

## DIFFERENCES IN THE LEARNING ABILITY OF MALE AND FEMALE STUDENT IN WRITING DESCRIPTIVE SKILLS OF GRADE X STUDENTS OF SMAN 4 KEDIRI

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### ABSTRACT

*This study aims to determine differences in the ability to write descriptive text. From male students to female students, students of class X SMAN 4 Kediri. This type of research is quantitative because it collects data using numbers. The sample class studied was one, namely class X-1, which consisted of 30 people, 13 male and 17 female. The research instrument used was a written test given to students when collecting the data. The results of the research show that the ability to write descriptive text among class X students at SMAN 4 Kediri, namely between male and female students, is indeed different. Based on the average calculation, male students got a score of 43.0763 (44) while the average score for female students was 65.1765 (66). So it can be concluded that the difference in their writing abilities is significant; this can be seen from the SPSS calculation results from the independent t-test.*

**Keywords:** Learning Ability, Gender, Writing Ability, Descriptive Text

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### INTRODUCTION

Language is a tool for communicating. One needs to learn to speak well in order to communicate. Students must be able to use language to communicate politely and well (Kusmiarti, 2020). Language can be learned through formal and informal education, especially English. English learning is done so that students can express ideas that produce an idea. There are four skills in learning English: listening, speaking, reading, and writing (Noermanzah et al., 2018). But the basic skill that must be mastered by students is writing. Writing is a form of expressing thoughts if you cannot express them verbally. Writing is not easy—not just writing but also choosing the right words and sentences. Several factors cause incorrect writing, including a lack of understanding of word choice, the use of capital and lowercase letters, spelling, and punctuation. Then, students also have difficulty expressing in detail the object used as a reference in writing. With these problems, it is necessary to carry out the process of learning to write. By creating easy and unique learning opportunities so that students are more enthusiastic and motivated to take part in writing classes. During the writing process, students are expected to be able to express their ideas. One type of text that is taught in writing skills is descriptive text. Descriptive text is text that describes objects in detail, such as people, things, or places. Writing ability is also influenced by gender, with significant differences between men and women in writing descriptive text. Therefore, researchers are interested in examining differences in the ability to write descriptive texts based on gender among high school students. This research will be conducted at SMAN 4 Kediri. Why at SMAN 4 Kediri? Because at that time researchers could only do research in that place.

Learning ability is a skill possessed by students. Learning ability is the level of student success in achieving the goals set by an educational program (Muhibbin Syah, 2008). This ability is used to develop oneself in the field of education by assessing student learning outcomes. Usually carried out with tests, namely daily tests, midterm tests, and final semester tests. Furthermore, the test results can be expressed in the form of symbols such as letters or numbers. Knowing the ability of student learning outcomes makes it easier for teachers to find out the understanding of the material received by students during the learning process. Learning ability here is related to the differences in student writing between men and women, who write descriptive text with places as the object. This will be a reference for the difference in terms of value.

Gender is a differentiator between men and women. This is considered the difference between success and achievement. Then what do students get from learning English with their writing skills? One of the socio-cultural factors needed by students in the language learning process, including writing, is gender (Kamiar, 2012). Gender, as one of the variables in this study, plays an important role in writing. Boys and girls use different languages to acquire vocabulary. Therefore, the relationship between gender and language has an influence on the learning process to determine differences and which of them is superior. For this reason, researchers focused on students' abilities based on gender differences, namely between male and female students in writing descriptive texts.

Writing ability is the level of success in writing that will convey thoughts to readers. Apart from that, writing can also be interpreted as a practice of presenting written messages that have meaning to be conveyed (Ilmiah et al., 2017). Writing is important because it is one of the expressions of opinions or ideas in the mind that you want to put forward. Each student also has different writing abilities; these differences are influenced by gender, namely men and women. The students also think writing is difficult; they also have anxiety when writing. They are worried because they think they are afraid that their writing will be wrong, that their writing will be different from that of other friends, and that it will appear that their writing is not very good. In this writing, students will write descriptive text, where the writing must be in its entirety or in detail. From the parts that have been used as objects to describe it. So writing skill is the ability of a person to express ideas in his thoughts. In accordance with appropriate rules and language so that readers can understand it.

