. Furthermore, several of these tactics assist learners in becoming more fluent in their prior knowledge. There are compensation strategies divided into two categories;

1) Overcoming limitations in speaking is using the mother tongue, seeking assistance, utilizing mime or gesture, avoiding communication partially or entirely, choosing topics, altering or approximating the message, coining words, employing a circumlocution or synonym.

2. Indirect strategies are divided into three categories: metacognitive, affective, and social.

a. Metacognitive strategy's role is to coordinate students' learning process because they need skills such as paying attention and

connecting with previously acquired knowledge to achieve successful language learning. They are types as follows;

- 1) Arranging and planning learning is learning about language learning, organizing, defining goals and objectives, recognizing the aim of a language task, preparing for the language task, and exploring practice opportunities.
 - 2) Evaluating learning is monitoring their self-evaluation, reflection, and peer feedback.
- b. Affective strategies are used when learning a new language. Learners can develop and control affective aspects such as positive emotions, attitudes, motives, motivations, and values to improve language learning performance. They are types as follows;
- 1) Lowering anxiety is used in progressive relaxation, deep breathing, meditation, music, and laughing.
 - 2) Encouragement is making optimistic words, taking calculated risks, employing emotional methods, and rewarding yourself.
 - 3) Taking an emotional temperature is being able to control your body, utilizing a checklist, keeping a language learning diary, and talking about your feelings with another person.
- c. Social strategies, Oxford (1990) argued that language is a kind of social activity and technique that can help learners work with others and understand the target culture and language. As a result, distinguishing language from social interaction becomes impossible. The types are as follows;
- 1) Cooperating with others is cooperating with peers and with expert users of the new language.

Finally, the theory in language learning strategies is divided into direct (memory, cognitive, compensation) and indirect (metacognitive, affective,

social) strategies, all mutually sustainable. The direct strategy focuses more on students' abilities by using their brain's memory abilities to target language and action language in a compensatory manner cognitively. Meanwhile, the indirect strategy focuses more on learning processes, effective control, and social activity.

2.3 Speaking Skills

Speaking in a foreign language is more difficult than reading, writing, or listening. Nunan (2003) argued first, unlike reading or writing, speaking occurs in real-time, the person you are conversing with usually expects you to speak immediately. Second, unlike writing, speaking does not allow you to edit and amend what you want to say. Although speaking skills are difficult, speaking is crucial because speaking can convey our words, opinions, suggestions, and others to the interlocutor.

Speaking is the conveyance of an idea or thought that exists within that involves other people in conveying information using words. Speaking according to Van Lier, (1995), is auditory (the process of speaking and listening), temporary, immediate reception, prosody elements (rhythm, stress intonation), Immediate feedback quickly, or question and answer face to face. Speaking is the physical realization of an abstract system (Widdowson, 1978). In addition, speaking is the physical realization of concepts, ideas, and assumptions that exist in the human schema.

Types of speaking by Brown (2001) in the book *Second Edition of teaching by principles* in the chapter teaching speaking, divided into:

1. Imitative

A very limited proportion of classroom speaking time may legally be spent making "human tape recorder" speech, in which students rehearse an intonation contour or attempt to identify a specific vowel sound. This type of imitation is done not to engage in meaningful interaction, but to focus on a specific aspect of language form.

2. Intensive

Intensive speaking extends beyond imitation to include any speaking performance intended to practice a phonological or grammatical component of language. Intensive speaking can be initiated by the learner or it might result from a pair work engagement in which learners are "going over" specific forms of language.

3. Responsive

A significant proportion of student speech in the classroom is responsive: brief responses to teacher or student-initiated questions or comments. These responses are typically adequate and do not expand into conversations. Such speeches can be profound and honest.

4. Transactional (dialogue)

Transactional language, which is used to convey or exchange specific information, is an extension of responsive language. Conversations, for example, maybe more negotiating in nature than response speech.

5. Interpersonal (dialogue)

The other type of discussion outlined in the previous chapter was interpersonal dialogue, which was conducted primarily for the goal of sustaining social ties rather than transmitting facts and information. Learners may struggle with these talks due to their casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and concealed "agenda".

6. Extensive (monologue)

Finally, students at intermediate to advanced levels are asked to deliver prolonged monologues in the form of oral reports, summaries, or perhaps brief speeches. Here, the register is more formal and deliberate. These speeches can be planned or unplanned.

