

**COMPARATIVE STUDY IN WRITING ABILITY BETWEEN MALE AND
FEMALE STUDENTS AT MAN KOTAWARINGIN BARAT**

THESIS



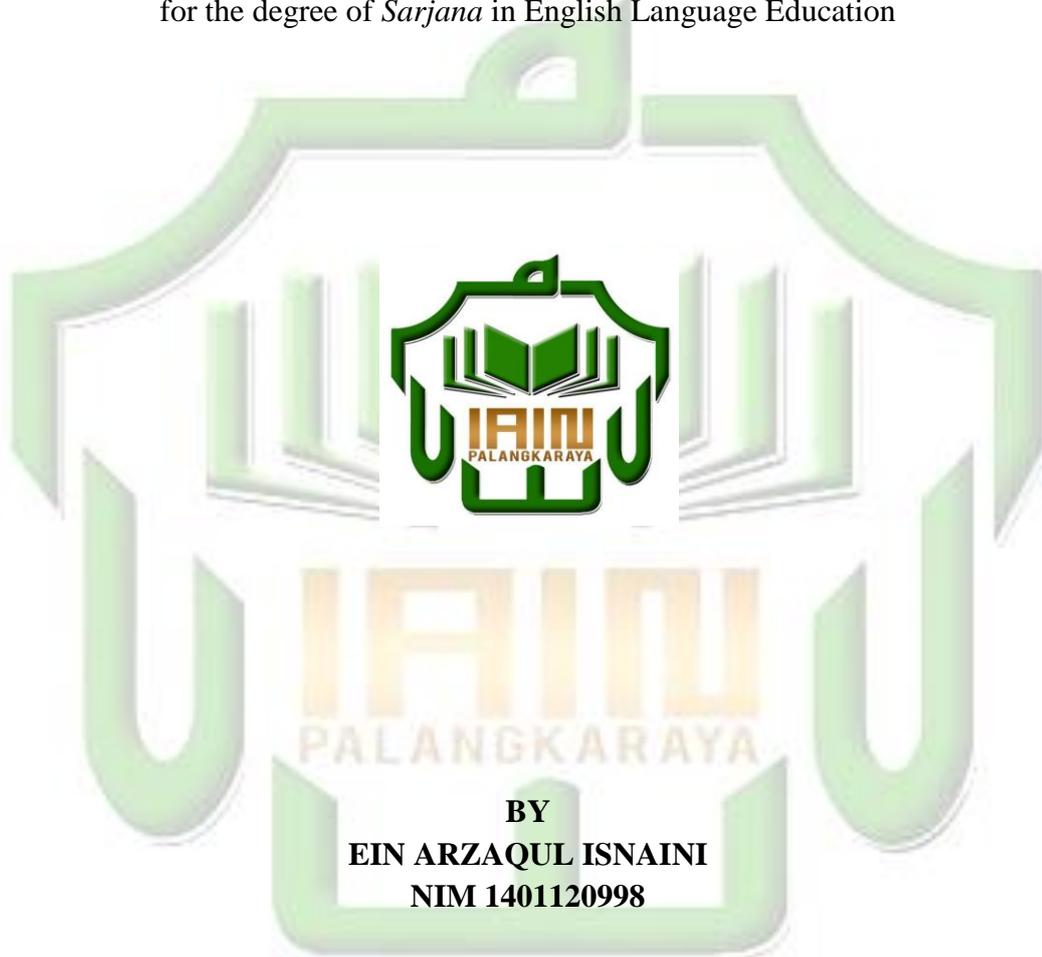
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2018 M / 1439 H**

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FEMALE STUDENTS AT MAN KOTAWARINGIN BARAT**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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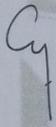
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Palangka Raya, August 27th 2018

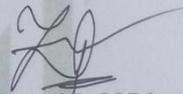
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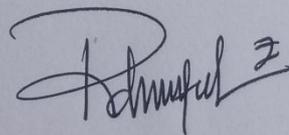


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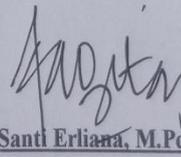
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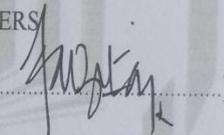
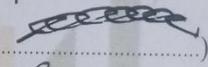
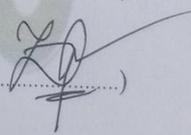
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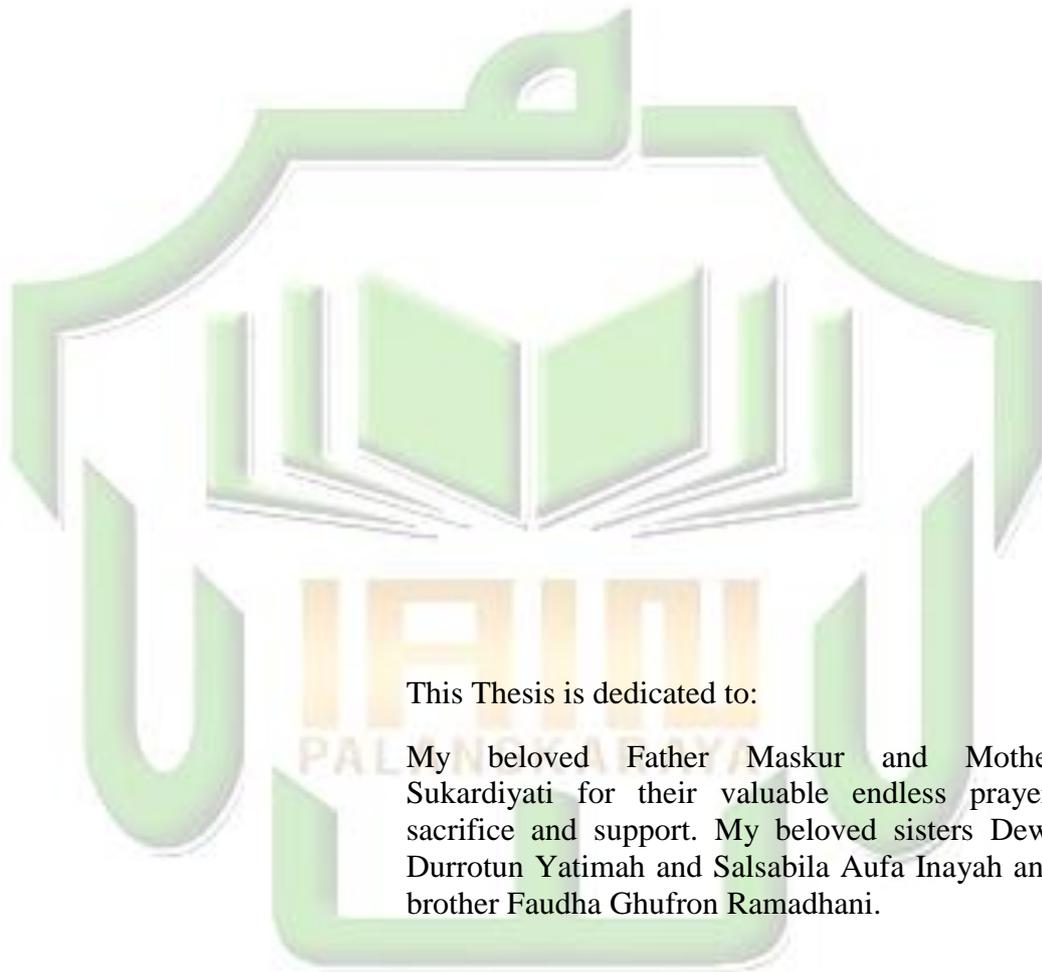


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MOTTO AND DEDICATION

"Education is not the learning of facts, but the training of the mind to think"

(Albert Einstein)



This Thesis is dedicated to:

My beloved Father Maskur and Mother Sukardiyati for their valuable endless prayer, sacrifice and support. My beloved sisters Dewi Durrotun Yatimah and Salsabila Aufa Inayah and brother Faudha Ghufon Ramadhani.

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
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Palangka Raya, August 27th 2018

Yours Faithfully,


Ein Arzaqul Isnaini
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ABSTRACT

Isnaini, E. A. 2018. *Comparative Study in Writing Ability between Male and Female Students at MAN Kotawaringin Barat*. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Sabarun, M.Pd.; (II) Zaitun Qamariah M.Pd.

Key Words: *Comparative Study, Writing Ability, Male and Female Students*

This study was aimed at investigating: (1) the significance differences between male and female students in writing ability and (2) the way male and female students' differ in writing ability of the eleventh graders at MAN Kotawaringin Barat.

This study used quantitative comparative approach with Ex-post Facto design in finding out the answer of problem of the study. The population of this study consisted the eleventh graders at MAN Kotawaringin Barat. The sample was determined by using random sampling technique. For data collection, it was used the instruments such as test and interview.

The result showed that: (1) the result of t_{observed} was 4.627, the t_{table} was 2.698 at the level significance 1% and the t_{table} was 2.018 at the level significance 5% with the degree of freedom (df) was 42. It meant that the t_{observed} was upper than the t_{table} ($2.698 < 4.627 > 2.018$). It meant that there was significant difference between male and female students in writing ability of eleventh graders at MAN Kotawaringin Barat. (2) There were three factors such as characters, learning style and social environment that could affect male and female in their writing ability. Based on the interview, male and female students had difference characters, same learning styles and different social environment.

ABSTRAK

Isnaini, E. A. 2018. *Studi Perbandingan Kemampuan Menulis antara Siswa Laki-Laki dan Siswa Perempuan di MAN Kotawaringin Barat*. Pembimbing (I) Sabarun, M.Pd.; (II) Zaitun Qamariah M.Pd.

Kata Kunci: *Studi Perbandingan, Kemampuan Menulis, Siswa Laki-Laki dan Siswa Perempuan*

Penelitian ini bertujuan untuk menginvestigasi: (1) perbedaan antara siswa laki-laki dan siswa perempuan dalam kemampuan menulis dan (2) unsur pembeda antara siswa laki-laki dan siswa perempuan dalam kemampuan menulis pada siswa kelas 11 di MAN Kotawaringin Barat.

Penelitian ini menggunakan pendekatan komparatif kuantitatif dengan rancangan Ex-post Facto dalam menemukan jawaban dari pertanyaan penelitian. Populasi dalam penelitian terdiri dari siswa kelas 11 di MAN Kotawaringin Barat. Sampel dipilih dengan menggunakan teknik random sampling. Untuk pengumpulan data digunakan instrumen berupa tes dan wawancara.

Hasil penelitian ini menunjukkan bahwa: (1) nilai hasil dari t_{observed} adalah 4.627, t_{table} adalah 2.698 pada level signifikan 1%, dan t_{table} adalah 2.018 pada level signifikan 5% dengan tingkat kebebasan (df) sebanyak 42. Hal itu menunjukkan bahwa t_{observed} lebih tinggi daripada t_{table} ($2.698 < 4.627 > 2.018$). Itu menunjukkan bahwa ada perbedaan antara siswa laki-laki dan siswa perempuan terhadap kemampuan menulis siswa kelas 11 di MAN Kotawaringin Barat. (2) Ada 3 faktor yaitu karakter, gaya belajar dan lingkungan sosial yang dapat mempengaruhi siswa laki-laki dan siswa perempuan dalam kemampuan menulis. Berdasarkan hasil wawancara, siswa laki-laki dan siswa perempuan memiliki perbedaan karakter, persamaan gaya belajar dan perbedaan lingkungan sosial.

