

**SEX DIFFERENCES AND LANGUAGE USE IN
WRITING**

**(A Study in Writing Recount Text at Second Grade of
MTs Miftahul Khoirot Branjang Ungaran Semarang)**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
the Degree of Bachelor in English Language Education



By:

SHOLIHATUL UMAMI

NIM: 113411074

FACULTY OF TARBIYAH AND TEACHER TRAINING

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2016

THESIS PROJECT STATEMENT

I am, the student with the following identify:

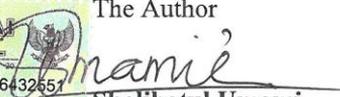
Name : Sholihatul Umami
Student's Number : 113411074
Department : English Language Education

stated that the study entitled:

SEX DIFFERENCES AND LANGUAGE USE IN WRITING
(A Study in Writing Recount Text at second Grade of
MTs Miftahul Khoirot Branjang ungaran Semarang in the
Academic Year of 2015/2016)

is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, May 31, 2016

The Author

Sholihatul Umami
NIM: 113411074





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. DR. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

RATIFICATION

Thesis with the following identity:

Title : **SEX DIFFERENCES AND LANGUAGE USE IN WRITING (A Study in Writing Recount Text at Second Grade of MTs. Miftahul Khoirot Branjang Ungaran Semarang)**

Students' Name : Sholihatul Umami
Students' Number : 113411074
Department : English Language Department

Had been tested in Munaqosah Session by the team of thesis examiner of Education and Teacher Training Faculty Walisongo State Islamic University and has been accepted as a partial requirement for the degree of Bachelor of education in English Education Department.

Semarang, June 13th 2016

THE TEAM OF EXAMINER

Chair person,

Dra. Hj. Siti Mariam, M.Pd.
NIP. 19650727 199203 2 002

Secretary,

Nadiah Ma'mun, M.Pd.
NIP. 1981103 200701 2 016

Examiner 1,

Dra. Nuna Mustikawati Dewi
NIP. 19650614 199203 2 001

Examiner 2,

Sayyidatul Fadlilah, M.Pd.
NIP. 19810908 200710 2 001

Advisor 1,

Dr. H. Ikhrom, M. Ag.
NIP. 19650329 199403 1 002

Advisor 2,

Dra. Hj. Ma'rifatul Fadhilah, M. Ed
NIP. 19620803 198903 2 003

ADVISOR NOTE

Semarang, May 30, 2016

To

The Dean of Faculty of Tarbiyah and Teacher's Training

State Islamic University

Semarang

Assalamu'alaikum wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **SEX DIFFERENCES AND LANGUAGE USE IN WRITING (A Study in Writing Recount Text at second Grade of MTs Miftahul Khoirot Brangang Ungaran Semarang in the Academic Year of 2015/2016)**

Name : **Sholihatul Umami**

NIM : 113411074

Field of Study : English Language Education

I stated that the thesis is ready to be submitted to Education and Teacher Trainer Faculty Walisongo Islamic State University to be examined at Munaqosyah session.

Wassalamu'alaikum wr.wb.

Advisor,



Dr. H. Ikhrom, M.Ag.

NIP. 19650329 199403 1 002

ABSTRACT

Title : Sex Differences and Language Use in Writing (A Study in Writing Recount Text at Second Grade of MTs Miftahul Khoirot Branjang Ungaran Semarang in the Academic Year of 2015/2016)

Author : Sholihatul Umami

NIM : 113411074

This research is about sex differences and language use in writing. The author had read theories that there were differences between male and female in speaking, so the author wanted to know how was in writing. The objective of this study are (1) to know how use of language by male and language female is especially in writing recount text; (2) to find if there is any difference between male and female in using language in writing recount text; (3) to study why male differs from female in using language in writing recount text; (4) to observe whether sex difference affect use of language in writing recount text. The problem had been analyzed through comparative qualitative approach that is held in MTs Miftahul Khoirot Ungaran Semarang. The subject of this research was the students of class VIII C of the school. The data was gathered through observation, documentation, and interview.

The result of this study showed that there are several differences of male and female students in writing recount text. 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) there are three factors which affected the differences between male and female in writing recount text. They were (a) Characters; (b) Learning Style; and (c) Social Environment; (4) sex differences affected language use in writing recount text indirectly because there were other factors like their characters, learning style, and social environment.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“(5) So, verily, with every difficulty, there is relief;

(6) Verily, with every difficulty, there is relief.”¹

“When the going gets tough, the though get going.”

(Strong people don't give up when they come across challenges. They just work harder.)²

“Just be more patient to get the best.”

¹ Mahmud Y. Zayid, *The Quran: An English Translation of The Meaning of The Quran*, (Lebanon: Dar Al Choura, 1980)p. 456.

² *The 50 Most Important English Proverbs*, www.phrasemix.com, retrieved June 12, 2016 at 5.03 a.m.

ACKNOWLEDGEMENT

All praise to Allah, Lord of the world, the Almighty for the blessing and mercies during the study so that the writer can accomplish this thesis entitled **SEX DIFFERENCES AND LANGUAGE USE IN WRITING** (A Study in Writing Recount Text at Second Grade of MTs Miftahul Khoirot Branjang Ungaran Semarang in the Academic Year of 2015/2016).

Shalawat and salam always be given to our great prophet, Rasulullah Muhammad SAW, his relatives and companions.

As an ordinary human, the writer who had any weakness and limitedness realize this thesis cannot be finished without any help, support, and guidance from other people and another side. In this opportunity, I would like to ekspress my sincere thanks to:

1. Dr. H. Raharjo, M. Ed., St., Dean of Faculty of Tarbiyah and Teacher's Training who providing facilities which supported the researcher in accomplish this thesis.
2. Dr. H. Ikhrom, M.Ag., Head of English Department who provides me academical assistance and support.
3. Dr. H. Ikhrom, M.Ag. and Dra. Hj. Ma'rifatul Fadhilah, M.Ed., as the advisor for her support in giving useful advice, meaningful suggestion, useful correction during the consultant.

4. All English lectures that are guiding and accompanying in my study.
5. My parents who giving me endless love, unbelievable patience, and great affection.
6. My husband who supporting me anytime.
7. All people not mentioned for their contribution and help.

Finally, the researcher expects that the thesis can give beneficial and helpful for the researcher and readers. Amin.

Semarang, May 31, 2016
The writer,

Sholihatul Umami
NIM: 113411074

TABLE OF CONTENT

TITLE	i
THESIS PROJECT STATEMENT	ii
RATIFICATION NOTE	iii
ADVISOR NOTE	iv
ABSTRACT	v
MOTTO	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF TABLES	ix
LIST OF APPENDICES	x
LIST OF DIAGRAMS	xi
CHAPTER I : INTRODUCTION	
A. Background of the Study	1
B. Reason for Choosing the Topic	3
C. Research Questions	4
D. Objectives of the Study	4
E. Significances of the Study	5
F. Research Scope	6
G. Definition of Key Terms	6
CHAPTER II : SEX DIFFERENCES AND LANGUAGE USE IN WRITING	
A. Sex Differences and Language Use in Writing	10
1. Sex Differences	10

	2. Language Use	16
	3. Sex Differences and Language Use	20
	4. Writing	22
	5. Genre	25
	6. Language Use in Writing Recount	29
	B. Previous Research	31
CHAPTER III	: RESEARCH METHOD	
	A. Research Approach	35
	B. Data Source	36
	C. Subject of the Research	40
	D. Data Collection Technique	43
	E. Data Analysis Technique	45
CHAPTER IV	: DATA DESCRIPTION AND ANALYSIS	
	A. Data Description	48
	B. Data Analysis	49
	C. Limitation of Study	62
CHAPTER V	: CLOSING	
	A. Conclusion	63
	B. Recommendation	64
REFERENCES		
APPENDICES		
BIOGRAPHY		

