

**DIFFERENCES IN THE LEARNING ABILITY OF MALE AND
FEMALE STUDENT IN WRITING DESCRIPTIVE
TEXT SKILLS AT SMAN 4 KEDIRI**

SKRIPSI

Presented as Partial Fulfillment of the Requirements to Obtain

The Sarjana Degree of Education of English Department

Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri



By :

INGE APRILIA SAPUTRI

19.1.01.08.0023

ENGLISH DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

2023

APPROVAL PAGE

Skripsi by:

INGE APRILIA SAPUTRI

19.1.01.08.0023

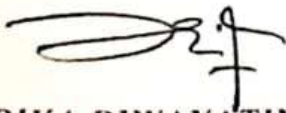
Title:

**DIFFERENCES IN THE LEARNING ABILITY OF MALE AND FEMALE
STUDENT IN WRITING DESCRIPTIVE TEXT SKILLS AT SMAN 4
KEDIRI**

It has been approved to be submitted to English Language Education Department
Study Program Skripsi Committee FKIP UN PGRI Kediri

Date : July 27th 2023

Advisor I



RIKA RIWAYATININGSIH, M.Pd.
NIDN.0721107201

Advisor II



Dr. DEWI KENCANAWATI, M.Pd
NIDN.0707097102

APPROVAL SHEET

Skripsi by:

INGE APRILIA SAPUTRI

19.1.01.08.0023

Title:

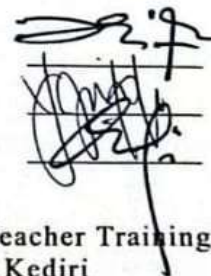
**DIFFERENCES IN THE LEARNING ABILITY OF MALE AND
FEMALE STUDENT IN WRITING DESCRIPTIVE
TEXT SKILLS AT SMAN 4 KEDIRI**

It has been defended in front of the English Language Education Department
Study Program Skripsi Committee FKIP UN PGRI Kediri
At the date of : July 17, 2023

And Declared to Have Fulfilled the Requirements

Examiner committee

Chief of Examiner : Rika Riwayatningsih, M.Pd
First Examiner : Dr. Yunik Susanti, M.Pd
Second Examiner : Dr. Dewi Kencanawati M.Pd



The Dean of Faculty of Teacher Training
and Education, UN PGRI Kediri



Dr. Mumun Nurmilawati M.Pd.
NIDN. 00006096801

THE STATEMENT OF WRITING ORIGINALITY

The undersigned below:

Name : Inge Aprilia Saputri
Gender : Female
Place/ date of born : Nganjuk, 21 April 2000
NPM : 19.1.01.08.0023
Fac/Dep : FKIP/ English Language Education Department

states in fact, that in this skripsi no work has ever been submitted for a bachelor degree in a college, and to the best of my knowledge no written work or opinion has ever been published by any other person, except that which is intentionally and written referred to in this manuscript and mentioned in the bibliography.

Kediri, July 17, 2023

The writer



INGE APRILIA SAPUTRI

NPM: 19.1.01.08.0023

MOTTO AND DEDICATION

MOTTO:

“Prayer and effort” –Inge Aprilia Saputri

DEDICATE TO:

For my self

ACKNOWLEDGEMENTS

Be grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher is able to finish this skripsi as a partial fulfilment of a requirements for the Sarjana Degree well.

This skripsi entitle “Study on Gender Anxiety in Writing”. The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs criticism and suggestion better. Therefore, she would like to express her gratitude:

1. Dr. Zainal Afandi, M.Pd. as the Rector of University of Nusantara PGRI Kediri.
2. Dr. Mumun Nurmilawati, M.Pd. as the Dean of Faculty of Teacher Training and Education of University of Nusantara PGRI Kediri.
3. Khoiriyah, M.Pd. as the head of English Department.
4. Rika Riwayatningsih, M. Pd. as the first advisor who has many valuable hours to give guidance, suggestion and correction.
5. Dr. Dewi Kencanawati, M.Pd. as the second advisor who has many valuable hours to give guidance, suggestion and correction.
6. All lecturers of English Department who have given valuable knowledge and science during his study at the teacher training and education faculty of Nusantara PGRI Kediri University.

Kediri, 27th Juliy2023

Inge Aprilia Saputri

NPM. 19.1.01.08.0023

ABSTRACT

Inge Aprilia Saputri Differences in the Learning Ability of Male and Female Student in Writing Descriptive Text Skills at SMAN 4 Kediri in the Academic Year 2022/2023, Skripsi, English Language Education Department, FKIP UN PGRI Kediri, 2023.