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The writer

Ein Arzaqul Isnaini
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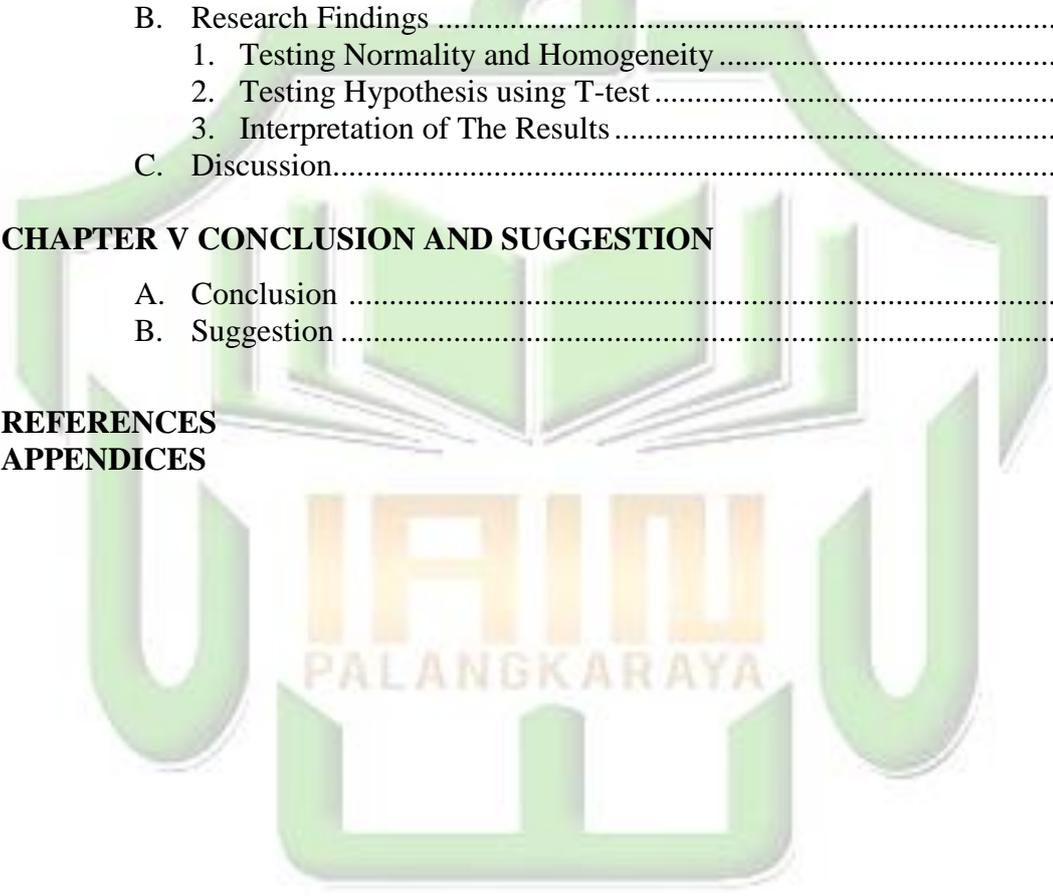
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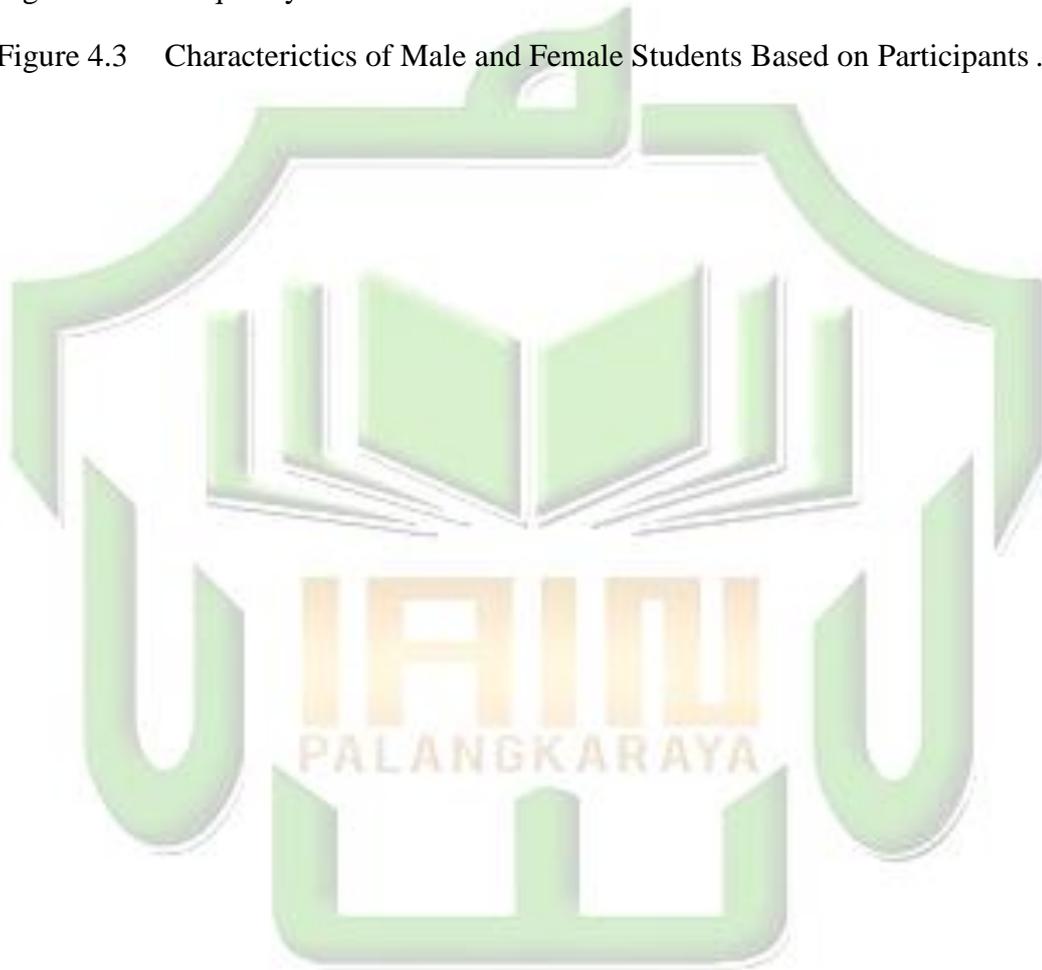


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LIST OF ABBREVIATION

MAN : Madrasah Aliyah Negeri

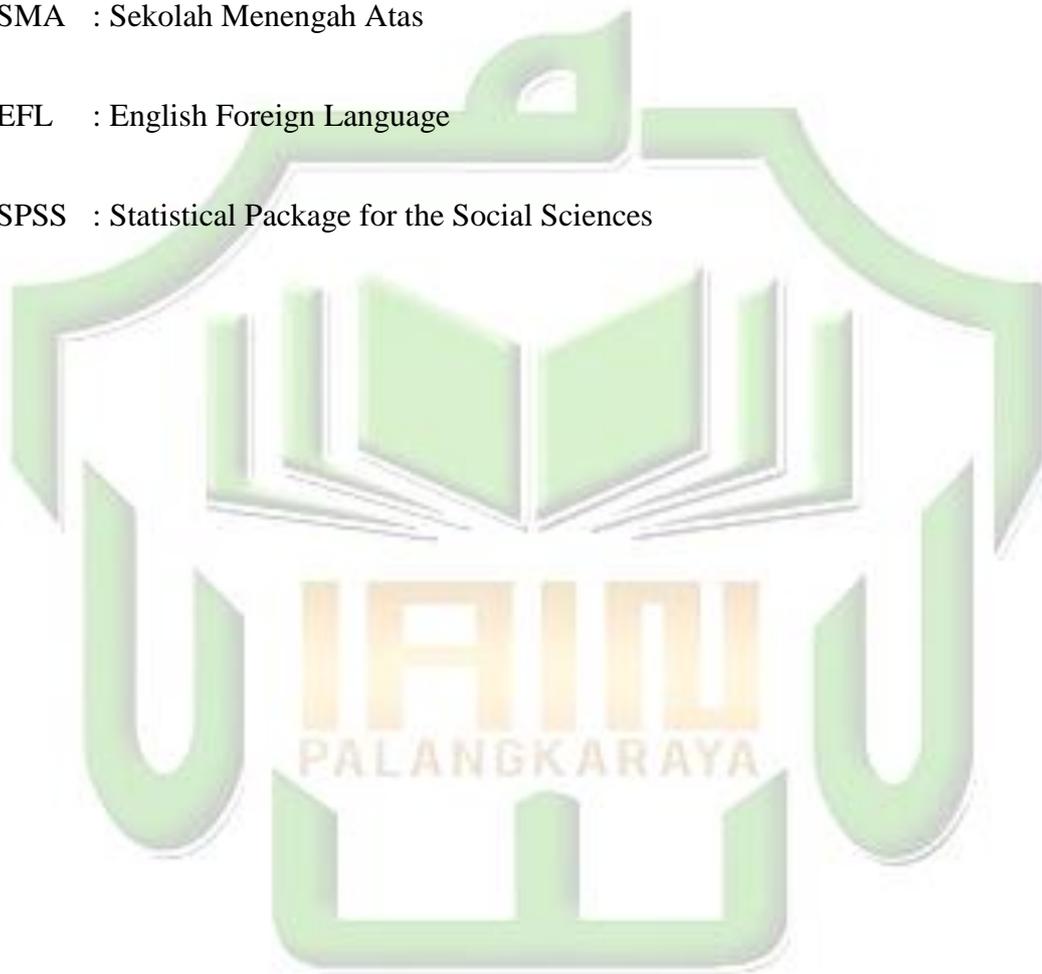
IAIN : Institut Agama Islam Negeri

MTs : Madrasah Tsanawiyah

SMA : Sekolah Menengah Atas

EFL : English Foreign Language

SPSS : Statistical Package for the Social Sciences



CHAPTER I

INTRODUCTION

A. Background of the Study

God created human into two parts; male and female or man and woman. That is a basic aspect of human being. Commonly, it was usually known by sex differences or gender differences. These terms are little bit different. Sex differences are used by people when they talked about man and woman or male and female by discovering matters dealing with biological characteristics like genital and anatomy physically.

Moreover, the root of gender differences is sex differences. The reason is sex differences as factors to distinguish male and female or man and woman physically. As the consequences, there will be fact as distinguishing ability of male and woman or man and woman emotionally like woman is known as human who is soft, mother like, and calm emotionally while man is known as human who is strong, brave and strike.

Furthermore, those facts can involve any aspects of human. They are included religion, strata social, job vacancy, communication style and language learning. These factors are likely because there is difference between man and woman in their interaction and activity within using language in interaction. American English speakers like Tannen, Holmes, Nilsen and Lakoff say that girls have been found in producing more standard language than boys, a pattern that continues on through adulthood (Brown, 2000, p. 259).

Language is one of big gifts from God to human being and important for our life. By using language, they can know each other. Human being can use it to express their ideas, feeling bad opinion orally or written. According to Hornsby (2005, p. 662) language is a system of sounds or word used by humans to express their think and feeling.

English is the most language spoken by many people all over the world. Learning English is becoming important thing for people to be more competitive in all aspects of life such as education, technology, social and culture. As an international language, English has gained the popularity all over of the world including Indonesia. The Indonesian government has acknowledged the important of English by putting into the education. English is becomes as one of compulsory subject at many schools in Indonesia. The national education department decides that Indonesian students must have the competence of understanding and expressing information, ideas, feeling, and developing science, technology, and culture in English, (Fauziati, 2002, p. 169).

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read and finally to write. These are called the four language skills.