LIST OF TABLES

- | | |
|-----------|---|
| Table 2.1 | Subjects Pronoun and Objects Pronoun, 27. |
| Table 4.1 | Subject of Research, 44. |
| Table 4.2 | Error Analysis of Using Language in the Male Student's Writing, 45. |
| Table 4.3 | Error Analysis of Using Language in the Female Student's Writing, 46. |

LIST OF DIAGRAMS

- Chart 4.1 Percentage of Error Analysis between Male and Female Writing
- Chart 4.2 Male's and Female's Characters

LIST OF APPENDICES

- APPENDIX 1I List of Students from Second Grade of MTs Miftahul Khoirot Branjang Ungaran Semarang
- APPENDIX 2 List of Students' Achievement in the First Middle Semester
- APPENDIX 3 Male's Writing
- APPENDIX 4 Female's Writing
- APPENDIX 5 Error Analysis of Male's Writing
- APPENDIX 6 Error Analysis of Female's Writing
- APPENDIX 7 Percentage of Error Analysis
- APPENDIX 8 Students Interview Transcript

CHAPTER I

INTRODUCTION

The chapter explored sub chapters as an introduction of the thesis. To reach this goal, the chapter explores some matters includes background of the study, certain reasons why the writer chooses the topic, objectives the study, and significances of the study for certain agents like students, teachers and researchers. Moreover, this thesis also describes the important subjects such as research scope and definition key term and research organization.

A. Background of the Study

On his book, Pramoedya Ananta Toer stated that *“People may be clever as high as the sky, but as long as he does not write, he will be lost in the society and of history. Writing is work for eternity.”*¹ From that quote, we can conclude that writing is very important for us, especially for students. Through writing, we can communicate each other, invite people to do something, give our comment or opinion about something, etc. Even, writing can influence someone’s cerebation. Thus, writing has a great strength.

Quoted from *kompasiana.com*, there are some benefits of writing such as: (1) Channeling creativity, (2) Develop imagination,

¹ Prapuspa, “My Favorite Quotes from Pramoedya Ananta Toer”, <http://prapuspa.blogspot.com>, retrieved Oktober 28, 2015.

(3) Extensive knowledge, (4) Writing is timeless, (5) immortalize the story, (6) Inspiring people, (7) Becoming a famous people, (8) Earning money.² To get all of the benefits, we must be able to write well based on the rules. Therefore, writing skills must be trained from childhood, especially in the formal education through language lessons.

When you joined English class especially in writing subject, there was a teacher who teaches how to write well. Students can learn to write through English class, because English subject has four skills which have to be mastered such as listening, speaking, reading, and writing. 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. 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.

Writing can be trained from the simple things such as writing on the diary about our daily life. In formal education, students have often been asked to tell their experience in the recount text. Self-experiences are easier to tell because the story tellers really have

² Ridwan Septiadi, "Pentingnya Menulis", <http://www.kompasiana.com>, retrieved November 7, 2015.

experienced in their real world. Hence, the researcher wants to analyze students' writing of recount text.

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. The experts said that good performance in the school is more important for female, like try harder in doing assignment, get better score, and graduate from senior high school more often. Male often involved in the activity that has no relation to the school assignment, so they reach lower performance. On the other hand, male has higher self-confidence than female toward their academic and higher expectation to their futures.³ Often, male is too confidence, so they has no motivation to develop their knowledge.

According to the explanation above, the researcher wanted to do a research entitled "Sex Differences and Language Use in Writing (A Study in Writing Recount Text at Second Grade of MTs Miftahul Khoirot Branjang Ungaran Semarang in the Academic Year of 2015/2016)."

³ Jeanne Ellis Ormrod, *Educational Psychology Developing Learners* trans. Amitya Kumara (tp.: Erlangga, 2009), 6th Ed., p. 90.

B. Reasons for Choosing the Topic

The reasons for choosing the topics are as follow:

1. Each people have different thought even in the same sex moreover in the different sex. Therefore the researcher wanted to compare between male and female thought through analyzing their writing.
2. There was some facts have been found by researcher that there are differences between male and female students in writing text especially recount.
3. Recount text can be used as basic training to beginner authors, because they can start to write their experiences trough recount text.

C. Research Question

According to background of the research above, the problem is:

1. How are use of language by male and female in writing recount text?
2. Is there any difference between male and female in using language in writing recount text?
3. Why do male differ from female in using language in writing recount text?
4. Does sex difference affect use of language in writing recount text?

D. Objective of the Study

This qualitative research is intended:

1. To know how language male and language female is especially in writing recount text.
2. To find if there is any difference between male and female language in writing recount text.
3. To study why male differs from female in language use in writing recount text.
4. To observe whether sex difference affect language use in writing recount text or not.

E. Significances of the Study

The result of this research may contribute some benefits as follows:

1. It gives information for teachers, teacher trainers, and reader that need data and references about sex differences especially in writing recount text.
2. It gives information about factors which affected the differences between male and female students in writing recount text.
3. It gives consideration to the teacher and curriculum designers to select the most appropriate teaching strategy of writing and method to certain category of students in teaching English as a foreign language.

4. It gives contribution and information dealing with the research findings, notably to English teachers, so that better learning outcomes can possibly be achieved.

F. Research Scope

In order to get focus of the study, this research should be limited. To determine and analyze the problem, the research should be limited by following factors:

1. The research concentrates on male and female students in writing recount text not in other materials such as narrative, descriptive, report, etc.
2. The research explores the differences between male and female students in writing recount text. Besides, the research explores some factors which are affected the differences between male and female students writing, especially in recount text.
3. The subject of the research is the learners of second grade of MTs Miftahul Khoirot Branjang Ungaran Semarang in the Academic Year of 2015/2016. They consist of 11 males and 11 females from Class VIII C.

G. Definition of Key Terms

In order to avoid misunderstanding and misinterpretation in reading this research, the reviews of literatures are described as follows.

1. Sex Differences

Genetically, sex was defined operationally the type of gametes produced. Commonly, it was divided into two kinds of species; male and female. Furthermore, David Shier from Mc. Graw Hill University describes individual with X sex chromosome is classified as male and any individual lacking a Y chromosome is classified as female.⁴ By definition, there is a consideration that individual that produces egg is female and one that produces sperm is male. Physically, female has copulation organ for fertilization named ovum and vagina while male has copulation organ named sperm and penis.

2. Language Use

Language can be thought of simply as a system of symbols (vocal noises, marks on a page or hand movements) that we use to communicate with others.⁵ According to such a definition, all animals ‘speak’ a language to other members of their community, but human language is seen as distinct from the communication system of other species in important ways.

The characteristics of human language are systematic, arbitrary, spoken, social, and complete. On the other hand, animal

⁴ Ramelan, *Introduction to Linguistics Analysis*, (Semarang: IKIP Press, 1992), p. 10.

⁵ Martyn Long, et.all., *The Psychology of Education*, (London: Routledge, 2011), 2nd Ed., p. 210.

language is limited to their biological needs like eating, or protecting themselves against dangers for the preservation of their lives in species.⁶

Language is used to do various things, like commands and asking questions and expressing feelings, especially to communicate information about world.⁷ Language use is involved in using words, phonetics, syntax, morphemes, etc.

3. Sex Differences and Language Use

Men and women differ in the kinds of language they use because men and women often fill distinctly different roles in society.⁸ It means that the more distinct the roles of them, the greater the differences. Beside, education also gives an influence to the gender differentiation in using language.⁹ It means that the greater the disparities between educational opportunities for boys and girls, the greater the differences between male and female speech. There are some differences between male and female

⁶ Ramelan, *Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1992), p. 8.

⁷ Prashant Parikh, *The Use of Language*, (United States: CSLI Publication, 2001), p. 1.

⁸ Ronald Wardhaugh, *An Introduction to Sociolinguistic, 3rd Edition*, (USA: Blackwell Publisher, 1998), p. 321.

⁹ Bernard Spolsky, *Sociolinguistics*, (Oxford University Press, 1998), p. 37.

such as verbal voice, phonology, morphology, vocabulary, gesture, self-confidence, and so on.