Characteristics of speaking according to Harmer J (2001) and Thornbury S. (2005);

a) Fluency

The essential objective that teachers strive for when teaching the productive skill of speaking is oral fluency; it is one of the most important aspects of speaker performance. The capacity to convey oneself in an intelligible, rational, and correct manner without excessive hesitancy; otherwise, communication breaks down as listeners lose interest. To attain this purpose, teachers should encourage students to freely express their unique ideas while avoiding imitations of some kind.

b) Accuracy

Nowadays, most foreign language teachers emphasize the term "accuracy" in their instruction since students are more concerned with becoming fluent than with being accurate. Speakers who do not structure accurate communication cannot be understood, and their interlocutors lose interest if they make wrong remarks repeatedly. As a result, paying attention to the correctness and completeness of language form is increasingly important for speaking proficiency. As a result, learners should concentrate on several aspects of spoken language output, most notably grammatical structure, vocabulary, and pronunciation.

c) Grammar

Grammatical accuracy relates to the range and proper usage of a learner's grammatical structure, which includes the length and complexity of expressions, as well as the capacity to use subordinate clauses. The grammar of speech differs from that of writing.

d) Vocabulary

Vocabulary accuracy relates to the appropriate use of words when speaking. Students frequently struggle to articulate themselves because they lack the necessary vocabulary and occasionally use terms wrongly, such as synonyms, which may not have the same meaning in all contexts. Students must then be able to accurately use words and

expirations.

e) Pronunciation

The English language had long been seen as challenging by both native and non-native speakers due to its pronunciation. Learners who want to improve their English speaking skills should focus on pronunciation in general. They should be aware of the various sounds, their characteristics, and where they are produced in the mouth; they should also be aware of where the words should be de-emphasized, when to use raised intonation, and when to use a falling one. All of these challenges provide individuals with additional information about how to properly speak English and contribute to their objective of improving their grasp of spoken English.

In addition, the ability to speak effectively can also be influenced by gender. The first opinion from Awan, A. G., and Azeem, M. S. (2017), there are characteristic speaking genders, that female students performed better than male students in terms of speaking ability. Female students outperformed male students in terms of speaking skills and speaking exam results. The second opinion is from Afrilya et al. (2021) who suggested that females often use communication to form and maintain relationships, which is corroborated by the findings of this study. They used language to achieve proximity; male students spoke and heard a language of status and independence, while female students spoke and heard a language of connection and intimacy. The third opinion is from Chan (2018), who claimed that females used more hedges than males. There are three types of hedges: those used to indicate that the speaker is hesitant those used to express politeness, and those used to characterize female language, the language of those who lack authority in society.

Furthermore, male and female students have higher variations of speaking ability. The major distinction between male and female students is their communication style (Wahyuningsih, 2018). It has been demonstrated that, although women utilize communication to strengthen social ties and build relationships, males use language to assert power and obtain real results. It had

an impact on their speaking manner. Different opinions by Awan, A. G., and Azeem, M. S. (2017) show that female students are more expressive, hesitant, and courteous while communicating, whereas males are bolder and more vocal. The variations might occur because males and females vary in numerous ways, both physically and psychologically, since childhood.

Developing speaking skills requires learners to master appropriate grammar and vocabulary essential for effective communication. Speaking, as a productive skill, typically involves interaction with others, making it a complex process that time to develop (Wael et al., 2018). Many learners, particularly those in higher education, struggle with speaking proficiency, which often hinders their ability to perform effectively in the workplace (Ramamurthy et al., 2021). Consequently, there is a strong emphasis on cultivating speaking skills among students in higher learning institutions.

Recognizing the importance of these skills has led to the introduction of various activities aimed at enhancing learners' speaking abilities and preparing them for real-world situations. Students participate in presentations and group discussions to encourage practice, while mock interviews provide them with hands-on experience of actual interview scenarios. Such practices help learners build confidence and perform effectively during job interviews (Rao, 2019). Moreover, these activities raise awareness about the significance of speaking skills while offering opportunities for learners to practice and refine their abilities (Wael et al., 2018). On the other hand, teachers play a crucial role in supporting the development of speaking skills. Beyond being educators, they act as facilitators, participants, motivators, and providers of constructive feedback when needed (Wael et al., 2018). This multifaceted support enhances learner's ability to acquire and improve their speaking skills effectively.

Finally, speaking skills involve listening and speaking or using both productive and receptive abilities. Speaking has types and characteristics, especially speaking in females and males which are different from one another as explained earlier. Female and male students have different communication styles.

2.4 Public Speaking

Public speaking is mandatory for English students at a university in Tasikmalaya, Indonesia. Public speaking is one of the most challenging class for students. Therefore, to be successful in their studies, they need to have several things skills such as good language production (pronunciation, volume, fluency, grammar, and articulation), and ability to speak in front of an audience, good self-confidence and interaction with the audience, body language and movement, mastery of content, organization, and delivery, and perfect time management (Mbato, 2020).

Then, public speaking for students can have an impact on personal students achievement. Public speaking is one of the most important things for students. Apriyanti et al. (2018) stated that in the 21st century, especially with the globalization of information technology, public speaking has become inevitable in learning and life. Learning through public speaking benefits students by quickly improving their personal and social interactions, especially in academic improvement and, most notably, in the benefits of their future (Yee, 2014). Public speaking can make students feel stronger, more confident, and braver to speak in public especially after reflecting on their public speaking experience and anticipating the same problem in the future (Agustin, Pertamina, & Rahmat, 2022). Public speaking in front of the class can be believed to help students interact and socialize with the audience in the classroom and also be able to boost the students' confidence (Ibrahim, 2020). Public speaking is essential for students because there are many benefits and advantages.