In joining English class especially in writing subject, there was a teacher who teaches how to write well. Students can learn to write through English class. One of the most important skills to master is writing skill because students must

be able to write well if they want to pass the English class. Writing skill had to be given more attention, because Writing is the most difficult than other skills. Unlike speaking, writing was not an innate, biologically endowed ability; it had to be learned. When someone wants to speak, he may ignore the grammar rules, whereas, when he wants to write, he must pay attention to the grammar rules, the organization, the diction, the mechanics, etc. It, of course, means that for someone to be able to write, they had to be taught. Furthermore, to master the writing skills, students had to learn vocabulary and grammar as the basic components of writing, and also learn communicating their idea through written text (Arifa, 2011, p. 97).

Besides, English teachers not only have to be able to create an effective learning in classroom but also have to perceive the other factors that affect the students learning motivations such as students' motivation, learning style, environment, etc. One of the important factors that become an interest is the sex differences. Each of the female students in study wrote more and wrote better than any of the males. Female students performed significantly better than male students in terms of content, organization, grammar, and diction. Still, it beyond the scope of the current study to draw a concrete conclusion on gender differences in English writing performance (Kann, 2001).

Based on the explanation above, the researcher is interested to research this problem by the title: "Comparative Study in Writing Ability between Male and Female Students at MAN Kotawaringin Barat".

The reasons for choosing this topic are as follows: (1) Each people has different thought even in the same sex moreover in the different sex. Therefore, this study want to compare between male and female through analyzing their writing. (2) There was some facts have been found that there are differences between male and female students in writing text especially analytical exposition text. (3) Based on syllabus, analytical exposition text is learned in the eleventh grade of MAN Kotawaringin Barat. (4) Analytical exposition text can be used as a basic training to intermediate writer, because the writers can elaborate the idea and opinion about a certain topic or a phenomenon.

The reasons for choosing the place are as follows: (1) MAN Kotawaringin Barat is a school with good accreditation and become one of the favorite schools in Kotawaringin Barat with many achievements in terms of region as well as general education. (2) The school has an educated teacher and staff with the latest educational status that most of the graduates are graduates and some are master graduates in accordance with their field. (3) Based on teachers at the school that the learning achievement of female students is better than male students especially in English lesson.

B. Research Problem

The statements of the research problem are:

1. Is there any significant difference between male and female students in writing ability?
2. What are the factors affecting male and female students in writing ability?

C. Objective of the Study

Regarding the statement of the research problem, this study aims at investigating (1) to find out the significance differences that achieved of male and female students in writing ability, and (2) to explain the way male and female students' differ in writing ability.

D. Hypothesis of the Study

Based on the problem and objective of the study, there are two forms of hypotheses in this study, they are; Null Hypotheses (Ho) and Alternative hypotheses (Ha) as follows:

Ho : There is no significant difference between male and female students in writing ability.

Ha : There is significant difference between male and female students in writing ability.

E. Assumption

This study assumes that female students are having better writing ability than male students in writing analytical exposition text.

F. Scope and Limitation

In this research, the scope and limitations as follow: (1) this study belongs to ex-post facto research. (2) This study focus on writing ability. Specially, to know the ability of students' writing between male and female at eleventh graders of MAN Kotawaringin Barat in writing analytical exposition text. (3) The population of this study is the eleventh graders of MAN Kotawaringin Barat in the academic year of 2017/2018.

G. Significance of the Study

The theoretical significance of this study is intended to find out the differences of students' writing ability between male and female students. So this way, the teacher can create the teaching strategies that emphasize writing ability between male and female students and method to certain categories of students in teaching English as foreign language.

The practical significance of the study, the result can give contribution to the teacher about students' writing ability between male and female students.

The pedagogical significance, this study will give reference for teacher that deals with the students' ability toward the subject and their psychological condition. It will be useful as a reference, self-reflection and evaluation to improve their teaching after knowing the problems that faced by the students.

H. Definition of Key Terms

1. Comparative Study

Comparative study or commonly called Ex Post Facto research is a type of research that attempts to determine the causes for, or consequence of, differences that already exist in groups of individuals (Ary, Jacobs, Razavieh & Sorenson, 2010, p. 331). Comparative means compare two different things or more. In this research, two things that will compare writing ability between male and female at the eleventh graders of MAN Kotawaringin Barat in the academic year of 2017/2018.

2. Writing Ability

Writing ability is the skill to express ideas, thoughts and feeling to other people in written symbols to make other people or readers understand the ideas conveyed (Lea, 2007, p. 149). Writing ability is the skill to express ideas, thoughts and feeling to other people in written symbols. The ideas in this study will express in analytical exposition text

3. Gender Difference

Gender comprises a range of differences between male and female extending to the biological to the social (Manstead, 2012). Commonly, it was divided into two kind species; male and female. Gender difference that will be measure in this study is the difference between male and female at the eleventh graders of MAN Kotawaringin Barat in the academic year of 2017/2018. This study will be connected with aspect of writing ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides to review some related studies, comparative study, writing ability, genre, analytical exposition text, sex differences, and theoretical framework.

A. Related Studies

There are some related studies conducted by some researchers, as follow:

Table 2.1 Related Studies

No	Reseacher	Topic	Participant / Method	Findings	Relevance
1.	Halimah (2010)	Male and Female Students' Speaking Ability (A Comparative Study at the Third Semester of English Department of IAIN Walisongo in 2009/2010 academic year)	The third semester students of English Department of IAIN Walisongo / Comparative Study	It was found that there is difference between male and female students on speaking ability. From five components of speaking, females score is higher than males score. But in grammar, between males and females get same score.	Halimah's study is relevant to this study in terms of describing male and female in speaking ability.
2.	Umami (2016)	Sex Differences and Language Use in Writing (A Study in Writing Recount Text at Second	The Second Graders of MTs Miftahul Khoirot Branjang Ungaran Semarang /	The finding of this research is male and female students were different in using language in writing	Umami's study is relevant to this study in terms of describing male and female in

		Grade of MTs Miftahul Khoirot Branjang Ungaran Semarang)	Comparative Qualitative Study	recount text, especially in grammar aspect. However the differences were insignificant among each other. Male and female also had different learning style. Hence, sex differences affected language use in writing recount text indirectly because there were other factors like their characters, learning style, and social environment.	sex difference s and language use in writing.
3.	Sari (2011)	Sex Differences in Learning English (A Comparative Study in Learning Narrative Text at Second Grade of SMA Al Muhammad Cepu Blora in the Academic Year of 2010/2011)	The Second Graders of SMA Al Muhammad Cepu Blora / Comparative Study	The result of this study shows that there are several differences and similarities between male and female in learning narrative text. Male and female students have similarity in students' intensity for	Sari's study is relevant to this study in terms of describing male and female in learning narrative text.

				<p>learning English, students' activeness, and students' intensity for preparing narrative text. Male and female students have differences such as female students have higher interest and seriousness than male students, female students have better attention than male students and of course female students' ability in narrative text is higher than male students.</p>	
4.	Tamam (2011)	The Students' Saturation of Doing English Student Work Sheet in The Classroom (A Comparative Study between Male and Female Students at the Eight Grade of MTs Darul Hikmah Menganti Kedung Jepara	The Eight Graders of MTs Darul Hikmah Menganti Kedung Jepara / Comparative Study	<p>It was found that male and female students' saturation is identical in doing English student work sheet in the classroom. According to the English teacher of MTs Darul Hikmah, there was no distinction</p>	Tamam's study is relevant to this study in terms of describing male and female in students' saturation of doing English students work sheet in the classroom.

		in the Academic Year of 2011/2012)		between male and female students. But, male students looked like idle in doing student work sheet. It is different from female students who were always active in learning activity, especially in doing student work sheet.	
5.	Kamari, Gorjian, & Pazhakh (2012)	Examining The Effects of Gender on Second Language Writing Proficiency of Iranian EFL Students: Descriptive vs. Opinion One-Paragraph Essay	Iranian EFL Students of Islamic Azad University of Ahvaz.	The result of the study indicted to the superiority of learning writing skill of male participants on opinion one-paragraph essay and superiority of female participants on descriptive one.	Kamari, Gorjian, & Pazhakh's study is relevant to this study in terms of describing the effect male and female in second language writing proficiency.

Those studies above discuss a comparative study between male and female in terms of speaking ability (Halimah's), sex differences and language use in writing (Umami's), learning narrative text (Sari's), students' saturation of doing English students work sheet in the classroom (Tamam's), and the effect male and female in second language writing proficiency (Kamari, Gorjian, & Pazhah's).

Those studies above differ from this study. This study focused in writing ability, specially writing analytical exposition text. The subject is the eleventh students of MAN Kotawaringin Barat and this study belongs to ex-post facto research or comparative study.

Based on the explanation above, the researcher chooses the problem about A Comparative Study in Writing Ability of Male and Female Students at MAN Kotawaringin Barat.

B. Comparative Study

Comparative research is a broad term which refers to the evaluation of the similarities, differences, and associations between entities. Entities may be based on many lines such as statements from an interview or individual, symbols, social groups, and cross-national comparisons (Tavakoli, 2012, p.78). Comparative research, simply put, is the act of comparing two or more things with a view to discovering something about one or all of the things being compared. When it comes to method, the majority agreement is that there is no methodology peculiar to comparative research.

Comparative research is a research methodology in the social sciences that aims to make comparisons across different countries or cultures. A major problem in comparative research is that the data sets in different countries may not use the same categories, or define categories differently (for example by using different definitions of poverty). Comparative research or analysis is a broad term that includes both quantitative and qualitative comparison of social entities.

In comparative study or ex post facto research, the researcher takes the effect (or dependent variable) and examines the data retrospectively to establish causes, relationships or associations, and their meanings. Ex post facto designs are appropriate in circumstances where the more powerful experimental method is not possible. These arise when, for example, it is not possible to select, control and manipulate the factors necessary to study cause-and-effect relationships directly; or when the control of all variables except a single independent variable may be unrealistic and artificial, preventing the normal interaction with other influential variables; or when laboratory controls for many research purposes would be impractical, costly or ethically undesirable (Cohen, Manio & Marrison, 2007, p. 268).

The search for variance places more emphasis on context and difference in order to understand specificities. Comparisons not only uncover differences between social entities, but reveal unique aspects of a particular entity that would be virtually impossible to detect otherwise.

The underlying goal of comparative research is to search for similarity and variation between the entities that are the object of comparison. The examination of similarity often means the application of a more general theory and a search for universals or underlying general processes across different contexts or categories. The ontology of patterns or categories is assumed to be universal and independent of time and space. In other words, the comparison should be broad enough to allow researchers to compare at a higher level of abstraction. However, it remains difficult to determine these general patterns. For this reason, comparative research

is often used to separate patterns that are more general and isolate regularities or discrepancies from the context-laden environment (Tavakoli, 2012, p.79).

The general method of comparing things is the same for comparative research as it is in our everyday practice of comparison. Like cases are treated alike, and different cases are treated differently; the extent of difference determines how differently cases are to be treated. If one is able to sufficiently distinguish two cases, comparative research conclusions will not be very helpful.

C. Writing Ability

In English there are four skills that should be mastered by teacher and students. They are listening, reading, speaking, and writing. Writing as one of the skills to communicate is not an ability we acquire naturally; even in our first language it has to be taught (Miftah, 2015, p. 9). Writing is a combination of a process and product. The process refers to the act of gathering ideas and working with them until they are presented in manner that is polished and comprehensible to readers (Linse, 2005, p.98). It means that writing is complex. It is unlike speech that can be gotten naturally but writing has to be learnt because for many people writing is something that they do only rarely.