4. Writing

Writing is the activity of creating pieces of written work, such as poems, stories, or articles.¹⁰ Today, the ability to write has become an indispensable skill in our global literate community. Business transactions, records, legal documents, political and military agreements were written by specialist whose vocation it was to render language into the written word. Writing skill is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures.

¹⁰ *Cambridge Advanced Learner's Dictionary 3rd Edition*, (Cambridge: Cambridge University Press, 2008), p. 1689.

CHAPTER II

SEX DIFFERENCES AND LANGUAGE USE IN WRITING

This chapter would explain several things related to the theory and idea of the research. This chapter consists of two sub chapters: 1) theoretical framework, 2) previous research. Previous research gave reference as conducted at the past time while theoretical framework explores related theories support any notions in the thesis.

A. Sex Differences and Language Use in Writing

This research uses some theories such as follows:

1. Sex Differences

As we know that sex is a basic part of individual. There are two categories of sex, they are male and female. Both have some differences in a certain field. There are some fields of distinction of male and female as follows:

a. Sex Differences in Biological Field

Humans are species that doing reproduction sexually. Humans carry two gametes (egg and sperm), each of which has half the chromosomes that carry the genes that fuse to form one or more new individuals. The biochemical level of sex definition involves two X chromosomes (XX) or an X and a Y Chromosome (XY). Individuals carrying two Xs (XX)

chromosomes are labeled as women or female whereas those carrying an X and a Y (XY) chromosome are labeled as men or male.¹

The other characteristics can be seen in our daily life. Male has a bass voice, but female has a soprano voice. When we see the biological appearance, female was getting change of her breast and her hip, but male was not. Male has moustache and beard, but female has not. Male has an Adam's apple, but female has not.

b. Sex Differences in the Classroom and School Field

There are some differences between girls and boys in a school climate. Girls are likely to receive praise, to feel accepted, and to be validated based on their behavior. Girls tend to be more engaged with academic materials. They are more likely to put effort in class, pay attention, and participate in class. In addition, they appear to have greater concern for their academic performance. In contrast, many boys appear to

¹Ethel Tobach, "Development of Sex and Gender: Biochemistry, Physiology, and Experience", *Encyclopedia of Women and Gender*, (Volume One A-P, London: Academic Press, 2002), p. 318-319.

perceive the school and classroom climate to be less than hospitable and sometimes unresponsive to their needs.²

Compares to girls, boys read fewer books and get poorer grades in all subjects with the exception of some math and science courses. Girls are more likely to do their homework than their male counterparts. Therefore, girls are reinforced for their gender-stereotypic behavior, whereas boys are punished for theirs.

c. Sex Differences in Islamic Field

This subtitle would explain about male and female in Islamic Field. Human had been created by Allah consist of male and female as written on holy Quran in the verse of Al Hujuraat: 13

أَيُّهَا شُعُوبًا وَجَعَلْنَاكُمْ وَأَنْتَى ذَكَرٍ مِنْ خَلَقْنَاكُمْ إِنَّا النَّاسُ يَتَأَيُّهَا
خَيْرٌ عَلِيمٌ اللَّهُ إِنَّ اتَّقْنَاكُمْ اللَّهُ عِنْدَ أَكْرَمَكُمْ إِنَّ لَتَعَارُفُوا وَقَب



²Denise M. Dezolt and Stephen H. Hull, “Classroom and School Climate”, *Encyclopedia of Women and Gender*, (Volume One A-P, London: Academic Press, 2002), p. 259-260.

O mankind! We have created you from a single (pair) of a male and female, and made you into nations and tribes, that ye may know each other; the most honorable among you in the sight of god is the most pious of you. God is all know and all created. (QS. Al-Hujurat: 13).

From the verse, we know that there are two kinds of sexes. They are male and female. So, starting from human had been created, Allah had created human from single pair of male and female.

Later, our Prophet Muhammad SAW explained that human had been created from male (sperm) and female (egg). This hadith had been narrated by Muslim and written on Shahih Muslim with the number of hadith is 473.

...أَسْمَعُ بِأُذُنَيَّ قَالَ جِئْتُ أَسْأَلُكَ عَنِ الْوَلَدِ قَالَ مَاءُ الرَّجُلِ
أَبْيَضٌ وَمَاءُ الْمَرْأَةِ أَصْفَرُ فَإِذَا اجْتَمَعَا فَعَلَامَنِي الرَّجُلُ مَنِيَّ
الْمَرْأَةُ أَذْكَرَ يَأْذِنُ اللَّهُ وَإِذَا عَلَا مَنِيَّ الْمَرْأَةُ مَنِيَّ الرَّجُلِ
أَنْثَى يَأْذِنُ اللَّهُ (رواه مسلم)

... ‘I will hear it with my two ears’. He said, ‘I come with a question about child’. Prophet Muhammad answered, ‘Men’s sperm is white while women’s sperm is yellow. If both of them become one and men’s sperm is more dominant than women’s then the embryo will be male by Allah permission.

Yet, women's sperm is more dominant than men's then the embryo will be female by Allah permission? ...³

In biological view individual identified as male symbolized by XY and individual identified female symbolized by XX. This fact shows that only the male member has the full complement of chromosomes carrying the micro bio program of the species. In Islam, male is more powerful than female. Therefore, male must protect female based on the holy Quran in the verse of An Nisa': 34

ضِ عَلَىٰ بَعْضِهِمُ اللَّهُ فَضْلٌ بِمَا لِلنِّسَاءِ عَلَىٰ قَوْمُونَ الرِّجَالُ
بَع

Mankind is a leader for womankind. Therefore Allah had given more power for them (male) than them (female), ... (QS. An-Nisa': 34).

In that verse, Islam consider that female is more weak that male. So, female need a protection from her opposite sex.

However, Islam also gave woman as female member in the great position. Allah says in the verses Al A'raf: 189 that first man (Nabi Adam a.s.) and first woman (Hawa) are the first parents for human.

³ Da'wah Rights, *Shahih Muslim*, <http://Telkom-hadist9imam.com>, retrieved November 7, 2015

سَكُنَ زَوْجَهَا مِنْهَا وَجَعَلَ وَاحِدَةً نَفْسٍ مِّنْ خَلْقِكُمُ الَّذِي هُوَ ﴿١٨٩﴾
 لَمَّا بِهِ فَلَمَّا بِهِ فَمَرَّتْ خَفِيفًا حَمَلًا حَمَلَتْ تَغْشَاهَا فَلَمَّا إِلَيْهَا لِي
 شَّاكِرِينَ مِّنْ لَّنْ كُونَنَّ صَالِحًا ۖ آتَيْنَا لِيْنَ رَبَّهُمَا اللَّهُ دَعَا أَثَقَ



Tell them: I have no power to benefit or harm myself, Save as Allah pleases. If I had knowledge of the unseen, I would have secured abundance of good, and no harm would have be fallen me. I am but a warner and a bearer of glad tidings for a people who believe. (QS. Al-A'raf: 189).

According to this verse, Allah gave woman the high position as a mother for human. Instead, Allah made man and woman as same position in the world. Man and woman are the parents for their children. When man and woman have got married, they got the same responsibility to educate their children. Hence, there was insignificant differences about them based on Islamic Religion. The difference is only because of their loyalty to Allah.

d. Sex Differences in Culture Field

An expression stated that “Men have a right to do what they want to do and women who interfere need to learn

their place.”⁴It shows that boys and men are more highly valued than girls and women. Usually, men had more power, freedom, and privilege than women. Men in many societies grow up with feelings of confidence and specialness granted them simply because they are born male. This specialness is an essential aspect of what has become known as male prerogative and entitlement. Male prerogative encourages both women and men to feel that what men do or want to do take precedence over the needs of women and should not be questioned.

In our culture, many women feel unattractive, so they want to be attractive instantly. Women spend more time than men for worrying about their appearance, including their weight. Concerns about weight and thinness are now viewed as chronic stressors in women’s lives, crossing lines of race, ethnicity, and class. Many women in the normal weight range diet as a lifestyle and nearly all women who participate in expensive liquid diets regain the weight within one year. In contrast, men had not too emphasized on their performance. They prefer to perform in a rather simple way.