Descriptive text is text that describes an object clearly and completely. Descriptive text is a description of how something can look, smell, and feel using the five senses (Saraswati et al., 2018). The purpose of this text is to provide information with more details to help visualize what is being explained. Examples of objects that can be used as descriptive text include animals, humans, places, and objects. Creating descriptive text does not require detailed research; it only needs to be seen by the five senses according to what is visible. According to Juriati et al. (2018), descriptive sentences are sentences that describe certain forms, situations, and conditions, such as places, people, and objects, according to the actual objects. So descriptive text is text that describes objects in such a way that the reader can feel what has been expressed in the text.

Many researchers have conducted research on descriptive texts. (Sri Wulandari & Edi Trisno, 2020) A Study on Writing Ability Differences Between Male and Female Students in Describing People In this study, there were significant differences in the descriptive writing of male and female students, which described people. Then Subadrah Madhawa Nair and Liang Lok

Hui (2018) analyzed common errors in ESL descriptive writing. In this research, there are differences in writing abilities between male and female students, or what could be called gender in writing descriptive text. Apart from that, there is Juanita Siahaan (2013), who has *An Analysis of the Abilities and Difficulties for Students in Writing Descriptive Texts*. These findings show that students who represent middle- and high-achieving students have good control over writing descriptive text.

## RESEARCH METHOD

This research was conducted using descriptive research. This theory is to support researchers in this study because researchers describe and analyze how the writing skills of male and female students describe places. Then, in this research, the researchers used quantitative data analysis. Furthermore, the data is measured using values and numbers.

The population is all research data within a certain scope and time (Kamadi and Sunariah, 2013). The population used is class X students of SMAN 4 Kediri for the 2022–2023 school year, with a total of 10 classes consisting of 309 students. The sample is part of the population that is used as a research subject. Then the sample used by the researcher was class X-1 at SMAN 4 Kediri for the 2022–2023 academic year, which was divided into 13 male students and 17 female students.

The research instrument is a tool used to measure observed natural and social phenomena (Sugiono, 2015). The use of research instruments is to make it easier for researchers to collect data, so that it is easier and the results are better. The instruments used in this study were written tests and documentation. Adapted from the article Wulandari, Trisno in 2020, which was made in the form of a table of scores or scores from students' writing results.

No.	Indicators	Max Score	Score
1.	Identification	20	
2.	Description	20	
3.	Paragraph Organization	20	
4.	Spelling	20	
5.	Punctuation	20	
<b>Amount</b>			

The validity of this test is in the form of a written test that is used to measure students' ability to write descriptive text by describing a place. One form of validity is content validity. According to Gay (2019), content validity is the extent to which the test items are a measure from the point of view of the content field, so that in carrying out content validity tests, it can be seen by writing paragraphs or points in groups that have been explained from the things referred to.

Reliability testing in this study involved students and researchers. According to Brown & Abeywickrama (2010), it is necessary to assess the test so that there are no subjectivity errors or assumptions in the assessment process. Next, the researcher used an analysis of the scoring rubric to assess students' ability to describe places. Based on Hughes (2003), analytic scores provide a

score for each item to significantly increase the assessment. This step of the research instrument has been used by several researchers, such as Wulandari and Trisno (2020), so researchers used this instrument.

The data collection technique was carried out by giving students the task of writing a place description essay and giving them a predetermined time of 90 minutes for the written test while they filled out the questionnaire for 30 minutes. The instrument used was observing the school environment or describing their school, namely SMAN 4 Kediri. Then this was developed into a descriptive essay consisting of several paragraphs without boundaries. A place that has been turned into a descriptive essay by students is then given a value based on the components that have been determined. The details of the components are as follows:

No.	Indicators	Max Score	Score
1.	Identification	20	
2.	Description	20	
3.	Paragraph Organization	20	
4.	Spelling	20	
5.	Punctuation	20	
<b>Amount</b>			

## RESULT AND DISCUSSION

### A. Research Finding

Research Results Data were gathered from thirteen male students' and seventeen female students' descriptive texts about writing assessments that depict locations. An independent t-test and score analysis are used to determine the value of descriptive text (Brown, 2007).

*Table 4.1 Male Writing Ability in Describing Places*

No.	Indicators	Max Score	Score
1.	Identification	20	8
2.	Description	20	7
3.	Paragraph Organization	20	5
4.	Spelling	20	14
5.	Punctuation	20	10
<b>Amount</b>			<b>44</b>

Table 4.1 reveals that male students score low in writing with predetermined indicators, with a maximum score of 44 out of 100. However, they scored high on the spelling indicator, with a score of 14, indicating a good understanding of the subject and following the rules. This suggests that male students may struggle with descriptive texts.