Writing is considered as the most difficult and complicated language skill to be learned compared to other language skills – listening, speaking and reading (Miftah, 2015, p. 9). In writing, the writer has to know how to put a sentence together accurately. The other difficulty is the writer has to know how to use appropriate word for different types of writing. Many students also get the difficulty when they try to organize and sequence their ideas. Because writing

involves more than putting sentences together in language that is grammatically correct and appropriate. The ideas in those sentences need to be organized in a logical way so that they make a coherent text which is easy for the reader to follow (Hadfield, 2008, p.117).

As the combination of process and product, the writer should have done some steps below as a process in writing to produce a text. Those steps are:

a. Prewriting

Prewriting is the first step of writing process. In this step author should generate ideas and put their thoughts in order. One way to capture our thought is by clustering. In clustering, the author writes his subject in the middle of the page and then circles it. Author writes related ideas around the circle as they occur to the author. Then, the author circles the ideas and connects them to his subject circle. These related ideas are like branches (Meyers, 2005, p.6).

b. Outlining

Outlining is a process in arranging our ideas in a logical order. The diagram of the outline should include all of the following (Meyers, 2005, p.25):

- 1) A preliminary sentence that is general enough to cover the whole paragraph, and which states your main idea and perhaps outline the body of the paragraph.
- 2) Explanations, details, and examples that clarify or expand on the main idea.

- 3) A discussion of the examples when necessary.
- 4) A conclusion.

Outlining makes writing easier and help the author develop his ideas.

In addition, the author is able to write in some reasonable order.

c. Writing

It is the next step in writing process. In this step the author should expand the general ideas that have been done in prewriting step. The point in this step is to get the thoughts down on the paper. The ideas can be rearranged, added and edited later on revising step.

Based on explanation above writing ability is one of English skill that aims to express the ideas, thoughts, and feelings in order the readers can understand about the writers' ideas, thoughts and feelings. Writing has some components that must be attended. Tribble states there are five scoring criteria for scoring of writing, they are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word / idiom).
4. Language (the ability to write in appropriate structure).
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).

It means that in doing writing, the students have to attend the five components of writing in order to create good writing. The following table shows the scoring rubrics of writing according to Jacob et al in Weigle (2002, p.116).

Table 2.2 Writing Assessment

Aspects	Level	Score	Criteria
Content	Excellent to Very Good	4	Substantive, thorough development of topic, effective and appropriate details of topic or story
	Good to Average	3	Adequate range, adequate development of topic, sufficient details of topic or story
	Fair to Poor	2	Little substance, inadequate development of topic and detail
	Very Poor	1	Non-substantive, not pertinent, or not enough to evaluate
Organization	Excellent to Very Good	4	Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	Good to Average	3	Somewhat choppy, loosely organized but main ideas stand out, logical but incomplete sequencing
	Fair to Poor	2	Non-fluent, ideas confused or disconnected, lacks logical sequencing
	Very Poor	1	Does not communicate, no organization, or not enough to evaluate
Vocabulary	Excellent to Very Good	4	Effective word/idiom choice and usage, word form mastery
	Good to Average	3	Occasional errors of word/idiom form, choice, usage but meaning not obscured
	Fair to Poor	2	Frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	Very Poor	1	Little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language	Excellent to Very Good	4	Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	Good to Average	3	Effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom

			obscured
	Fair to Poor	2	Major problems in simple/complex constructions, frequent errors of negation, agreement, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletion, meaning confused or obscured
	Very Poor	1	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	Excellent to Very Good	4	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good to Average	3	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to Poor	2	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Very Poor	1	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

The rubric provides five aspects of writing namely content, organization, vocabulary, language use, and mechanic in which each of them is scaled from 1 to 4. Hence the maximum score is 20, while the minimum score is 5. By knowing the highest score and the lowest score above, the formulation of the ideal mean and the ideal standard deviation can be calculated as follows.

$$\begin{aligned}
 \text{Maximum score} &= C + O + V + L + M \\
 &= (4 + 4 + 4 + 4 + 4) \times 5 = 100
 \end{aligned}$$

$$\begin{aligned}\text{Minimum score} &= C + O + V + L + M \\ &= (1 + 1 + 1 + 1 + 1) \times 5 = 25\end{aligned}$$

Ideal Means: excellent, very good, good, fair, poor, very poor. The table is presented as follows.

Table 2.3 Conversion Assessment

Class Interval	Interpretation
80 – 100	Very Good
70 – 79	Good
60 – 69	Fair
50 – 59	Poor
25 – 49	Very Poor

D. Genre

Genre is a term of grouping text together, representing how written typically use language to respond to recurring situation (Prastikawati & Musarokah, 2010, p.11). A genre constructs and is constructed by a notion of recurring situation, entailing participant roles, purposes, and uses of language. A genre constructs and is constructed by cultural values, beliefs, and norms as well as by material culture (Devith, 2004, p.29). It means that genre is based on the particular social situations by the author or speaker. The concept of genre comes from the difficulties members of community in recognizing similarities of text that they have been used frequently to draw on their repeated experiences.

In teaching English, genre is a part that must be taught by teacher. Genre has important role to help students in producing a product of communication based on the function of language in social interaction. Here, the teachers have to teach about how to compose words to become a sentence, sentences to become a

paragraph, and so on. Not only that but also teachers have to teach how to make the reader attract to students' writing. It means that if someone is able to write well in every type of genre, his or her writing will be understood more easily by the reader.

There are two kinds of genres story genre and factual genre (Prastikawati & Musarokah, 2010, p.11). Those kinds of genre have differences in social function, generic structure, and language features.

a. Story Genre

This genre is constructed through the process of sequencing people or events in time and space. It involves:

- 1) Narrative
- 2) News Story
- 3) Exeplum
- 4) Anecdote
- 5) Recount
- 6) Spoof

b. Factual Genre

This genre is constructed from many kinds of sequences. Such as constructed through the process of ordering things into common sense or technical frameworks of meaning, through the process of sequencing phenomena in temporal and/or causal relationships, through the process of logically sequencing actions or behaviours, and through the process of

expanding a proposition to persuade readers to accept a point of view. It involves:

- 1) Procedure
- 2) Explanation
- 3) Report
- 4) Exposition
- 5) Discussion
- 6) Description
- 7) Review
- 8) News Item
- 9) Commentary

E. Analytical Exposition Text

An analytical exposition text is usually used to introduce several ideas that support the main idea of the writer and deliver it to the audience. A side of introducing idea, the purpose of the text itself is to persuade its reader to think about something, hopefully able to share the same idea with the writer.

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. To persuade the reader or listener that there is something that, certainly, needs to get attention to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments. Gerot and Wignel reveal that the structural of an analytical exposition text consists of thesis, arguments, and reiteration.

a. Thesis

In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text.

b. Argument

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text are more than two arguments. The more arguments presented, the more the reader that the discussion of the topic is a very important one and needs to attention.

c. Reiteration

This is the last part of analytical exposition text. Reiteration contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.

Grammatical features are the characteristics of the text. Each genre has different grammatical features. It determines what sort of the text recognized. The features are served in different ways. In short description, Gerot and Wignell state that significant grammatical features of analytical exposition text are as follows:

1. Focus on generic human and non-human participants,
2. Use of simple present tense,
3. Use of relational process,
4. Use of internal conjunction to stage argument,
5. Reasoning through causal conjunction or normalization.

Based on the statement above it can be concluded that an analytical exposition is a kind of text that highlights the writer's ideas about a certain case and is aimed to persuade the readers to agree with the proposed idea.

Djuharie states that analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding (Djuharie, 2009, p. 161). It can be said that while having the text, the writer's opinion is involved. As a result, the students' writing ability in analytical exposition text is the ability in expressing ideas, feeling, and thought in a kind of text highlights ideas about a certain case and is aimed to the readers to persuade agree with the proposed ideas by paying attention to the five important points of writing such as: content, grammar, organization, vocabulary, and mechanics.

Example of analytical exposition with generic structure as follow:

Table 2.4 Example of Analytical Exposition Text

The Unhealthy Fast Food	Title
Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?	Thesis
Fast food has its popularity in the 1940' s. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940' s, oddly it started the rise in obesity and cancer during that same time period.	Argument 1
Fast food is highly processed with a wide array of additives. To ensure fast food' s low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.	Argument 2

<p>It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.</p>	Argument 3
<p>So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.</p>	Reiteration

F. Sex Difference

Sex differences take involve at verbal skills. Macoby and Jacklyn reported that females have better verbal skills than boys (Brown, 2000, p. 5). For educational attainment, there are various facts in any country because there is difference in condition and involving factors. In the United States, females are more likely than males to complete their high school. In many fields of language learning research, increasing attention has been given in recent years to sex differences as an important variable. The results of the studies vary across many aspects of language.

Human gender characteristics are not just given, but rather socially constructed. Institutions and practices can be described as gendering. Gendering shapes gender roles: what men and women, boys and girls do, occupationally and socially. Based on this concept, human gender characteristics of a particular sex could possibly be modified. If women are socially constructed to be good second language learners, particularly as academic writers, then those skills may be acquired by men, if the language learning and second language teaching can be adjusted for male academic writers (Waskita, 2008, p. 449).

Based on Umami (2016), his study showed that there are several differences of male and female students in writing. The differences between them are (1) Most of them (male and female students) had problem about tenses, verb, spelling, linking verb, pronoun and chronological connection; (2) there was a difference between male and female writing that was topic they used. Male students' writing was about outdoor activity. Yet, female students' writing was about indoor activity; (3) sex differences affected language use in writing recount text indirectly because there were other factors like their characters, learning style, and social environment. From explanation above, sex difference is very important effect in writing ability. Both have their own weakness and strength.

There are some field of distinction between male and female as follow:

1. Sex different in physiological field

According to physiological side male and female are mostly different. It is apparent when, look their body. In all human societies, men are bigger and stronger than women on the overage the male is about 6 percent taller and 20 percent heavier, with larger bones and with greater bulk and strength of muscle. So, men have a highest metabolic rate, produce more physical energy, and require more food, male heart beats more strongly and male blood is richer in red corpuscles to the extent of some 300,000 more per cubic millimeter.

2. Sex differences in learning style

Males tend to be deductive in their conceptualizations, sharing their reasoning process frequently from general principle and applying it to

individual cases. Female on the other hand, tend to favor inductive thinking, adding more and more to their based of conceptualization. They tend to begin with concrete examples.

On average, females do produce more words than males. Female often use words as they learn them, and males often work silently. When female and male are put together at table, the male generally ends up spreading his work into the female's space, but not vice versa because movement seems to help males not only stimulate their brains but also manage and relieve impulsive behavior.

The male and female students have different characteristics in language learning strategy that are as below:

**Table 2.5 Learning Strategies between Female and Male
(Defluef, 2005, p.125)**

Females	Males
Global	Analytic
Subjective	Objective
Feeling	Thinking
Field dependent	Field Independent
Right and left brain balance	Left brain dominant
Extroverted	Introverted
Cooperative	Competitive

Sabarun (2013, p. 11) has drawn attention to the fact that Maede (2013) states that our right brain is where fresh ideas and original insights are generated. The left brain, in contrast, is more logical and orderly. Both are essential to good writing, but if your left brain is too dominant when you start a piece, it inhibits the free flow of thought. Based on table above,

female balance in use right and left brain, so that cause why female always have good writing than male.

Women prefer to be subjective, feeling oriented, global style rather than an objective, thinking-oriented, and analytic style. When learning a new language, males and females take different ways. Males tend to favor more objectivity. They have tendency to learn the rule, facts, and logic to the language they are learning. Females in learning a new language are usually subjective. They put the priority in using their feeling, cultural sensitivity and empathy.