⁴ Lucia Albino Gilbert and Jill Rader, “*Counseling and Psychotherapy: Gender, Race/Ethnicity, and Sexuality*”, *Encyclopedia of Women and Gender*, (Volume One A-P, London: Academic Press, 2002), p. 275.

2. Language Use

Human needs language to make communication with other. There are some characteristics of human language as defined by an American linguist, John B. Carol, in his book entitled *The Study of Language* that quoted by Ramelan as follow:⁵

Language is an arbitrary system of speech sounds or sequences of speech sounds which is used or can be used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs things, processes, and events in the human environments.

From the definition of language above, we can see that some basic characteristics of human language are systematic, arbitrary, spoken, social, and complete.

First characteristic is systematic. It means that language implies orderly arrangement of the signaling units used by language.⁶When we want to compose a sentence, we must put the words according to certain definite patterns, not put together at random. An arrangement of words like ‘My father will come home tomorrow’ will certainly make sense, but a random

⁵Ramelan, *Introduction to Linguistics Analysis*, (Semarang: IKIP Press, 1992), p. 10.

⁶ Ramelan, *Introduction to Linguistics Analysis*, (Semarang: IKIP Press, 1992), p. 11.

accumulation of words like ‘Father my come tomorrow will home’ will not. The latter does not make sense because the signaling units of words here are not arranged according to the characteristic pattern of English.

Second characteristic of language is arbitrary. It means that language is based on social agreement. Language is also arbitrary in its grammatical system. Words in English have to be arranged in a certain order to form an acceptable sentence, for example ‘Ali sees me’ and not ‘Ali me sees’. There is no reasonable argument as to why English people use the former order of arranging words and not the latter. The only possible explanation that can be given is that all English native speakers arrange the words in that way and not in any other way; and that is the way they speak language. Therefore, word order is arbitrary.⁷

Another characteristic of a language is spoken. All people of the world, regardless of their race or ethnic group, always speak a language. This means that they always have a way of communicating ideas by manipulating sounds that are produced by their vocal organs.⁸ Although in this century there are many

⁷ Ramelan, *Introduction to Linguistics Analysis*, (Semarang: IKIP Press, 1992), p. 12.

⁸ Ramelan, *Introduction to Linguistics Analysis*, (Semarang: IKIP Press, 1992), p. 12

kinds of written communication media like *facebook*, *twitter*, *instagram*, *path*, etc., people still speak a language.

Language is said to be social, because it is only used in a social group which involves at least two persons, the speaker and the hearer. The use of language enables members of a social group to cooperate with one another for their own benefits. Language has to be learned and used in a social community, without which the existence of language is beyond understanding. Language is a special characteristic of human or it can also be regarded as a human criterion because only human beings speak a language. Nevertheless, the ability to speak a language should be developed in a social group. It is not automatically acquired, like the instinct of an animal.

The last characteristic of language is complete. It means that human language is not limited to biological needs. It is more complete in that it can always be used to communicate about the culture of its native speakers. As a consequence, there are no such things as good or bad languages. Every language or dialect is good for its own speakers just as each menu is also good for those who have been brought up to eat it. Each language is an equally effective means to communicate about its own culture.⁹

⁹ Ramelan, *Introduction to Linguistics Analysis*, (Semarang: IKIP Press, 1992), p. 14

That is the characteristics of language. One of characteristics of language is spoken. However, people do not only communicate in the spoken language but also written language. Written language is more difficult than spoken language, because when we write a text or even a sentence, we have to concern in the structure, grammar, tenses, pronoun, preposition, spelling, even the punctuation.

Language is used to do various things, like commands and asking questions and expressing feelings, especially to communicate information about world.¹⁰ Language use is involved in using words, phonetics, syntax, morphemes, tenses, style, etc. In this case, language use that would be observed are using pronoun, chronological connection, linking verb, action verb, and simple past tense because this research is about recount text.

3. Sex Differences and Language Use

It cannot be disowned that male and female are different in physics. Besides, they are different in using language. According to his book entitled *An Introduction to Sociolinguistics*, Ronald Wardhaugh wrote that sexes are giving

¹⁰ Prashant Parikh, *The Use of Language*, (United States: CSLI Publication, 2001), p. 1.

contribution in language variation.¹¹ He stated that the differences in using language may come from power and influence in society. For both male and female, power and influence are also associated with education, social class, regional origin, and so on.

Level education is one of factors that influence the differences between male and female in using language. In many studies, it has been shown that the greater the disparities between educational opportunities for male and female, the greater the differences between male and female speech. Bernard Spolsky, on his book entitled *Sociolinguistics*, he illustrated the differences between the speech of Arab men and women that had different level of education. In one village, he found greater differences between male and female speech in the half where girls had less education than boys than in the half where both boys and girls had more or less equal opportunity for schooling.¹²

Next factor that influence the differences in using language between male and female is social class. Men have power even lower-class men. They are less influenced by others and, in the case of the lower working class, may seek solidarity through the ‘toughness’ that nonstandard varieties of the language seem to indicate. If they lead in any kind of change,

¹¹ Ronald Wardhaugh, *An Introduction to Sociolinguistic*, 3rd Edition, (USA: Blackwell Publisher, 1998), p. 320.

¹² Bernard Spolsky, *Sociolinguistics*, (Oxford University Press, 1998), p. 37-38.

such change may well be away from the norm. Based on Ronald Wardhaugh's opinion, men's and women's speech differ because boys and girls are brought up differently and men and women often different roles in society. Moreover, men and women know this and behave appropriately. If such is the case, he might expect changes that make a language less sexist to result from child-rearing practices and role differentiations which are less sexist.¹³

In addition, Ronald Wardhaugh added that sex differences in language may be social in origin rather than linguistics. He illustrated through social culture in Malagasy. There, men do not put others into situation in which they may lose face. They use language subtly, try to maintain good communication in their relationships, and avoid confrontations. They are discreet, they prefer indirectness as an expression of respect, and they are considered to be able speechmakers: men's 'requests are typically delayed and inexplicit, accusations imprecise, and criticism subtle.' However, women do not operate with the set same of rules. They openly and directly express anger toward others. They also criticize and confront, and men use them to do this. They can be direct and straightforward, and because they can be so, they perform tasks, such as interacting with strangers, buying and selling when these require

¹³ Ronald Wardhaugh, *An Introduction to Sociolinguistic*, 3rd Edition, (USA: Blackwell Publisher, 1998), p. 322.

negotiating a price, and reprimanding children, which men prefer not to perform.¹⁴

4. Writing

In English there are four skills that should be mastered by teacher and students. They are listening, reading, speaking, and writing. 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 a manner that is polished and comprehensible to readers.¹⁵ 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.

For many people, writing is a difficult skill to be mastered. 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 words 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

¹⁴ Ronald Wardhaugh, *An Introduction to Sociolinguistics*, 3rd Edition, (USA: Blackwell Publisher, 1998), p. 320.

¹⁵ Caroline T Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p. 98.

organized in a logical way so that they make a coherent text which is easy for the reader to follow.¹⁶

As the combination of process and product, the writer should has 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.¹⁷

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:¹⁸

¹⁶Jill Hadfield and Charles Hadfield, *Introduction to Teaching English*, (New York: Oxford University Press, 2008), p.117

¹⁷ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (tp: Longman, tt), p. 6.

¹⁸ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (tp: Longman, tt), 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.

5. Genre

a. Definition of Genre

Genre is a term of grouping text together, representing how written typically use language to respond to recurring situation.¹⁹A genre constructs and is constructed by a notion of recurring situation, entailing participant roles, purposes, and uses of language. A genre constructs and is

¹⁹Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p. 9.

constructed by cultural values, beliefs, and norms as well as by material culture.²⁰ 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 recognising 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.

b. Kinds of Genre

There are two kinds of genres story genre and factual genre.²¹ Those kind of genres has differences in social function, generic structure, and language features.