**Table 4.2 Female Writing Ability in Describing Places**

No.	Indicators	Max Score	Score
1.	Identification	20	13
2.	Description	20	14
3.	Paragraph Organization	20	16
4.	Spelling	20	12
5.	Punctuation	20	11
<b>Amount</b>			<b>66</b>

Table 4.2 reveals that female students score higher in writing than male students, with a score of 66 out of 100. They have a better understanding of identification indicators, descriptions, organizational paragraphs, spelling, and punctuation. However, their lowest score on the spelling indicator is 10, indicating a lack of proper understanding of spelling, potentially affecting language lesson writing.

## **B. Data analysis of the research**

### **a. Data analysis procedure**

#### **1. Normality test**

**Table 4.3 Normality test**

#### **Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Female	,117	13	,200*	,954	13	,658
Male	,230	13	,059	,880	13	,072

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test is a test that is carried out with the aim of assessing the distribution of data in a group of data or variables to determine whether the distribution is normally distributed or not. And then the normality test is used to measure whether the data distribution is normal or not. From the Kolmogorov-Smirnov table, female data has a normal distribution because Sig. shows 0.2, which means more than 0.05. While male has normal data distribution because Sig. shows 0.059, which is slightly above 0.05. So this study used a parametric test in the form of an independent t-test to identify comparisons of students' writing abilities.

### **1). Independent sample t-test**

The independent t-test is a comparative test or different test to find out if there is an average difference between the two groups on an interval data scale. Its function is to use the independent sample t-test because the researcher wants to know the differences in students' abilities based on student scores from the written tests that have been done. Besides that, based on the normality test, the data is normally distributed, and the number of samples is less than 30, so the independent t-test is suitable for measuring the results for this study.

**a. Result of analysis data**

*Table 4.4 independent t-test*

	Group	N	Mean	Std. Deviation	Std. Error Mean
Result	Male	13	43,0769	20,93029	5,80502
	Female	17	65,1765	13,56574	3,29018

The table shows that male students have lower scores than female students, namely male students with 43.0769 and female students with 65.1765. When rounded up, the scores become 44 and 66. From these results, it can be concluded that **there is a difference** between the writing abilities of male and female students in writing descriptive texts that describe places.

**b. Data analysis interpretation**

This study utilized quantitative data interpretation, analyzing numeric symbols using an independent t-test to determine the validity of a student's descriptive text. The test assessed differences between male and female students based on the average value calculated by an independent t-test. The results indicated significant differences in the assessment of student scores.

**C. Hypothesis analysis**

*Table 4.5 Hypothesis*

		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
Result	Equal variances assumed	3,947	,057	-3,505	28	,002	-22,09955	6,30564	-35,01607	-9,18303
	Equal variances not assumed			-3,312	19,443	,004	-22,09955	6,67259	-36,04392	-8,15517

The data shows homogeneity with a Sig. of 0.057, indicating equal variances. A t-test with a Sig. of 0.02, indicating significant differences in abilities between male and female students, with male students having a mean of 43.0769 and female students having a mean of 65.1765. This results in a 22.0096 difference, indicating male students have lower writing abilities.

**D. Discussion**

The study found significant differences in the writing abilities of male and female students in descriptive text writing. Male students had 2 good abilities, 8 had fairly good abilities, and 3 had poor abilities. Female students had good writing skills when describing places in descriptive text. Both male and female students scored high in punctuation and writing mechanics, but female students scored higher in punctuation. Men scored lower in several categories, including organizational paragraphs and description sections. However, spelling was found to be more valuable than grammar. This study also found differences in structure and grammar, as male students had more errors in descriptive text writing. Previous research has shown differences in

writing descriptive text based on gender, with male students having overall difficulties and female students having fewer errors. This study examined several indicators, including spelling, grammar, mechanics, coherence, and lexical sentence structure. Both studies have similarities and significant differences, indicating that male and female students have different abilities in studying and writing texts, especially descriptive texts.

## CONCLUSION AND SUGGESTIONS

Based on the results of the research and discussion obtained, it can be concluded as follows: The first researcher analyzed the writing abilities of the X-1 class boys and girls at SMAN 4 Kediri. Then male students get an average score of 44 out of a total of 13 male students. While the ability of female students scored an average of 66 out of 17 female students. This significant difference was evident from the five indicators and the independent t-test.

The teacher should give a lot of writing exercises to students, especially descriptive text, in stages according to the structure of the text. The researcher hopes that this research can be used as a reference for other researchers in the future. If you want to examine the same thing, use a sample of more than 30 students or more than 1 class, or at least 2 classes, so that the data results are more accurate.

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