3. Sex Difference in Social Environment

The differences between male and female apparently seem not only in physical or biological sides but much more other fields or sides. And all of the differences is caused or influenced some factors not just one factor but actually there are three factors as follow:

a. Biological Factors

Male and female have apparent distinction, from their body structure until another aspects related with it. There is an assumption say that: "Hormones are powerful and highly specialized chemical substances that interact with cells that are able to receive the hormonal message and respond to it. Hormones organize the psychological and biological predisposition to be masculine or feminine in the prenatal period, and the increase in hormones during puberty activities these early predispositions determined in the organization phase".

So, from the statement above we can analyze that the hormones of male like androgen and testosterone and the female's hormones like estrogen and progesterone have been involved in many studies of sex differences

b. Cognitive factor

Even biologically factor plays a based role in behavior but, cognitive factor play a major role in modifying their expression. Children's own understanding of gender and sex roles contributes to the process of sex role acquisition. The social cognitive theory emphasizes that children's sex development occurs through observation and imitation of gender behavior, as well as through reinforcement and punishment of gender behavior (Kaufman, Beth and Venable, 20014, p.154). Parents often use rewards and punishments to teach their offspring to feminine for example (Karen, you are being a good girl when you play gently with your doll) or masculine (Keith, a big boy like you is not supposed to cry).

According to Kohlberg, all children go through the following stages in gaining an understanding gender.

- 1) Basic gender identity. In this stage children recognize that he or she is a boy or a girl.
- 2) Gender stability. In this stage the child accepts that males remain male and females remain female. Little boys no longer think they

might grow up to be a mommy, and little girls give up their heady hop of becoming batman.

3) Gender constancy. In this stage children recognize that superficial changes in appearance or activities do not alter gender. Even when girl wears jeans or plays football, or when boy has long hair, the child's sex remains constant.

c. Social and situational factor

Social and situational factor influence such as the family, peers, and school also plays a major role in sex typing. From the moment of birth boys and girls are exposed to different sex-role standards and treatment by the significant people around them. Sex role standards and pressure to adopt sex typed behavior patterns. Converge on the developing child from a variety of than sources from family, teacher, friends, television, and children's books.

Actually, the factor that can answer why women underrepresented in mathematics is social and situational factor. Because, parents especially fathers, are more likely to stress the important of career or occupational success for sons than for daughter. Differences in treatment of boys and girls in particularly marked in the area of mathematical achievement. In teaching and problem solving situation, fathers of boy are more attuned to achievement and the cognitive aspects of the situation. Fathers of girls seem to be less concerned with

performance and more concerned interpersonal interaction with their daughters.

G. Theoretical Framework

This study was to know the differences between male and female in writing ability. Therefore, the framework of my study as follow:

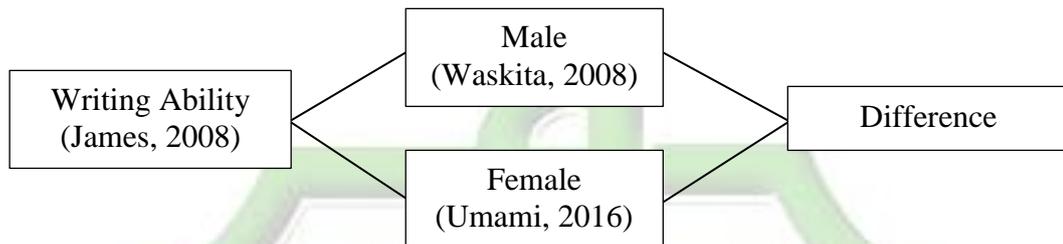


Figure 2.1 Framework of This Study

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents research design, population and sample, variables of study, research instruments, data collection procedure, and data analysis procedure.

A. Research Design

This study classified into quantitative research. “Quantitative research deals with question of relationship, cause and effect, or current status that researcher can answer by gathering and statistically analyzing numeric data. It can be further classified as experimental and non-experimental” (Ary, Jacobs, Razavieh & Sorenson, 2010, p.26).

The researcher used the ex post facto method to did this research, because this study compared writing ability between male and female at the eleventh graders of MAN Kotawaringin Barat in the academic year of 2017/2018. Ex Post Facto research is a type of research that attempts to determine the causes for, or consequence of, differences that already exist in groups of individuals (Ary, Jacobs, Razavieh & Sorenson, 2010, p.331). In doing this research, the researcher selected students where their English course from randomly, it based on gender of male and female students. The group received the same tests based on their syllabus of English subject then the writer compared the result of their tests.

B. Population and Sample

1. Population

Population is the larger group to which a researcher wishes to generalize; it includes all members of a defined class of people, events, or objects (Ary, Jacobs, Razavieh & Sorenson, 2010, p.647). Population of this research was the eleventh graders at MAN Kotawaringin Barat. The population in this study was 178 students, 75 of male students, and 103 of female students.

2. Sample

Sample is the process of selecting a portion of the population to represent the entire population is known as sample (Ary, Jacobs, Razavieh & Sorenson, 2010, p.148). Sample of this research were male and female students of the eleventh graders at MAN Kotawaringin Barat. Arikunto said that, “if the total population is more than 100, it is better to take 25% or more” (Arikunto, 2006, p.134). The sampling technique used in this research was random sampling.

Based on the explanation above, the sample taken as much as 25% of 178 students. Then the sample counted 44 students that consist of 22 students of male and 22 students of female. The steps in simple random sampling comprise the following:

- a. Defined the population.
- b. List all members of the population.

- c. Selected the sample by employing a procedure where sheer chance determines which members on the list are drawn for the sample (Ary, Jacobs, Razavieh & Sorenson, 2010, p.150).

C. Variable of the Study

This study used continuous variables, because this study did not focus on the treatment that will be given to the subject of study. If a variable can take on any value between its minimum value and its maximum value, it is called a continuous variable. Continuous variables can have an infinite number of different values between two given points. As shown above, there cannot be a continuous scale of children within a family. If height were being measured though, the variables would be continuous as there are an unlimited number of possibilities (Ary, Jacobs, Razavieh & Sorenson, 2010, p.647).

D. Research Instrument

1. Research Instrument Development

In this study, the data collection was conducted by writing test and interview. The data need to prove and support this study. By this collecting data, the researcher was compared the writing ability between male and female students of eleventh graders at MAN Kotawaringin Barat. There were instruments that were used in this study, it was writing test and interview.

a. Test

Test is a systematic procedure for measuring a sample of behavior presumed to represent an educational or psychological characteristic.

The main data of this study was the data of the students' writing ability. In order to get the data, the writer conducted a test. It was conducted after the researcher measured the validity and the reliability of the test instrument.

The test was constructed in the form of writing test. The researcher took one of kinds of text that is analytical exposition text. It was because analytical exposition text can be use as basic training to intermediate authors, because they can start to write their argument and knowledge trough analytical exposition text. The researcher gave writing test that consist with 150 up to 200 words in the form of analytical exposition text. The researcher gave 100 minutes to write the text.

b. Interview

In this study, interview also became important technique to collected data because the study needed that to answer factors that affecting male and female have same or different skill in writing. It used semi-structured interview. The researcher gave some questions had been structured or listed. After that, to determined students' aspiration with deeply consideration, the interviewer gave deeper questions. There are eight questions in Indonesian while in order to make students understand well. The interview covered the students' characters, learning style in studying English and students' social environment that can affect their ability.

2. Instrument Try Out

Before test instrument distributed to the real sample of the study, the conclusiveness of the item which is going to be answer should be measure in order to know the validity and reliability. The researcher gave the test writing instrument to the students. Then, the researcher gave score and analyses data obtain to check the validity, reliability, and index of difficulty of the instrument. There are some procedures done by the researcher in carrying out the try out as follow:

- a. The researcher prepared the test instrument.
- b. The researcher tried out the instrument to some students.
- c. The researcher collected the answers and gave score to the respondents.
- d. The researcher calculated the result of the test.
- e. The researcher analyzed the data obtained to know the instrument validity, instrument reliability, and index of difficult.

3. Instrument Validity

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations (Ary, Jacobs, Razavieh & Sorenson, 2010, p.224). Spolky states that there are several types of validity:

a. Face Validity

Face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe

the instrument is measuring what it is supposed to measure (Ary, Jacobs, Razavieh & Sorenson, 2010, p.228).

b. Content Validity

Content validity is to have teachers or subject matter experts examine the test and judge whether it is an adequate sample of the content and objectives to be measures (Ary, Jacobs, Razavieh & Sorenson, 2010, p.224).

c. Construct Validity

A test is said to have content validity if its content constitutes a representative sample. It refers to the extent to which the instrument represents the content of interest. In the other words, it is concerned with the question how well does the content of the instrument represent the entire universe of content which might be measured (Ary, Jacobs, Razavieh & Sorenson, 2010, p.410-411).

4. Inter-rater Reliability

According to Gwet (2014, p. 4) states that the concept of inter-rater reliability has such a wide range of application across many fields of research that there is no one single definition that could possibly satisfy the specialists in any field. The reliability of this classification process can be established by asking two individuals referred to as raters, to independently perform this classification with the same set of objects. The concept of inter-rater reliability appealed to all those who are concerned

about their data being affected to a large extent by the raters, and not by the subjects who are supposed to be the main focus of the investigation.

The researcher examined the reliability of the item by using Inter-rater reliability which refers to the degree of similarity between different examiners can two or more examiners, without influencing one another, gave the same marks to the same set of scripts.

E. Data Collection Procedure

The writer used interval data. Interval data is a data of measurement that orders objects or events and has points equidistant from one another (Ary, Jacobs, Razavieh & Sorenson, 2010, p.102). To collect the objective data the writer applied the steps as follows:

1. The researcher observed the class.
2. The researcher determined the class.
3. The researcher gave the test to the students.
4. The researcher gave score to the students' answer.
5. The researcher conducted interviews to the students.
6. The researcher analyzed the obtained data using t-test.
7. The researcher interpreted the analysis result.
8. The researcher concluded the writing ability of male and female students, whether there is difference or not, it based on the obtained data.

F. Data Analysis Procedure

The writer analyzed the data in three steps. There were individual scores, Conversion of Percentage Ranges, and then match t-test. To analyzed the data, the writer applied the steps as follows:

1. The researcher collected the main data (score).
2. Before the researcher arranged the distribution of frequency table, the writer determined the Range of Score, the Class Interval, and Interval of Temporary.
3. The researcher arranged the collect score into the distribution of frequency of score table.
4. The researcher calculated Mean, Median, and Modus.
5. The researcher calculated the standard deviation.
6. The researcher calculated the variance homogeneity.
7. The researcher calculated the data by using t-test to test the hypothesis of the study.
8. The researcher used the level of significance at 5%. If the result of test is higher than t table, it means H_a is accepted but if the result of test is lower than t table, it means H_o is accepted.
9. The researcher used t-test to conclude the answer of the problem of the study.
10. The researcher calculated the degree of freedom.
11. The researcher determined the significant level of t observed by comparing the t observed with the t table.