1) Story Genre

²⁰Amy J. Devitt, *Writing Genres*, (USA: Southern Illinois University, 2004), p. 29.

²¹Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p. 11.

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

- a) Narrative
 - b) News Story
 - c) Exeplum
 - d) Anecdote
 - e) Recount
 - f) Spoof
- 2) Factual Genre

This genre is constructed from many kinds of sequences. Such as constructed through the process of ordering things into commonsense 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:

- a) Procedure
- b) Explanation
- c) Report
- d) Exposition
- e) Discussion
- f) Description

- g) Review
- h) News Item
- i) Commentary
- c. Recount Text²²

1) Definition of Recount

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

2) Generic Structure of Recount

- a) Orientation: Introducing the participants, place and time.
- b) Events: Describing series of event that happened in the past.
- c) Reorientation: It is optional. Stating personal comment of the writer to the story.

3) Language Feature of Recount

²² Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: UNSW Press, 2005), p. 223-225.

- a) Introducing personal participant; I, my group, etc
- b) Using chronological connection; then, first, etc.
- c) Using linking verb; was, were, saw, heard, etc.
- d) Using action verb; look, go, change, etc.
- e) Using simple past tense.

6. Language Use in writing Recount

In this research would be analyzed some use of language structures such as using pronoun, chronological connection, linking verb, action verb, and simple past tense.

a. Pronoun

Pronoun is used to replace a noun. Sometimes, a pronoun refers to a 'noun phrase'. Actually, there are many kinds of pronoun, but in this study would be explained about subject pronoun and object pronoun such as follow:

Subject pronoun	Object pronoun
a) I speak English.	a) Bob knows me .
b) We speak English.	b) Bob knows us .
c) You speak English.	c) Bob knows you .
d) They speak English.	d) Bob knows them .
e) He speaks English.	e) Bob knows him .
f) She speaks English.	f) Bob knows her .
g) It speaks English.	g) Bob knows it .

Table 2.1. Subjects pronoun and objects pronoun²³

²³ Betty Schramper Azar, *Basic English Grammar*, (New York: Longman, 1996), Second Edition, p. 131.

b. Chronological Connection

Chronological connection is used when sequencing people and events in time and space.²⁴ There are some chronological connections often used, for example *then, after that, next, later, etc.*

c. Tenses

English language had a rule which showed when the event happen called tenses. There three basic kinds of tenses, they are: 1) Present, 2) Past, and 3) Future.²⁵

- 1) Present: showed the events that happen in present time.
- 2) Past: showed the events that happen in past time.
- 3) Future: showed the events that happen in future time.

Recount text is type of genre that would be observed. Thus, the sentence must be used is past tense. The sentence used past tense would be given 2 and the other would be given 1.

d. Spelling

Spelling is important part in English language, especially in writing. When we write a word with the different spelling even a letter, it will have a different

²⁴ Peter Knapp and Megan Watkins, *Genre, Text ,Grammar: Technologies for Teaching and Assessing Writing*, (Australia: UNSW, 2005), p. 222.

²⁵ Betty Schramper Azar, *Basic English Grammar*, (New York: Longman, 1996), Second Edition, p. 44.

meaning. For example word **bad** and **bat**. Word **bad** has mean **jelek**, but word **bat** has mean **kelelawar**.

B. Previous Research

The research will describe works which are relevant to these thesis to make the thesis arrangement easier. The writer is inspired from final project of:

1. “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)” by Kharisma Puspita Sari (073411039), Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies (IAIN Walisongo) 2011. The objectives of this research are (1) to describe how male in learning narrative text is, (2) to describe how female in learning narrative text is, (3) to find out how the similarities of both learning, (4) to find out how the differences of both learning. The researcher gathered the data through structured and unstructured interview, systematized observation and documentation. After that, the researcher analyzed all data using the phenomenological approach and the comparative qualitative with applying analysis inductive and reflective mode of topic. The subjects of this research were the students of Second Grade of SMA Al Muhammad Cepu Blora in the Academic Year of 2010/2011. The result of this research shows that there are several differences and similarities between male and female in learning narrative text. These similarities and

differences come because there are any different characteristics at male and female as basic aspect of term “sex differences.” Moreover, male and female have dominant different in aspiration of narrative text itself. Based on male students, narrative is likely difficult to learn and they felt bored when have learned narrative text. In the other hand, female students told that narrative text is likely easy to learn and they were very interested with narrative text. These dominant differences exactly give any impact for the factors of the learning such as attention, frequency of preparation, readiness, frequency of learning narrative text, frequency of getting difficulty in learning narrative text. However, there are also similarities of male and female in learning narrative text such as students’ activeness, frequency of learning English, frequency of preparation for narrative text.²⁶

The similarity between this research and the research above is subject of the study that is students in sex differences. In addition, the researcher will use same approach with the research above that is comparative qualitative approach. The differences between this research and the research above are the object that will be analyzed by the researcher is different from the researcher above the researcher will analyze the students’ writing, while the researcher above analyzed the students’ learning. On the other

²⁶ Kharisma Puspita Sari, ”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 2010/2011)”, *Thesis* (Semarang: IAIN Waisongo, 2011)

hand, the kind of genre that will be used is different from the researcher above, the researcher will use recount text, whereas the researcher above used narrative text.

2. “Male and Female Students’ Speaking Ability (A Comparative Study at the Fourth Semester of English Department on IAIN Walisongo in the Academic Year Of 2009/2010)” by Siti Nur Halimah (053411410), Bachelor Program of English Language Education of State Institute for Islamic Studies Walisongo Semarang, 2009. This study is to find out the extent to which speaking ability of male students is different from that of female students. This research is comparative study and using qualitative approach to analyzed the data. The finding of this study is there is difference between male and female students on speaking ability. Although the result shows that the difference between male and female students do not occur for all components of speaking ability, it is real that there is significant different.²⁷

The similarity between this research and the research above is subject of the study that is students in sex differences. In addition, the researcher will use same approach with the research above that is comparative qualitative approach. The differences between this research and the research above the object that will

²⁷ Siti Nur Halimah, “Male and Female Students’ Speaking Ability (A Comparative Study at the Fourth Semester of English Department of IAIN Walisongo in the Academic Year 2009/2010)”, *Thesis* (Semarang: IAIN Walisongo, 2010)

be analyzed by the researcher is different from the researcher above the researcher will analyze the students' writing, while the researcher above analyzed the students' speaking. Besides, the kind of genre that will be used is different from the researcher above, the researcher will use recount text, whereas the researcher above used descriptive text.

CHAPTER III

RESEARCH METHOD

Method in a research is to be one of important factors to determining the goals that want to be gained by researcher. In this chapter, the researcher will explore method of investigation concerning research approach, data source, subjects of the research, data collection technique, and data analysis technique.

A. Research Approach

In this research, researcher used qualitative approach. Qualitative approach is concerned with qualitative phenomenon, for example phenomena relating to or involving quality or kind.¹ This approach is used to investigate the reasons for human behavior (why people think or do certain things). Qualitative has aim at discovering the underlying motives and desires, using in depth interviews for the purpose. Other techniques are word association test, story completion test, and similar other projective techniques.

In this study, the writer conducted a comparative qualitative study to investigate the language use of male and female in writing recount text. This study is non-hypothesis research because the researcher had been not considered a hypothesis yet while the writer

¹ C. R. Kothari, *Research Methodology: Methods and Techniques*, (New Delhi: New Age: 2004), p. 3.

hopes to find out a hypothesis.² The writer used comparative analysis research through qualitative approach at the 2nd grade students of MTs Miftahul Khoirot Branjang, Ungaran, Semarang in the Academic Year of 2015/2016. This study is identified, abstracted, described and compared from theories, facts, and data from two subjects to find out comparative result.³

Dealing with this research, the writer wanted to investigate males and females' writing and several factors involves in recount text. Then, the writer would to find differences between males and females. The writer had designed the study for 15 days as main activity from October 5, 2015 until October 19, 2015. The activities included observing learning and collecting students' writing.