Key words: Learning ability, gender, writing ability, descriptive text

This study aims to determine differences in the ability to write descriptive texts between male and female students describing places. From identification indicators, descriptions, paragraph organization, spelling, punctuation. This research was conducted using descriptive research. Then using a written test instrument consisting of thirteen male students and seventeen female students of class X-1 SMAN 4 Kediri. Researchers use quantitative data analysis in the form of numbers to provide value. The results showed that the writing skills of male and female students in describing places on the same indicator were superior to female students compared to male students. This is evidenced by the value of male students getting an average score of 43.0763 (44) while female students get an average score of 65.1765 (66). So that the difference in their abilities is significant, this is evident from the SPSS calculations from the independent t-test.

TABLE OF CONTENT

TITLEPAGE.....	i
APPROVALPAGE	ii
APPROVAL SHEET	iii
THE STATEMENT OF WRITING ORIGINALITY	iv
MOTTO AND DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
TABLE OF CONTENT	viii
CHAPTER I INTRODUCTION	1
A. Background of the research	1
B. The identification of the problem	4
C. Limitation of the research	4
D. Problem of the research	5
E. The purpose of the research	5
F. Significance of the research	5
G. Definition of key term	6
CHAPTER II LITERATURE REVIEW	8
A. Related Theory	8
1. Learning Ability	8
2. Gender	9
3. Writing Ability	13
4. DescriptiveText.....	20

B. Previous Research	25
C. Thinking Framework	27
D. Hypothesis	29
CHAPTER III RESEARCH METHOD.....	30
A. Research Variable	30
B. Approach and method of the research	31
C. Description the setting of the research	32
D. Research Design	32
E. Place and Time of the Research	32
F. Research Subject	33
G. Instrument of the research	33
H. Technique of collecting data	34
CHAPTER IV FINDING AND DISCUSSION	37
A. Research Finding	37
B. Data analysis of the research	39
C. Hypothesis Analysis	41
D. Discussion	42
CHAPTER V CONCLUSION AND SUGGESTION	44
A. Conclusion	44
B. Suggestions	44
BIBILOGRAPHY	46
APPENDICES	5

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a communication tool. Someone needs to learn how to speak properly and correctly in order to communicate. According to (Kusmiarti, 2020) students must be able to use language to communicate politely and well. In Indonesia, one can learn how to speak English properly and correctly through education at school. This is important because language is a means to communicate with outsiders or foreigners. English can be learned from elementary school to a higher level focusing on English subjects. English subjects are a way to help students implement their ideas more easily. To produce ideas and ideas, student must master four skills.

In the world of education, of course, in learning English there are four skills, namely listening, speaking, reading, and writing (Noermanzah et al, 2018). However, the basic skill that must be mastered by students is writing. Writing is expressing ideas and opinions in writing as a medium of information and knowledge. Especially for students majoring in English, of course they are already familiar with the term writing. Where writing is important for students to complete their studies. Writing is also one of the skills in teaching English that is very necessary, because if you don't write, how to express ideas that might not be able to be expressed orally.

The four English language skills are a unified whole and are interrelated with one another. Reading and listening are receptive skills. This is because reading and listening are passive activities. While writing and speaking skills are productive skills. Because writing and speaking have something to produce.

The problem of writing students in the classroom is the responsibility of the teacher, because, how can students be able to express their creative ideas easily on appropriate and valuable paper. There are several factors that cause writing to be incorrect or not optimal, including: lack of understanding of word choice, use of capital and lowercase letters, spelling and punctuation. Then students find it difficult to express in more detail the object that is used as a reference for writing. In addition, students are less motivated to write an essay or write other things such as descriptive text or recount text.

From these problems, it is necessary to make changes in the process of learning to write. For this reason, a teacher must be able to create learning that is easy, unique and interesting so that students are more enthusiastic and motivated to take part in learning in the classroom. Then supported by adequate media and learning methods that vary according to the age of students and changing times. This is done so that students are motivated in writing to express their own ideas.

Writing is not easy, it takes skill and a lot of practice to be able to write well. Harmer (2004:8) argues that writing is different from speaking. During the writing process, students are expected to be able to express their ideas. Then write according to the rules and correct grammar. One type of text that is learned in writing skills is descriptive text. Descriptive text is text that describes things such as places, things or people in detail. Then writing ability is also influenced by gender where male and female students have significant differences in writing. Therefore, researchers are interested in examining differences in the ability to write descriptive text based on gender in high school students. Where this research will be carried out, namely at SMAN 4 Kediri. Why at SMAN 4 Kediri because at that time researchers could only do research at that place.