12. The researcher interpreted the analysis result.

13. The researcher gave conclusion.

To sum up, there were several steps in analyzing and collecting data in this study as follows:

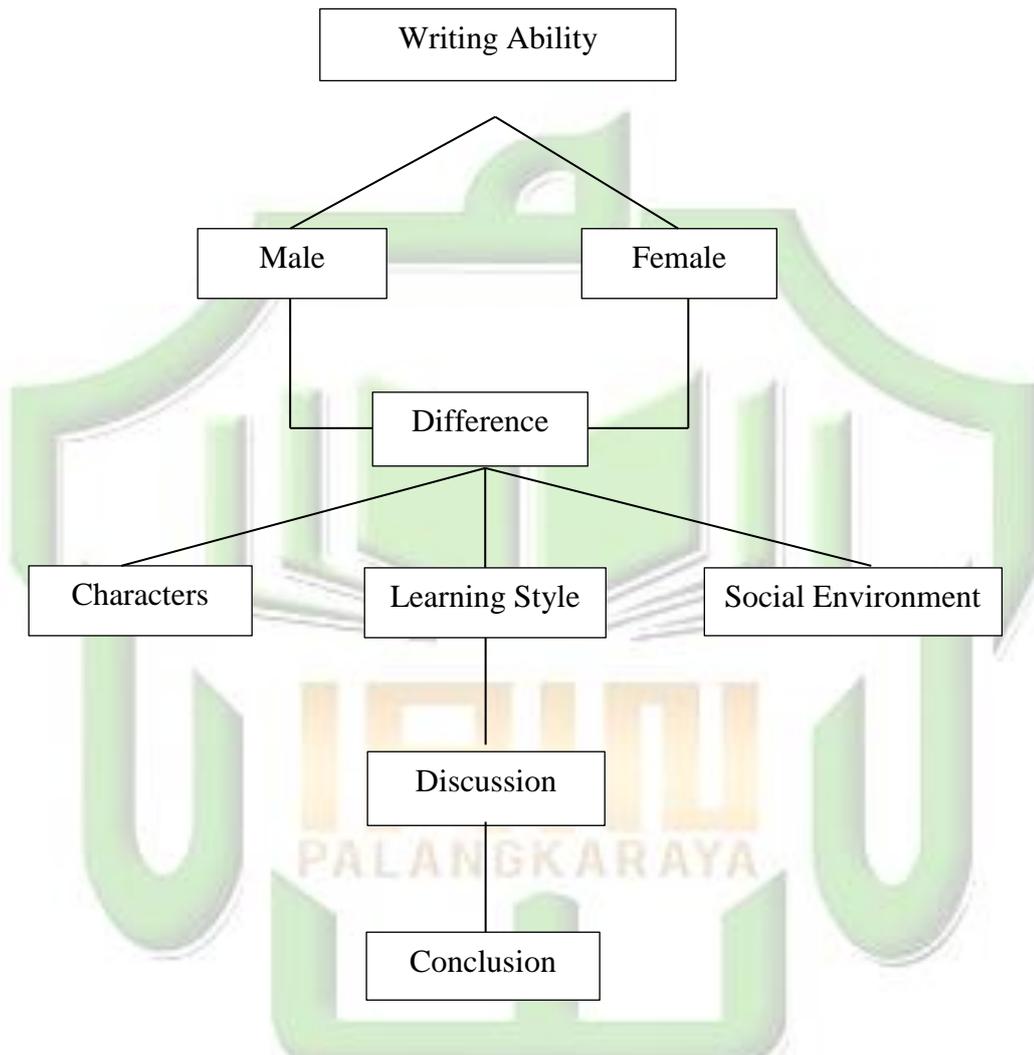


Figure 3.1 Steps in analyzing and collecting data

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about the Description of Data, Research Finding and Discussion. Description of data in this case consisted of description of the data of male students and description of the data of female students. Research finding was consisted of the result of data analyze (testing hypothesis using manual calculation and testing hypothesis using SPSS 16 program) and factors that affect male and female students in writing ability.

A. Data Presentation

This section described the obtained data of the difference in writing ability between male and female of eleventh graders at MAN Kotawaringin Barat. To get the data, the researcher gave writing analytical exposition test to the students. The students wrote one product of analytical exposition text. The test was conducted at MAN Kotawaringin Barat on Wednesday, May 9th 2018. The participants joined the test were 22 male and 22 female students of XI IPA 1, XI IPA 2, XI IPS 1, XI IPS 2 and XI IPS 3. The participants of this study could be seen as follow:

Table 4.1 Data Participants of Male and Female Students

No	Name	Female
1.	Ahmad Shiddiq	Agina Baharta
2.	Alfani Tazkia Nur	Arina Manasikana
3.	Alwi Vuat Fauzi	Arviana Normaretta Savitri
4.	Aron Nur Saksena	Asni Aisyah
5.	Dado Prima Jaya	Ayu Lestari
6.	Didik Saputra	Binar Febrianti Dewi
7.	Faris Al Madany	Feby Tamara
8.	Fathul Qorib Al-Mujib	Ikrimah

9.	Hasbiansyah	Intana Tiara Dewi
10.	Maulana Zakaria	Linda Wirdasari
11.	Muhammad Faizal	Lucy Riyanie
12.	Muhammad Ikhwan	Maulida
13.	Muhammad Ridho Hafiez	Mirna Sari
14.	Muhammad Rif'an Syahputra	Nor Halimah
15.	Muhammad Zainuri Ikhsan	Novi Eka Putri
16.	Mustafa	Rafita
17.	Novan Radianto	Rahma Kurnia
18.	Pahrul Rizal	Riska Jumliati
19.	Raziva Bhaihaqi	Sariyah
20.	Syamsul Kamar	Sephia Salwa
21.	Uti Muhammad	Sri Lilis Susanti
22.	Yogka Trengga Pratama	Yuliasari

1. Data Presentation of Male Students

The data presentation of the score of male students shown by following the table:

Table 4.2 Data Description of Male Students

No	Student's Code	Score
1.	M1	65
2.	M2	85
3.	M3	70
4.	M4	70
5.	M5	70
6.	M6	70
7.	M7	65
8.	M8	65
9.	M9	70
10.	M10	65
11.	M11	65
12.	M12	70
13.	M13	70
14.	M14	65
15.	M15	75
16.	M16	70
17.	M17	65
18.	M18	75
19.	M19	70

20.	M20	80
21.	M21	65
22.	M22	75
Max		85
Min		65
Mean		70
Median		70
Modus		70
Standard Deviation		5.345
Variance		28.571
Standard Error		1.139

Based on the data above, it can be seen that the student's highest score was 85 and the student's lowest score was 65. The result of mean calculation was 70. The result of median calculation was 70. The result of modus calculation was 70. Then, the result of standard deviation was 5.345. The result of variance was 28.571. The result of standard error was 1.139.

The researcher tabulated the score of female students using frequency of distribution as follows:

Table 4.3 Frequency Distribution of Male Students

No	Score (X)	Frequency (F)	Relative Frequency (%)	Cumulative Frequency (%)
1.	65	8	36.36	36.36
2.	70	9	40.91	77.27
3.	75	3	13.64	90.91
4.	80	1	4.55	95.45
5.	85	1	4.55	100
Total		22	100	

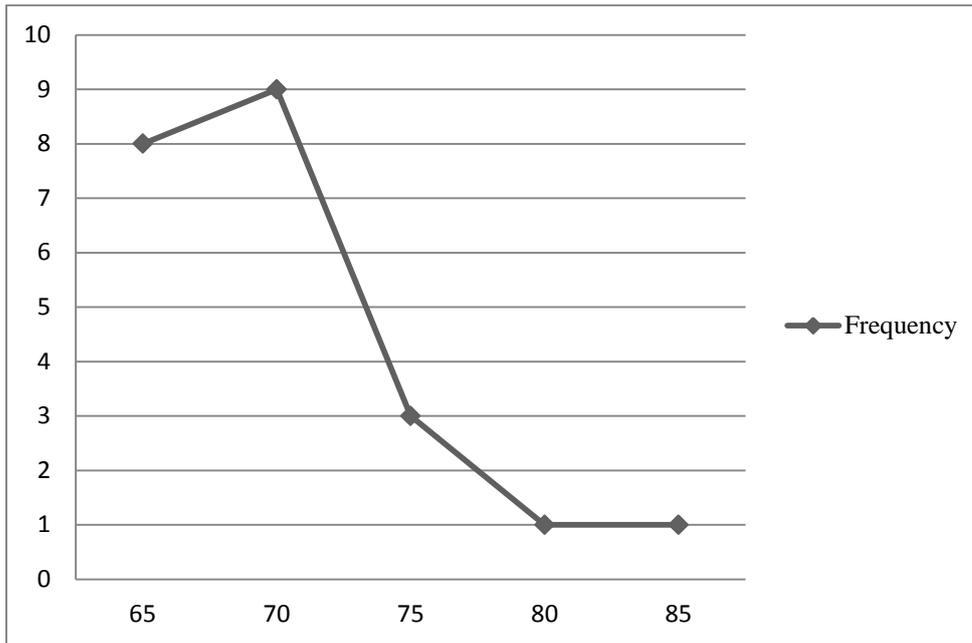


Figure 4.1 Frequency Distribution of Male Students

The tabel and figure about the score of male students. It could be seen that there were eight students who got score 65. There were nine students who got score 70. There were three students who got score 75. There was one student who got score 80. There was one student who got score 85.

2. Data Presentation of Female Students

The data presentation of the score of female students shown by following the table:

Table 4.4 Data Description of Female Students

No	Student's Code	Score
1.	F1	80
2.	F2	70
3.	F3	90
4.	F4	70
5.	F5	70
6.	F6	80
7.	F7	80

8.	F8	70
9.	F9	80
10.	F10	90
11.	F11	80
12.	F12	75
13.	F13	80
14.	F14	70
15.	F15	80
16.	F16	75
17.	F17	85
18.	F18	75
19.	F19	70
20.	F20	85
21.	F21	85
22.	F22	90
Max		90
Min		70
Mean		78.636
Median		80
Modus		80
Standard Deviation		6.931
Variance		48.051
Standard Error		1.477

Based on the data above, it can be seen that the student's highest score was 90 and the student's lowest score was 70. The result of mean calculation was 78.636. The result of median calculation was 80. The result of modus calculation was 80. Then, the result of standard deviation was 6.931. The result of variance was 48.051. The result of standard error was 1.477.

The researcher tabulated the score of female students using frequency of distribution as follows:

Table 4.5 Frequency Distribution of Female Students

No	Score (X)	Frequency (F)	Relative Frequency (%)	Cumulative Frequency (%)
1.	70	6	27.27	27.27
2.	75	3	13.64	40.91
3.	80	7	31.82	72.73
4.	85	3	13.64	86.36
5.	90	3	13.64	100
Total		22	100	

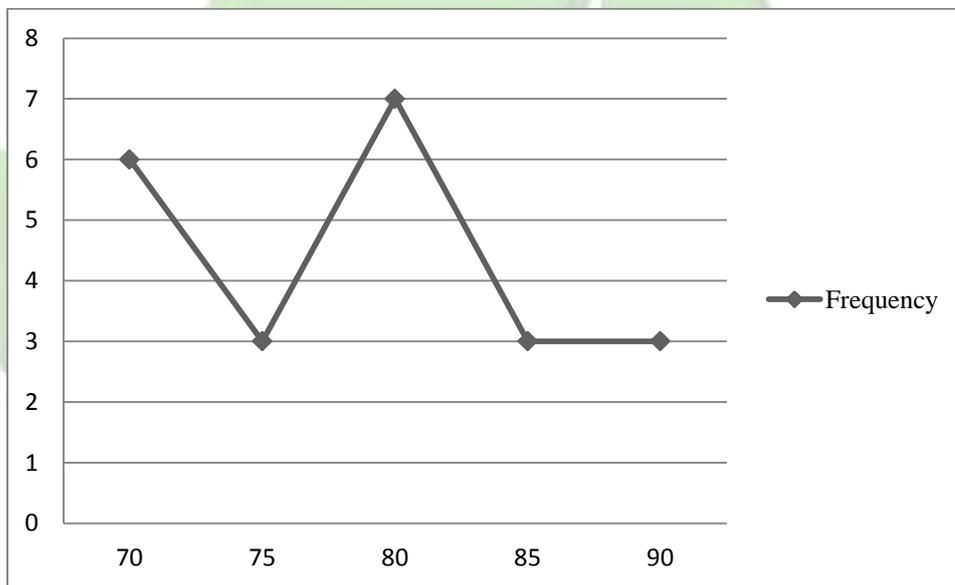


Figure 4.2 Frequency Distribution of Female Students

The tabel and figure about the score of female students. It could be seen that there were six students who got score 70. There were three students who got score 75. There were seven students who got score 80. There were three students who got score 85. There were three students who got score 90.