After doing analysis to the students' writing, the writer came back to the school in order to conduct the research extension to check the credibility of data.⁴ The writer had designed the extension for 15 days from February 16, 2016 until March 1, 2016. The activities included observing, building rapport with the subjects, and interviewing the subjects.

² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2008), p. 64.

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Asdi Mahasatya, 2006), p. 267.

⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2008), p. 270.

B. Data Source

1. Time and Place

The researcher had a plan to about time schedule to do research. The schedule would be used to do observation, conducted research, and analyzed the result. Further explanation for time and setting the research are such as: 1) time for research; from October 5, 2015 until October 19, 2015, 2) research setting; a study at Second Grade of MTs Miftahul Khoirot Branjang, Ungaran Barat in the academic year of 2015/2016. The school is located on Dusun Truko RT 01 RW 02 Branjang, Ungaran Barat, Semarang, and 3) time for research extension; from February 16, 2016 until March 1, 2016.

General Illustration of MTs Miftahul Khoirot Ungaran⁵

a. History of Establishing School

The school has been established on 1990 under licensed Indonesia Ministry of Religion (Kementrian Agama Republik Indonesia) with Letter of Recommendation Number: Wk/5.c/23/Pgm/Is/1990, on 08 November 1990. The school is Islamic school under commanded Nahdlatul Ulama Institute. The School Principle is Agus Pristiawan, M.Pd.

⁵ Documentation from *MTs Miftahul Khoirot's Monograph*, taken on January 22, 2016.

b. School Facilities

MTs Miftahul Khoirot Ungaran has not enough facilities to support teaching learning process. It has only 2 classes with well condition, while the 7 others have been broken. There is no science laboratory. The library still needed books more to support teaching learning process. However, it has computer laboratory to conduct teaching learning process well.

c. School Location

MTs Miftahul Khorot is located in Dusun Truko RT 01 RW 02, Branjang, Ungaran Barat, Semarang, 50551. Phone (024) – 70852773. This school is located in mountain range area, so the weather is cool and it makes the students comfort to study.

d. School Curriculum

Generally, MTs Miftahul Khoirot Ungaran has formal curriculum from National Education Affair (Kementrian Pendidikan Nasional) that is Educational Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan).

2. Variables

Variables are entities that can have more than one value. The values do not necessarily have to be numerical.⁶ Variables divided into two kinds as follows:

⁶ David Clark Carter, *Quantitative Psychological Research*, (New York: Psychology Press, 2005), p. 36.

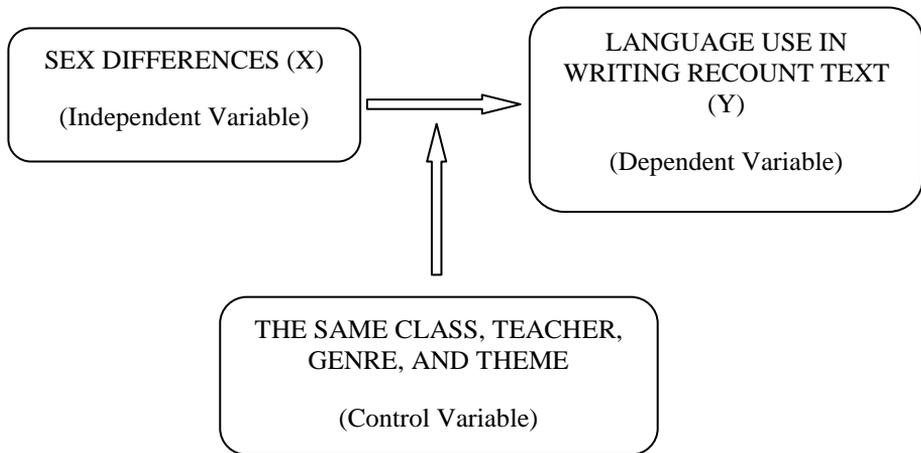
- a. Independent variable is a variable that it is considered could affect another variable.⁷ In this study, sex is the independent variable. This variable could be divided into two kinds i.e. male and female.
- b. Dependent variable is a variable on which an independent variable could have an effect.⁸ In this study, the dependent variable is language use in writing recount text. Language use in writing could be separated into many sub-variables, but the researcher only conducted some of them. They were grammar, spelling, and vocabulary.
- c. Control variable is a variable which is made constant so the effect of independent variable towards dependent variable is not affected by other factors which is not observed.⁹ This study wanted to know whether sex differences effects students' language use in writing recount text or not. In this case, the control variables are the same class, teacher, genre, and theme. The class is VIII C, the teacher is Mr. Agus Pristiawan, M.Pd., the genre is recount text, and the theme is activities in holiday.

The relation between independent variable, dependent variable, and control variable could be defined as follow:

⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Asdi Mahasatya, 2006), p. 119.

⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Asdi Mahasatya, 2006), p. 119.

⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2008), p. 41.



3. Indicators

Indicators are some aspects that wanted to be observed from the variables. This study would analyze the students' writing recount text. Therefore, the indicators would be taken from the grammatical features of recount text. They are:

- a. Introducing personal participant; I, my group, etc
- b. Using chronological connection; then, first, etc.
- c. Using linking verb; was, were, saw, heard, etc.
- d. Using action verb; look, go, change, etc.
- e. Using simple past tense.

C. Subject of the Research

Sampling is defined as the process of selection of sampling units from the population to estimate population parameters in such a

way that the sample truly represents the population. Researchers aim to draw conclusions about populations from samples by using inferential statistics to determine a population's characteristics by directly observing only a sample of the population.¹⁰ Sampling is used to select a number of individuals for study in such a way that the individuals represent the larger group from which they were selected. The individuals selected are then considered as samples and the larger group is referred to as population.

After determining the population or the group of interest to the researcher, it is important to choose a sample or apart of the population. Good sample is one that is representative of the population in order that the results of the study can be generalized to all members of the population. To be representative in that sense would require that all relevant characteristics of the population be known circumstances that can only occur with finite population which have been completely studied.

1. Population

A population is a group of individuals, objects, or items from among which samples are taken for measurement.¹¹ In this research, the population is students of second grade of MTs Miftahul Khoirot Branjang, Ungaran, Semarang in the academic year of 2015/2016. The second grade consists of three classes.

¹⁰ Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage, 2007), p. 89.

¹¹ Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage, 2007), p. 88.

Those are VIII A, VIII B, and VIII C. Class VIII A and VIII B consist of 26 students whereas class VIII C consists of 24 students.

2. Sample

A sample can be defined as a finite part of a statistical population whose properties are used to make estimates about the population as a whole. When dealing with people, it can be defined as a set of target respondents selected from a larger population for the purpose of a survey.¹² Technique of sampling that used is simple random sampling. Thompson, as quoted by Muhammad Ali Gunawan, defined simple random sampling as follow:

Simple random sampling, or sampling without replacement, is a sampling design in which n distinct units are selected from the N units in the population in such a way that every possible combination of n units is equally likely to be the sample selected.

Before determining sampling technique, the writer did homogeneity test and normality test. The result of test would be attached, showed that the population was homogeneous and normal. Therefore, this study used simple random sampling and the writer chose VIII C class as the sample of this research. This

¹² Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage, 2007), p. 88.

class consists of 24 students, but when the research had being held, there were 2 students didn't attend to school.

D. Data Collection Technique

In this study the researcher used three kinds of instruments in gathering data. They are observation, interview and documentation.

1. Observation

In this study, the researcher used non-participatory observation because the writer participated directly in learning activity. The writer observed the students' writing to determine the indicators that would be analyzed. The observation guidelines had been attached.