Research on gender differences in writing descriptive text has been proven by several previous researchers. The first research came from (Sunyoto 2017) who had

conducted a study entitled: Analysis of Writing Descriptive Text Ability of Class X MAN 2 Boyolali Academic Year 2016/2017. The second, there are also (Siahaan, 2013) who have analyzed the abilities and difficulties for students in writing descriptive texts. Third (Nair & Hui, 2018) analyzes common mistakes in ESL descriptive writing. Fourth Godhino and Shrimpton (2003) conducted a study entitled Male and Female Use of Linguistic Space in Small Group Discussion: Whose talk dominates? And then it has been shown that men have more limited interpretations but are full of passion to dominate a discussion. And the last, Akhter (2014) held a study on Differences in Language Use by Male and Female Students in Tertiary Academia in Dhaka City.

The difference between previous research and this research is that in previous research it was found that there were differences in writing abilities between male and female students in writing descriptive texts. The highest scores were obtained by female students in terms of structure and provisions that had been determined. Then based on the experience and observations of previous researchers, men use imperative sentences more often and have a more limited interpretation but dominate the discussion compared to women. Meanwhile, in this study, the writing of male and female students was almost the same as that of the female students. But that does not mean that all male students have bad grades, there are also good male writing but the average male writing results and grades are lower. So in this study it was proven that on average, male students wrote less well than female students.

B. The Identification of the Problem

I am interested in researching this because during my internship at SMAN 3 Kediri, I found that male and female students have differences in writing descriptive texts. Then there is another reason why research takes up this problem, namely the assumption circulating in society that female students are smarter than male students in terms of

academics. Then the researcher chose to conduct research at SMAN 4 Kediri because the researcher found the similarity of values in writing descriptive texts. Why did researchers collect data at SMAN 4 Kediri because researchers could not conduct research at SMAN 3 Kediri, so researchers conducted research at SMAN 4 Kediri.

C. Limitation of the Research

Limitation of the Problem Review the results of this study, the researcher limits this problem regarding writing descriptive texts done by class X students. With a comparison between male and female students which one has better grades or results. In this connection, it was found that the writing of male and female students differed in terms of identification, description, paragraph organization, spelling and punctuation. So in this Scientific Writing the writer only limits it to: Differences in the ability to write descriptive texts between male and female students that describe places. What was done by class X-1 students of SMAN 4 Kediri even semester of the 2022/2023 school year.

D. Problem of the research

Is there any differences of learning ability between male and female students in writing descriptive text at SMAN 4 Kediri?

E. The Purpose of the Research

To know and find differences of learning ability between male and female students at SMAN 4 Kediri.

F. Significance of the Research

The researcher expected the result of this research can give significances as follow:

1. For Institutions of SMAN 4 Kediri

As a positive input for educational institutions, to pay more attention to students with low learning achievement. If the ability to write descriptive text between male and female students, it is proven to have a significant difference with learning achievement. So

all members of educational institutions must strive to be able to maximize learning to write descriptive text within the educational institution environment.

2. For Students of SMAN 4 Kediri

Provide positive motivation for students to be able to write descriptive text well. Especially the educational institution environment which has an important role in the student learning process.

3. For the other researchers

Hopefully the results of this research can be useful as a reference for further research with the same field.

G. Definition of the Key Term

1. Learning ability

Learning ability is a learning ability possessed by students by developing a framework of thinking and being skilled. Then these skills are used in order to develop themselves through a continuous learning process. With the introduction and mastery of the right learning abilities, it can carry out comfortable learning activities and create a conducive learning environment. So learning ability is the learning ability of each student that is owned by himself.

2. Gender

Gender is the difference between male and female when viewed from their behavior. Gender is also the difference in nature and behavior that has been attached to male and female which are formed by social or cultural. In addition, gender differences also lie in clothes and types of makeup. They have their respective roles as individuals and have different natures.

3. Writing ability

Writing ability is a writing skills for someone who can express ideas from his mind. Writing is also an important part because it is a medium of communication. For this reason, writing skills are very necessary because this is a basic part of spending fort student. If a student cannot write then how to learn. But before writing, of course, learn to read first, but writing is an important thing. However, the ability of each individual to write is certainly different. Some can write perfectly and some are not perfect, because writing is not easy and requires regular skills and practice.