Public speaking is the ability to speak in person with learning activities that occur through experience and practice speaking in front of the audience so that there is a listening and receiver (Puluhulawa, 2022). Meanwhile, according to Suwarno and Ramasari (2023), public speaking is educating yourself. Also, it changes one's view of other things because public speaking is more than just talking on stage or in public. In contrast, O'hair and Wiemann (2012) stated that

public speaking always produces a conversation that has some meaning to speak because, at the time of the speech, there is an audience that listens to it, which needs to involve the attention of listeners. The message of the speech delivered was specific. From the three opinions of experts, it can be concluded that public speaking aims to convey information to the audience.

Females and males have characteristics in public speaking practice, Erdiana (2019) argues, that in the aspect of vocabulary, females are superior to males, but other males have difficulty choosing the right words when speaking in public, they tend to translate directly from their mother tongue or a mixture of both languages (Indonesian and English). However, several other male students could speak the language with sufficient vocabulary when public speaking. Holmes (2001) suggested that females in their speech prefer to use tag questions, lexical hedges or fillers, rising intonation on declarative, precise color terms, empty adjectives, intensifiers such as just and so, super polite forms, hypercorrect grammar, avoidance of strong swear words and emphatic stress. Gass & Varonis (1986) argued, that males are better in conversation, can control and dominate conversations

Finally, public speaking is a person's way of speaking in front of an audience to convey information, or if it is within the scope of a class, the audience is our colleagues. Public speaking performance has advantages for students, and learning public speaking is also crucial for students who take public speaking class.

2.5 Study of Relevant Research

First, relevant research related to gender differences in language learning strategies in the form of journals was carried out by Wahyuni (2022). This study discusses the significant influence of gender on the use of speaking learning strategies among tertiary students in Indonesia. Also, it discusses what had been used by students and students in groups. Data was collected using questionnaires SILL, the quantitative part of a more extensive mixed-method study. The result was that female students were more likely to use the 'paying

attention' strategy and the 'metacognitive' strategy Group. Male students were more likely to use the 'finding out about language learning' strategy and the 'compensation' strategy group. The study also showed that gender influences significantly affect the use of 'affective' strategies alone.

Second, relevant research related to gender differences in language learning strategies in the form of journals was carried out by Anum and Apriyanto (2019). This research discusses what can dominate the gender strategy in learning to speak using female and male student participants in vocational schools in Indonesia in the tenth grade. Data was collected using questionnaires SILL, and a qualitative narrative was used to analyze this study. The population is 320 students majoring in automotive and accounting, and the sample is taken from 32 students. As a result, female students dominate affective strategies during male students dominate metacognitive.

Third, relevant research related to language learning strategies in public speaking classes in the form of journals was carried out by Puluhulawa et al. (2022). This research explores and finds learning strategies, such as what students use in public speaking class. Data was collected using descriptive qualitative interviews as data analysis of this study. The results of this study used high-average cognitive strategies as a daily routine and in public to support their mastery of public speaking. Metacognitive strategies are used on average, and socio-affective strategies are used only at certain times, such as when outside the classroom, before entering the classroom, and in the classroom. The metacognitive strategy used on low average is only used at certain times, such as when outside the classroom, before entering the classroom, and in the classroom.

Fourth, relevant research related to language learning strategies in public speaking classes in the form of a journal has been carried out by Suwarno and Ramasari (2023). This research aims to determine student learning strategies for learning English in public speaking subjects through the Inventory Strategy for Language Learning (SILL) for second-semester EFL students. The data

collection technique of this research used a questionnaire. The data analysis technique used in this research was the basic statistical technique of percentages using a Likert scale questionnaire. The result of this research indicated that 11 students used the "Metacognitive" learning strategy, 5 students used the "Cognitive" learning strategy, 8 students used the "Compensation" learning strategy, 6 students used the "Affective" learning strategy, 7 students used the "Social" learning strategy, there are no students used the "Memory" learning strategy.

Past studies were limited to three topics: gender difference themes, language learning strategies, and public speaking. Because most only have two themes, such as gender differences and learning strategies or learning strategies and public speaking. In this research, the researcher used the case study as the method, a semi-structured interview as the data collection technique, and thematic Braun and Clarke (2006) as the data analysis to see how gender differences can determine their way of learning public speaking, particularly in learning strategies, as undergraduate students function correctly, this study took participants four students (two females and two males) and with two different classes but in Department of English Education of a University in Tasikmalaya, West Java, Indonesia. The language learning strategy was chosen according to the interests and needs of students at the time of study. The study's research is entitled "Gender Differences in Language Learning Strategies at Undergraduate Students in Public Speaking Class." It had been understood: "How does gender differences determine the language learning strategy of undergraduate students in public speaking class?" This research aims to find out how gender differences can determine how undergraduate students in strategy learning public speaking class.