The observation method is the most commonly used method especially in studies relating to behavioral sciences. In a way we all observe things around us, but this sort of observation is not scientific observation. Observation becomes a scientific tool and the method of data collection for the researcher. Under the observation method, the information is sought by way of investigator's own direct observation without asking from the respondent. This method is particularly suitable in studies which deal with subjects who are not capable of giving verbal reports of their feelings for one reason or the other.¹³

¹³ C. R. Kothari, *Research Methodology: Methods and Techniques*, (New Delhi: New Age: 2004), p. 96.

In addition, the writer did further observation to check whether the finding after analyzing students' writing correct or not. Beside, this activity became important to do in order to make the data more credible.

2. Interview

In this research, interview became important technique to collect data because the author needed that to answer why male and female used same or different language. The researcher used semi-structured interview. For the first, the interviewer gave some questions had been structured or listed. After that, to determine students' aspiration with deeply consideration, the interviewer gave deeper questions.¹⁴ There are five questions in English while in order to make students understood well the researcher translated them into Indonesian. The list of questions was attached.

3. Documentation

Documentation as an instrument for gathering data from document, note, agenda, monograph, diary, autobiography, etc.¹⁵ This research used monograph from the school as evidence to support any explanations about general description dealing with school condition. On the other hand, students' worksheet will be used as primary data for this study. The monograph and the

¹⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Asdi Mahasatya, 2006), p. 227.

¹⁵ Burhan Bungin, *Penelitian Kualitatif: Komunikasi, Ekonomi, Kebijakan Publik, dan Ilmu Sosial Lainnya*, (Jakarta: Kencana, 2011), p. 125.

students' worksheet would be attached. To get students' writing, the researcher did some steps.

First, the researcher reviewed the teacher explanation to the students about recount text. It consists of social function, generic structures, and language features. The students had to write a text which is suitable with the characteristics of recount text.

Second, the researcher explained the steps to make a good writing. There are three steps to make a good writing that had been explained such as brainstorming/clustering, outlining, and writing. The further explanation had been explained in the second chapter.

Third, the students were asked to write a recount text based on their experience on the available worksheet. The students had to write minimum 100 words for 90 minutes.

The last step, the researcher collected the students' worksheet and analyzed them.

E. Data Analysis Technique

In doing analysis, there are three phases as follows.

1. Preparation phase
 - a. Doing observation to know the subject and object of research.
 - b. Preparing worksheet for students.
 - c. Preparing observation guidance for research extension.
 - d. Preparing list of questions to interview the research subject.

2. Implementation phase

This research had been done in the chosen class that is class VIII C. This phase was lasted from October 24, 2015 until November 5, 2015 and was done in two meeting. In the first meeting, the writer explained to the students about recount text included the social function, generic structures, and language features of recount text. The writer also explained some processes to make a good writing like clustering and outlining.

In the second meeting, all member of the class were asked to write recount text according to their experiences. They had to compose a text minimum 100 words. Also, they had to take a note of the generic structure and language features of recount text.

This research had been continued on February 16, 2016 until March 1, 2016 in order to know why male and female language was different. Thus, the writer did interview to all of the students. The writer wanted to know the reason why male students had different writing topic with female students'.

3. Analysis phase

First step in this phase, the writer analyzed the students' writing. There are some indicators would be observed. Then, the writer counted how many mistakes in the writing. After that, the writer compared it between male and female writing.

Second, the writer identified the vocabulary or diction that they used in order to be classified which word often used by male and female. After that, the writer composed the result of analysis.

Third, the writer did the research extension in order to ensure the first finding. In the research extension, the writer did observation and interview toward the subjects. Then, the writer processed the result of observation and interview to find the conclusion. Final step is final conclusion as the result of the research.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. DATA DESCRIPTION

This research had been held on MTs. Miftahul Khoirot Branjang, Ungaran, Semarang in the Academic Year of 2015/2016. The school is located on Dusun Truko RT 01 / RW 02 Branjang, Ungaran Barat, Semarang, Central Java. This research had been held on October 24, 2015 until November 5, 2015. The population of this research was all of VIII class. This class was divided into three classes those were class VIII A, VIII B, and VIII C. From those classes, class VIII C had been selected as sample of this research after the writer did the sampling technique. Subject of this research could be seen as follow:

No.	Name	Sex
1	Adi Sutikno	Male
2	Ahmad Abdu Gani	Male
3	Aqimudin Hidayat	Male
4	Khoirul Anam	Male
5	Muhammad Agus Firmansyah	Male
6	Muhammad Sodikin	Male
7	Ryan Dawuh Pamuji	Male
8	Shochibul Burhan	Male
9	Saka Wibowo	Male
10	Yudha Prasetya	Male
11	Zulfan Maulana Pramudya	Male
12	Aprilia Setyaningrum	Female
13	Camelia Rheyndha	Female
14	Eza Nada Salsabila	Female
15	Indah Savitri	Female

16	Lintang Raihanida	Female
17	Mahadna Aulia' u Rahma	Female
18	Malichatun	Female
19	Mei Mega	Female
20	Nisa Salma Salsa Bela	Female
21	Novita Dwi A.	Female
22	Suci Lestari	Female

Table 4.1 Subject of research

B. DATA ANALYSIS

The design of this research is comparative qualitative design. This research has main goal for comparing differences between male and female in writing recount text. To reach that goal, the writer did some research processes as described on the previous chapter.

After doing research on the field, the writer got data that would be analyzed. The data were the result of observation, document of students' writing, and result of interview. It would be analyzed one by one to find the conclusion of this research.

1. Male Language Use in Writing Recount Text

In this study, male language use in writing recount text had been identified through observing the mistakes of their writing. The mistakes of using language in the students' writing had been counted based on the grammatical features of recount text. The result could be seen as follow:

No.	Subject	NW	NS	WT	WP	WS	WV	WC	WL	%
1.	M-1	79	12	11	4	7	9	0	6	21%

2.	M-2	98	8	8	2	6	18	3	5	22%
3.	M-3	142	18	13	2	4	15	1	2	15%
4.	M-4	98	9	9	0	14	10	4	0	21%
5.	M-5	85	7	0	0	7	0	0	0	1%
6.	M-6	93	10	9	3	0	9	1	10	19%
7.	M-7	105	10	9	1	6	17	3	11	21%
8.	M-8	51	4	4	5	2	6	0	1	21%
9.	M-9	128	7	7	2	7	15	0	7	21%
10.	M-10	101	12	9	0	8	11	0	7	17%
11.	M-11	133	6	6	3	7	14	0	8	21%

Table 4.2 Error analysis of using language in the male students' writing

Where:

M : Male

F : Female

NW: Number of Words

NS : Number of Sentences

WT: Wrong Tenses

WP : Wrong Pronoun

WS: Wrong Spelling

WV : Wrong Verb

WC: Wrong Chronological Con.

WL : Wrong Linking Verb

Based on the table 4.2 above, there was a student with the most mistakes at the rate of 22% from 98 words. Besides, the lowest mistakes were 1% from 85 words. Most of them had a problem in using tenses. 5 of 11 male students made all of sentences with wrong tenses. There was only one male student who used correct tenses in his whole writing. Other problem is about using verb. They often forgot to change verb 1 into verb 2.

After observing their writing, the writer found that topic which often used by male students was about outdoor activity. Some

of the topics were playing football, volleyball, fishing, playing kite, and so on. It could be seen on the sentences below:

*In beach play volley ball tugeder father.*¹

*Me and my brodher play kite and seek fish.*²

*I with my friend play soccer.*³

2. Female Language Use in Writing Recount Text

The result of observing the female's writing could be seen on this table below:

No.	Subject	NW	NS	WT	WP	WS	WV	WC	WL	%
1.	F-1	123	3	3	5	19	18	0	9	24%
2.	F-2	91	6	0	0	7	0	0	0	1%
3.	F-3	100	13	12	8	6	12	2	0	20%
4.	F-4	94	6	6	3	4	17	1	9	23%
5.	F-5	107	2	2	9	14	17	0	1	23%
6.	F-6	97	11	3	2	9	10	0	0	8%
7.	F-7	99	12	12	3	3	15	1	6	21%
8.	F-8	117	16	16	7	8	10	4	14	23%
9.	F-9	156	17	6	1	1	12	0	7	8%
10.	F-10	97	12	1	0	4	6	0	1	3%
11.	F-11	111	13	1	0	1	0	0	0	1%

Table 4.3 Error analysis of using language in the female students' writing

¹ See appendix 5, subject code M-1. The sentence was wrong. The correct sentence is "My father and I played volleyball together on the beach." or "On the beach I played volleyball with my father."