4. Descriptive text

Descriptive text is a text that describes something in detail starting from the shape, color or amount. This text also tells in detail the parts of something. Usually the text that is described is like an animal, person, place, or thing. Everything that the eye sees can be described.

BIBLIOGRAPHY

- Anderson, K. B., Anderson, C. A., Dill, K. E., & Deuser, W. E. (1998). The interactive relations between trait hostility, pain, and aggressive thoughts. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression*, 24(3), 161–171.
- Arizah, M., & Ramadhona, T. M. (2019). The Correlation Noun Phrase and Writing of Descriptive Text at Tenth Level Students of SMAN 5 OKU. *JURNAL BASIS*, 6(1), 119-124. <https://doi.org/10.33884/basisupb.v6i1.1060>
- Akhter, A. (2014). Differences in language use by male and female students in tertiary level academia in Dhaka city (Undergraduate thesis, BRAC University, Dhaka). <https://core.ac.uk/download/pdf/61805474.pdf>
- Betutu, N. S., Aritonang, R. M., & Panggabean, R. (2020). An Analysis of Students' Ability in Applying Simple Present Tense in Descriptive Text at SMP Swasta Cenderamata. *ELT (English) Language Teaching Prima Journal*, 7(1). <https://doi.org/10.34012/eltp.v7i1.802>
- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (Vol. 10). Pearson Education White Plains, NY.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* 4th edition. USA: SAGE.
- Diana, L. (2020). Developing Simple Present Tense Mastery in Writing Descriptive Text at the First Semester Students of Stisip Persada Bunda Pekanbaru. *English Journal of Indragiri*, 4(2), 264-278. <https://doi.org/10.32520/eji.v4i2.1097>
- Godhino, S., & Shrimpton, B. (2003). Boys' and girls' use of Linguistic space in small-group discussions: Whose talk dominates? *Australian Journal of Language and Literacy*, 23, 28 – 43.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2019). *Educational research competencies for analysis and applications*. Merrill/Pearson.
- Harmer, J. (2004). *How to teach writing*. Edinburgh Gate. Pearson Education Limited, Longman.
- Haberman, P., Afzaal, M., Ghaffar, A., & Alfadda, H. (2020). Various Roles in the Development of EFL Learners English Skills. *International Journal of Instruction*, 13(4), 609-622. https://www.e-iji.net/dosyalar/iji_2020_4_38.pdf.

- Jupri, J. (2018). Using video recipe to improve the junior high school students' ability in writing procedure text. *JOLLT Journal of Languages and Language Teaching*, 6(2), 108-115. DOI: <https://doi.org/10.33394/jollt.v6i2.1262>
- Haerazi, H., Irwansyah, D., Juanda, J., & Azis, Y. A. (2018). Incorporating intercultural competences in developing English materials for writing classes. *Journal of Language Teaching and Research*, 9(3), 540-547. <http://dx.doi.org/10.17507/jltr.0903.13>
- Haerazi, H., & Irawan, L. (2020). The effectiveness of ECOLA technique to improve reading comprehension in relation to motivation and self-efficacy. *International Journal of Emerging Technologies in Learning (IJET)*, 15(01), pp. 61-76. doi: <http://dx.doi.org/10.3991/ijet.v15i01.11495>
- Haris, Herdiansyah. 2010. *Metodologi Penelitian Kualitatif*. Jakarta:Salemba Humanika
- Hughes, A. (2003). *Testing for language teachers*. Ernst Klett Sprachen.
- Ilmiah, I., Supardin, S., Latief, H., & Dalle, M. B. (2017). Improving the Students' Ability to Write Descriptive Texts through Four Square Writing Method. *Exposure*, 6(1), 82-96.
- Juriati, D. E., Ariyanti, A., & Fitriana, R. (2018). The correlation between reading comprehension and writing ability in descriptive text. *Southeast Asian Journal of Islamic Education*, 1(1), 01-14. <https://doi.org/10.21093/sajic.v1i1.115096>.
- Kamiar, A., Bijan, N., Jean, G., & Pascal, M. (2012). *Body movement monitoring device*. Google Patents.
- Kusmiarti, R., Yuniati, I., & Noermanzah. (2020). Improving Student Communication Skills In Learning Indonesian Language Through Collaborative Learning. Retrieved from osf.io/9km3u. *International Journal of Scientific and Technology Research*, 9(1).
- Muflikh, T. N. (2016). Penerapan Model Clustering Untuk Meningkatkan Motivasi Belajar Dan Kemampuan Siswa Dalam Menulis Teks Narrative. *Syntax Literate; Jurnal Ilmiah Indonesia*, 1(2), 66-79. <http://www.jurnal.syntaxliterate.co.id/index.php/syntax-literate/article/view/30>
- Mahmud, H. (2019). Upaya Meningkatkan Keterampilan Menulis Dengan Teknik RCG (Reka Cerita Gambar) Pada Siswa Kelas VI SDN Rengkek Kecamatan Kopang, Kabupaten. Lombok Tengah Tahun Pelajaran 2017/2018. *JISIP (Jurnal Ilmu Sosial dan Pendidikan)*, 1(2). <http://ejournal.mandalanursa.org/index.php/JISIP/article/view/178>.
- Moser, C. (1993) *Gender Planning and Development: Theory, Practice, and Training*. Routledge: London, UK. Nyikos, M. 1990. Sex-related differences in adult language learning: Socialization and memory factors.