B. Research Findings

1. Testing Normality and Homogeneity

Normality test is a test to know about what the writing test had given to the students normally, it showed on :

a.) Normality Test

In this study, the researcher used Kolmogorov-Smirnov Z test to testing normality of male and female students.

1) Normality Test of Male Students

Table 4.6 Normality Test of Male Students

One-Sample Kolmogorov-Smirnov Test		Writing
N		22
Normal Parameters ^a	Mean	70.0000
	Std. Deviation	5.34522
Most Extreme Differences	Absolute	.273
	Positive	.273
	Negative	-.175
Kolmogorov-Smirnov Z		1.279
Asymp. Sig. (2-tailed)		.076
a. Test distribution is Normal.		

Based on the calculation using SPSS 16 Program, the asymptotic significance normality of male students was 0.076. Then, the normality was consulted with the table of Kolmogorov-Smirnov test ($\alpha = 0.05$). Because the significance normality of male students upper than α ($0.076 > 0.05$), it could be concluded that the data was in normal distribution.

2) Normality Test of Female Students

Table 4.7 Normality Test of Female Students

One-Sample Kolmogorov-Smirnov Test		Writing
N		22
Normal Parameters ^a	Mean	78.6364
	Std. Deviation	6.93195
Most Extreme Differences	Absolute	.169
	Positive	.166
	Negative	-.169
Kolmogorov-Smirnov Z		.792
Asymp. Sig. (2-tailed)		.557

a. Test distribution is Normal.

Based on the calculation using SPSS 16 Program, the asymptotic significance normality of female students was 0.557. Then, the normality was consulted with the table of Kolmogorov-Smirnov test ($\alpha = 0.05$). Because the significance normality of female students upper than α ($0.557 > 0.05$), it could be concluded that the data was in normal distribution.

b.) Variance Homogeneity Test

The variance homogeneity test is an analytical technique to test whether the data comes from a homogeneous population or not. Hence, this study used Levene test to testing the variance homogeneity between male and female students in writing ability.

Table 4.8 Variance Homogeneity Test of Male and Female Students

Test of Homogeneity of Variances

Writing

Levene Statistic	df1	df2	Sig.
3.272	1	42	.078

Based on the calculation using SPSS 16 Program, the asymptotic significance homogeneity of variance of male and female students was 0.075. Then, the homogeneity of variance was consulted with the table of Levene test ($\alpha = 0.05$). Because the significance homogeneity of variance of male and female students upper than α ($0.075 > 0.05$), it could be concluded that the data was in homogeneous population.

2. Testing Hypothesis using T-test

There were two hypothesis of this study. They were null hypothesis (H_0) that stated there is no significant difference between male and female students in writing ability and alternative hypothesis (H_a) that stated there is significant difference between male and female students in writing ability.

a.) Testing Hypothesis using Manual Calculation

Since the number of sample of those two groups was same ($N_1 = N_2$), so the variance was homogeneous. Thus, the testing of t observed was used Pooled Variance formula.

**Table 4.9 Data of Total, Mean, and Variance
of Male and Female Students**

	Male (1)	Female (2)
Total	22	22
Mean	70	78.63636
Variance	28.57143	48.05195

$$\begin{aligned}
 t_0 &= \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{78,636 - 70}{\sqrt{\frac{(22-1)28,571 + (22-1)48,051}{22+22-1} \left(\frac{1}{22} + \frac{1}{22}\right)}} \\
 &= \frac{8,636}{\sqrt{\frac{(21)28,571 + (21)48,051}{42} (0,090)}} \\
 &= \frac{8,636}{\sqrt{\frac{600 + 1009,09}{42} (0,090)}} \\
 &= \frac{8,636}{\sqrt{\frac{1609,09}{42} (0,090)}} \\
 &= \frac{8,636}{\sqrt{3,482}} \\
 &= 1,866
 \end{aligned}$$

$$= 4627$$

The Degree of Freedom

$$\begin{aligned}
 \text{Df} &= N_1 + N_2 - 2 \\
 &= 22 + 22 - 2 \\
 &= 42
 \end{aligned}$$

The calculation above showed that the result of t_o calculation was 4.627. The result of df was 42. Based on those df with the level significance 1% and 5%, the percentage of T table was 2.698 and 2.018. Based on the result, it can be presented by the following table:

Table 4.10 The Result of Tobserved using Manual Calculation

t_o	t_t (1%)	t_t (5%)	Df
4.627	2.698	2.018	42

Since the calculated value of $t_{observed}$ (4.627) was upper than t_{table} at the level significance 1% (2.698) and t_{table} at the level significance 5% (2.018) or $2.698 < 4.627 > 2.018$, it could be interpreted that H_a stating that there is significant difference between male and female students in writing ability was accepted and H_o stating that there is no significant difference between male and female students in writing ability was rejected. It meant that there is significant difference between male and female students in writing ability at eleventh graders of MAN Kotawaringin Barat.

b.) Testing Hypothesis using SPSS Program

Meanwhile, the calculation of t_{test} using SPSS 16 program can be seen in the following table:

Table 4.11 The Result of Tobserved using SPSS Program

Group Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
Writing	Female	22	78.6364	6.93195	1.47790
	Male	22	70.0000	5.34522	1.13961

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Writing	3.272	.078	4.628	42	.000	8.63636	1.86625	4.87012	12.40260
Equal variances assumed			4.628	39.450	.000	8.63636	1.86625	4.86290	12.40983
Equal variances not assumed									

The result of t test using SPSS 16 Program supported the result of t-test from manual calculation.

3. Interpretation of the Results

a.) Significance Difference between Male and Femal Students in Writing Ability

To answer the first reseach problem, the reseacher gave a writing analytical exposition text to students. Based on writing scores, this study revealed that the t_{observed} was 4.627. It was also upper than t_{table} at the level significance 1% (2.698) and t_{table} at the level significance 5% (2.018). Therefore, it could be interpreted that H_a stating that there is significant difference between male and female students in writing ability was accepted and H_o stating that there is no significant difference between male and female students in writing ability was rejected at 1% and 5% the level significance. It meant that there is significant difference between male and female students in writing ability. Furthermore, the result of t_{test} calculation using SPSS also showed that there is significant difference between male and female in writing ability. It was proved by the value of t_{observed} that was upper than t_{table} at the level significance 1% and t_{table} at the level significance 5% ($2.698 < 4.267 > 2.018$).

b.) The Factors Affecting Male and Female Students in Writing Ability

Then, to answer the second research problem, the researcher asked to students some questions about factors that affect male and female in writing ability. There were three factor, they were characters, learning style, and social environment.

1) Characters

Basic characters of male and female students gave an impact towards their writing ability. This could be known from interview with the participants.

Question 2: Why do you think female students have higher score than male students?

Answer 2: **Because female students are more serious in learning and more optimistic during the lesson hours. Female's responsiveness when the teacher explains higher to more than satisfying.** (F6, Female Students's Interview)

Question 2: Why do you think female students have higher score than male students?

Answer 2: **Because female are more serious in learning, while male only play in lessons.** (F5, Female Student's Interview)

Question 2: Why do you think female students have higher score than male students?

Answer 2: **Because female learn more often.** (M8, Male Student's Interview)

Question 2: Why do you think female students have higher score than male students?

Answer 2: **Because male are lazy, female are always serious in learning.** (M20, Male Student's Interview)

Question 2: Why do you think female students have higher score than male students?

Answer 2: **Not really, sometimes male's score are also higher than female.** (M15, Male Student's Interview)

According to the students' transcript above, there were opinions that male students were lazy and not serious, so they had lower learning result than female students. After doing further analysis, there were some characteristics which affected students' writing ability. Some opinions that given by participants could be seen as follow:

Question 4: In your opinion, from the following list, which characteristics are identical with men or women?

a. Strong (**male**, female)

- b. Diligent (male, **female**)
- c. Brave (**male**, female)
- d. Afraid (male, **female**)
- e. Lazy (**male**, female)
- f. Intelligent (male, **female**) (M6, Male Student's Interview)

That was one of the answers about male and female characteristics. After giving the question to the participants, the researcher arranged recapitulation of the data of male and female characteristics in diagram as follow:

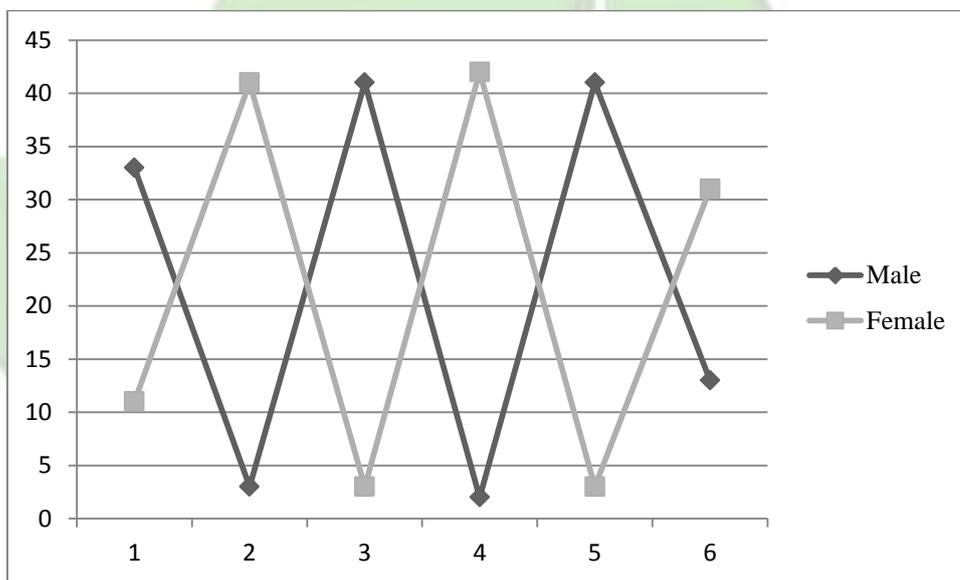


Figure 4.3 Characteristics of Male and Female Students based on Participants

From the chart above, 33 participants stated that male was strong and 11 participants stated that female was strong. Hence, 3 participants stated that male was diligent and 41 participants stated that female was diligent. After that, 41 participants stated that male was brave and 3 participants stated that female was brave. Next, 2 participants stated that male was afraid and 42 participants stated

that female was afraid. Beside, 41 participants stated that male was lazy and 3 participants stated that female was lazy. Then, 13 participants stated that male was intelligent and 31 participants stated that female was intelligent. Thus, those characteristics of male and female students that could affect their writing ability.

2) Learning Style

Second factor was learning style. Based on the interview with the participants, the researcher found same learning style in every student. Certain dialogue would be attached to give further explanation:

Question 3: When there are difficulties in the lesson, what do you do?

Answer 3: **Search on the internet, ask parents and teachers.** (F12, Female Student's Interview)

Question 3: When there are difficulties in the lesson, what do you do?

Answer 3: **Search for sources from the internet and ask the teacher.** (M9, Male Student's Interview)

Question 5: Apart from the teacher at school, where did you learn English?