- Mahmud, M., & Nur, S. (2018). Exploring Students' Learning Strategies and Gender Differences in English Language Teaching. *International Journal of Language Education*, 51-64.
- Nunan, D. (2003) Nunan, David 2003. *Practical English Language Teaching*. New York: Mc Graw Hill
- Nurgiyantoro, B. (2001). *Penilaian dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: PPFE Yogyakarta.
- Nair, S. M., & Hui, L. L. (2018). An Analysis of Common Errors in ESL Descriptive Writing among Chinese Private School Students in Malaysia. *International Journal of Education and Practice*, 6(1), 28–42.
- Noermanzah, Emzir, & Lustyantje, N. (2018). President Joko Widodo's Rhetorical Technique of Arguing in the Presidential Speeches of the Reform Era. *International Journal of Applied Linguistics and English Literature*, 7(5), 119. doi:10.7575/aiac.ijalel.v.7n.5p.117
- Permanasari, D. (2017), Kemampuan Menulis Teks Deskripsi Siswa Kelas VII SMP Negeri 1 Sumber Jaya Lampung Barat. *Jurnal Pesona*, 3(2).
- Saragih, J. Y., Adisaputera, A., & Saragi, D. (2019). The Effect of Reasoning Skills on Writing of Explanation Text Assessed from the Social Economic Status of Parents in Class VIII, SMP Negeri 2 Raya, Simalungun District, Indonesia. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(3), 78-87.
- Saraswati, D. D., Yunus, M., & Fiftinova, F. (2018). Improving Descriptive Text Writing Achievement by Using POWER Strategy. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 5(2), 144-157. <https://core.ac.uk/download/pdf/267825048.pdf>
- Sanjaya, D., & Agustina, L. (2019). Enhancing the EFL Students' Achievement in Writing Descriptive Text through Think-Pair-Share. *SALTeL Journal (Southeast Asia Language Teaching and Learning)*, 2(1), 64-73. <https://doi.org/10.35307/saltel.v2i1.18>
- Sunyoto, M. A. (2017). *An Analysis of Writing Abilities in Descriptive Texts of the Tenth Grade Students of MAN 2 Boyolali in the Academic Year of 2016/2017*. State Islamic Institute.
- Siahaan, J. (2013). An analysis of students' ability and difficulties in writing descriptive texts. *Journal of English and Education*, 1(1), 114–121.

- Sugiyono. (2014). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.
- Silberman, I. 2005. Religion as a meaning system: Implications for the new millennium. *Journal of Social Issues* Vol. 2 No .4.
- Syah, Muhibbin. 2008. Psikologi Belajar. Bandung: PT. Remaja Rosdakarya.
- Sardiman. A.M 2009. Interaksi dan Motivasi Belajar Mengajar. Jakarta. PT. Rajawali Pers.
- Tiwari, Deepak. 2005. Encyclopedia of Modern Methods of Teaching 7. New Delhi: Cressent.
- Wardhaugh, R. (2006). An Introduction to Sociolinguistics 5th ed. United Kingdom: Blackwell Publishing Ltd.
- Wathon, Aminul. 2016. Neurosains Dalam Pendidikan. *Jurnal Lentera: Kajian Keagamaan, Keilmuan dan Teknologi* Volume 14, Nomor 1.
- Yanagisako, Sylvia and Collier Jane F.1990: The mode of reproduction in anthropology. In Deborah Rhode (ed.) *Theoretical Perspectives on Sexual Difference*. New Haven, CT: Yale University Press, pp. 131-44. 72
- Zulhulaifah, A. (2018). The Application of Describing Objects to Improve Students' Vocabulary Development (Pre-Experimental Research at The Second Year of MTsN 1 Bireuen) (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).