Answer 5: **Internet, television, film, music, and brother level.** (F8, Female Student's Interview)

Question 5: Apart from the teacher at school, where did you learn English?

Answer 5: **From books, games, tutors, internet, and social media.** (F2, Female Student's Interview)

Question 5: Apart from the teacher at school, where did you learn English?

Answer 5: **From games, mobile phones, and tutors.** (M11, Male Student's Interview)

Question 5: Apart from the teacher at school, where did you learn English?

Answer 5: **Internet and social media.** (M17, Male Student's Interview)

Question 5: Apart from the teacher at school, where did you learn English?

Answer 5: **From movies, songs and videos on Youtube.** (M6, Male Student's Interview)

According to dialogue above, there was same learning styles between male and female students. Based on the interview, male and female students got English material not only from their teacher. They used social media, game, music, movie, internet, and teacher in English course to get more English material.

3) Social Environment

The last factor, the researcher found social environment between male and female students. Assumption that male had stronger physique than female, made male more often doing outdoor activity. The dialogue below would give further explanation:

Question 6: What activities are usually done by male students?

Answer 6: **Play games and exercise**

Question 7: What activities are usually done by female students?

Answer 7: **Take a walk, shop, study, and watch Korean dramas.**

Question 8: Why are male more often do outdoor activity while female stay at home?

Answer 8: **Because men like to find experiences and entertainment outside the home, while women mostly stay at home because women are more comfortable in the house and more protected.** (F11, Female Student's Interview)

Question 6: What activities are usually done by male students?

Answer 6: **Follow self-development activities and help the work of parents.**

Question 7: What activities are usually done by female students?

Answer 7: **Take extracurricular activities and help parents, especially mothers.**

Question 8: Why are male more often do outdoor activity while female stay at home?

Answer 8: **Because men get bored faster when they are in the house, and the man prefers to find many friends, and the man is a prospective household leader so he must be used to mingling with the community. Whereas women prefer to be alone in the**

house because it is difficult to express their feelings so that when they arrive often in the room. (M13, Male Student's Interview)

In addition, on the figure 4.3 described that 39 respondents agreed that male stronger and braver than female. This thing showed that dangerous environment might be a cause of female more often did their activity in their house. This could be mentioned by these dialogues:

Question 8: Why are male more often do outdoor activity while female stay at home?

Answer 8: **Because women are more easily violated by certain people.** (M7, Male Student's Interview)

Question 8: Why are male more often do outdoor activity while female stay at home?

Answer 8: **Because men are better able to take care of themselves than women.** (F13, Female Student's Interview)

C. Discussion

1) Significance Difference between Male and Femal Students in Writing Ability

This study showed that there was significant difference between male and female students of eleventh graders at MAN Kotawaringin Barat. It could be proved from students' score that the score of male and female students. It was found the mean, the standard deviation, and the variance of male and female students. The mean of male students was 70 and the mean of female students was 78.636. The standard deviation of male students was 5.345 and the standard deviation of female students was 6.931. The variance of male was 28.571 and the variance of female was 48.051. Then, those results were compared using t_{observed} with pooled variance formula. It was found that t_o was 4.267, t_{table} was 2.698 at level of

significant 1% and t_{table} was 2.018 at level of significant 5%. As described in table :

Table 4.12 Result of Manual Calculation

	Male	Female
Mean	70	78.636
Standard Deviation	5.345	6.931
Variance	28.571	48.051
T_{observed}	4.267	
T Table (1%)	2.698	
T Table (5%)	2.018	

From the computation was found that $t_t < t_o > t_t$, it meant that H_0 was rejected and H_a was accepted. Furthermore, the result of t_{test} calculation using SPSS 16 also showed that there is significant difference between male and female in writing ability. It was proved by the value of $t_{observed}$ that was upper than t_{table} at the level significant 1% and t_{table} at the level significant 5% ($2.698 < 4.267 > 2.018$). So, it meant that H_0 was rejected and H_a was accepted.

Those statistical findings appeared to be in line with the theories as mentioned before. First issue from Waskita (2008) was differences in men's and women's ESL academic writing. It suspected that women writers have better writing than male, it was in line with this study. The finding of this study was there was significant difference between male and female in writing ability of eleventh graders at MAN Kotawaringin Barat.

These findings seem to be in contrast with Hamid, Ariani, and Ariyanto (2013) research work, through they examined an analysis on the

gender-based difference of recount paragraph writing. The results revealed that female students were better in writing recount paragraph than male students. It was in line with this study that found there was difference between male and female in writing ability.

Based on Ansyari & Rahmi (2016), their research found that there was no significant difference on the language learning strategies preference between male and female students in learning English. Afterwards, Rahmawati and Ummah (2017) stated that there was no significant difference between male and female students in reading comprehension achievement.

The finding of the study above was in contrast with those studies mentioned that there was no significant difference between male and female in learning English and reading comprehension achievement. This study revealed that there was significant difference between male and female in writing ability.

2) The Factors Affecting Male and Female Students in Writing Ability

This study also found three factors that could affect male and female writing. They were characters, learning style, and social environment. From basic characteristics male and female have different characteristic in physical and mental. Male students were braver and stronger than female students, but female students were more diligent and serious than male students. Rifai, Fauziati, and Supriyadi (2016) stated that the female students are more diligent than the male students in developing English.

The result was in line with this study that found if female students were more diligent and serious than male students and character affected male and female in writing ability.

Then, learning style also could affect male and female students in writing ability. From the result of interview, male and female used same style to mastery some English ability. They used social media, game, music, movie, internet, and teacher in English course to get more English material. The result supported with Srijongjai (2011) that carried out if there were no significant difference of students' learning style based on their achievement levels in writing class. It meant that learning style was not affect male and female students in writing ability.

The last was about social environment. Social environment was became the main factor that affecting male and female students in writing ability. Male and female have different social environment. Male students were braver and stronger than female in outdoor activity. Male have greater curiosity and like to face new challenges to add broad insight into everything. According to Umami (2016), her study was found that social environment or social culture became cause of male and female difference in writing narrative text. The result was in line with finding of this study. This study showed that male and female students have different social environment. Hence, social environment affected male and female students in writing.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the researcher would like to give conclusion and suggestion about the result of study. The conclusion of the study was the answer of problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestions are expected to make better improvement and motivation for students, teacher and researcher related to the teaching learning of English writing.

A. Conclusion

This study concerned about comparative study between male and female in writing ability at MAN Kotawaringin Barat. This study had been done in all of eleventh graders of MAN Kotawaringin Barat in the Academic Year of 2017/2018. There were several conclusions in this study as follow:

1. It was found that the result of t_{observed} was 4.627, the t_{table} was 2.698 at the level significance 1% and the t_{table} was 2.018 at the level significance 5% with the degree of freedom (df) was 42. It meant that the t_{observed} was upper than the t_{table} . The result of testing hypothesis determined that H_a was accepted and H_o was rejected. So, the result of this study showed that there is significant difference between male and female students in writing ability of eleventh graders at MAN Kotawaringin Barat.
2. There were three factors that could affect male and female in their writing ability. They were characters, learning style, and social environment. Male and female students had difference characters, same

learning styles, and different social environment. So, that was way there is significant difference between male and female in writing ability.

B. Suggestion

Based on the research findings, the researcher would like to propose some suggestions that hopefully would be useful and valuable for the eleventh graders at MAN Kotawaringin Barat and all of the English course institutions, the teachers and the next researchers.

1. For the Students

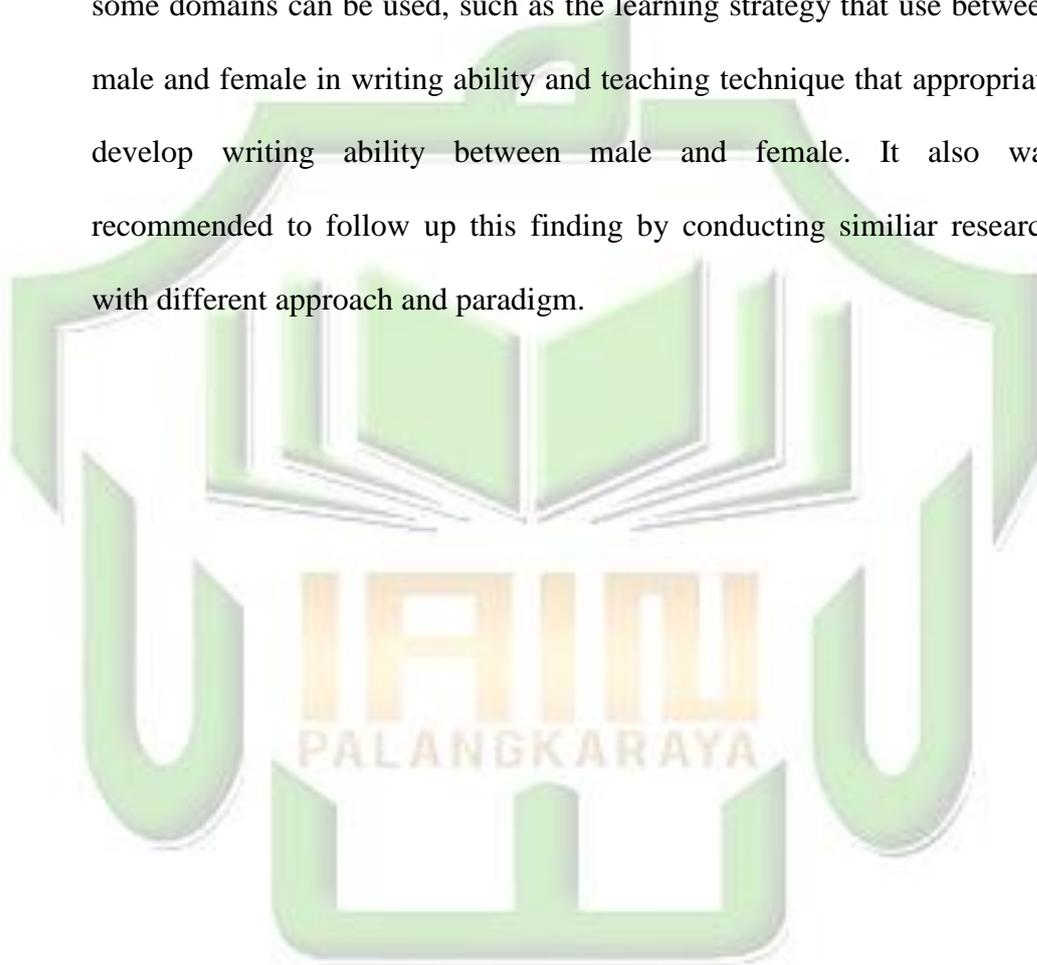
It was recommended the students learn more aspects of writing, since five aspects of writing will help them gain the other language skills (listening, speaking, reading and writing). Because the result in this study there is significant difference between male and female students in writing ability and grade of their writing was good. So, the students should find many strategies that appropriate to learn more how to have excellent writing.

2. For the Teacher

It was suggested that the teacher pay attention to the students' understanding level, problems in learning English, and students' strategy in learning English. Especially, teaching English writing, the teacher is hopefully able to select the appropriate teaching technique such as teaching use social media and game and also teaching methods like jigsaw method that the students consist male and female students.

3. For the Next Researchers

This study investigated the significant difference between male and female students in writing ability of eleventh graders at MAN Kotawaringin Barat. It was quantitative study with *ex post facto* design. For the other researchers who would like to conduct the study, there are some domains can be used, such as the learning strategy that use between male and female in writing ability and teaching technique that appropriate develop writing ability between male and female. It also was recommended to follow up this finding by conducting similiar research with different approach and paradigm.



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