² See appendix 5, subject code M-2. The sentence was wrong. The correct one is "My brother and I played kite and searched fish."

³ See appendix 5, subject code M-3. The sentence was wrong. The correct one is "My friend and I played soccer."

Based on the table 4.3, female students made mistakes more than male students did. However, number of words was written by female students' more than male's. There was a student with the most mistakes at the rate of 24% from 123 words. There were two students who had lowest mistakes, i.e. 1% from 91 words and 1% from 111 words.

After observing their writing, the writer found that topic which often used by female students is about indoor activity. Some of the topics were washing clothes, cleaning room, reading book, watching television, shopping, and so on. It could be seen on the sentences below:

*In day Monday I am go to market. In market I am soping and after soping I am go to home and help mother wahs plate.*⁴

*I was ever reading book that taithle child which fine.*⁵

*After cooking and eat I was clean plate and glass.*⁶

⁴ See appendix 6, subject code F-4. The sentence was wrong. The correct one is "On Monday I went to market. On the market I shopped, then I went home and helped mother to wash plates."

⁵ See appendix 6, subject code F-6. The sentence was wrong. The correct one is "I had ever read a book entitled Fine Child."

⁶ See appendix 6, subject code F-9. The sentence was wrong. The correct one is "After cooking and eating I cleaned plates and glasses."

3. The Differences between Male and Female Language Use in Writing Recount Text

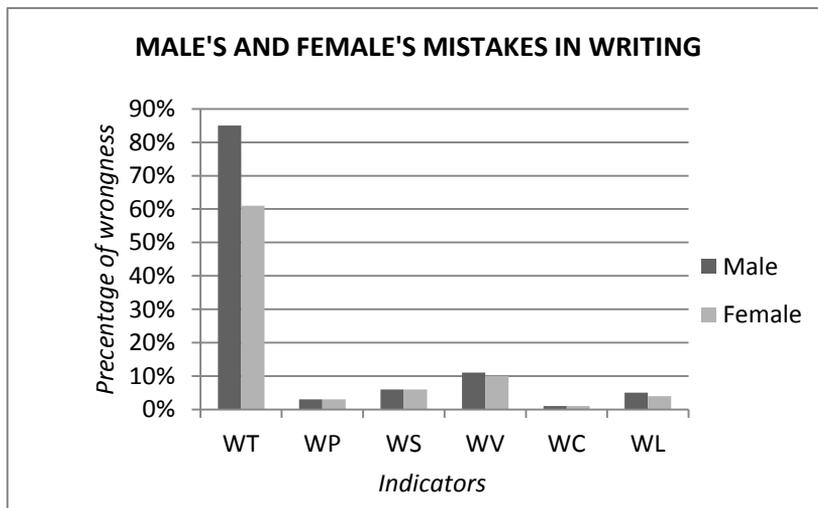


Chart 4.1 Percentage of error analysis between male and female writing.

First rank for the most mistakes was about tenses. The percentage of wrong tenses was almost 100% in every write. Wrong tenses of male students were 85%, but female students' was 61%.⁷ The wrong sentence with wrong and correct tenses could be seen as follow:

*I am swimming with my father.*⁸
*I was happy have sister like she.*⁹

⁷ See appendix 7

⁸ See appendix 5, subject code M-1

⁹ See appendix 6, subject code F-9

The former sentence had a right sentence if it stood as one sentence, but if it put on the recount text it was wrong. Recount text was using past tense, so the correct sentence was the latter.

The second rank for the number of mistakes was about using verb properly. Using of wrong verb between male and female students was very insignificant those were 11% and 10%.¹⁰

*After playing I am go to home and help mother cooked.*¹¹
*I was fishing with my father.*¹²

On the first sentence there were four wrong verbs they are *go, wash, help, and cooked*. The correct one should be *After playing, I went home and helped my mother to cook*. The second sentence was the example of correct one.

Next was about spelling. Male and female students were balance in their mistakes that was 6%.¹³ Some of the wrong spelling was mentioned below:

*housepital*¹⁴(hospital), *servise*¹⁵(service), *coconate*¹⁶(coconut)
*wahs*¹⁷(wash), *arrivet*¹⁸(arrived), *angkel*¹⁹(uncle)

Next rank for the number of mistakes was about using linking verb. It means for using word *was* and *were*. Using of wrong

¹⁰ See appendix 7

¹¹ See appendix 6, subject code F-4

¹² See appendix 5, subject code M-10

¹³ See appendix 7

¹⁴ See appendix 5, subject code M-7

¹⁵ See appendix 5, subject code M-5

¹⁶ See appendix 5, subject code M-3

¹⁷ See appendix 6, subject code F-4

¹⁸ See appendix 6, subject code F-10

¹⁹ See appendix 6, subject code F-1

linking verb between male and female students was very insignificant those were 5% and 4%.²⁰ Some of the wrong linking verb was mentioned below:

*After that I am go to shop.*²¹
*I am always happy.*²²

In the former sentence, word *am* should be omitted, then the sentence should become *After that I went to shop*. Besides, the latter sentence, word *am* should be changed with *was*.

The other mistakes were about using pronoun and chronological conjunction. . Male and female students were balance in their mistakes those were 3% for using wrong pronoun and 1% for using chronological conjunction.

*Father she*²³
*Me and my brodher*²⁴

The former one should be changed with *her father* whereas the latter should be changed with *I and my brother* or *My brother and I*.

According to the explanation above, male and female students were different in using language in writing recount text, especially in grammar aspect. However the differences were insignificant among each other.

²⁰ See appendix 7

²¹ See appendix 5, subject code M-2

²² See appendix 6, subject code F-7

²³ See appendix 6, subject code F-6

²⁴ See appendix 5, subject code M-2

Other than in grammar aspect, there was a difference between male and female writing that was topic they used. Male students' writing was about outdoor activity. Some of the topics were playing football, volleyball, fishing, playing kite, and so on. It could be seen on the sentences below:

*In beach play volley ball tuggeder father.*²⁵

*Me and my brodher play kite and seek fish.*²⁶

*I with my friend play soccer.*²⁷

Yet, female students' writing was about indoor activity. Some of the topics were washing clothes, cleaning room, reading book, watching television, shopping, and so on. It could be seen on the sentences below:

*In day Monday I am go to market. In market I am soping and after soping I am go to home and help mother wahs plate.*²⁸

*I was ever reading book that taithle child which fine.*²⁹

²⁵ See appendix 5, subject code M-1. The sentence was wrong. The correct sentence is "My father and I played volleyball together on the beach." or "On the beach I played volleyball with my father."

²⁶ See appendix 5, subject code M-2. The sentence was wrong. The correct one is "My brother and I played kite and searched fish."

²⁷ See appendix 5, subject code M-3. The sentence was wrong. The correct one is "My friend and I played soccer."

²⁸ See appendix 6, subject code F-4. The sentence was wrong. The correct one is "On Monday I went to market. On the market I shopped, then I went home and helped mother to wash plates."

²⁹ See appendix 6, subject code F-6. The sentence was wrong. The correct one is "I had ever read a book entitled Fine Child."

*After cooking and eat I was clean plate and glass.*³⁰

4. Factors that affect the differences between male and female in writing recount text

There are three factors which affected the differences between male and female in writing recount text. They were (a) Characters; (b) Learning Style; and (c) Social Environment. All of factors would be explained as follow:

a. Characters

Basic characters of male and female students gave an impact towards their learning result. This could be known from interview with the research subjects.

Tanya 2: Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?

*Jawab 2: Karena perempuan lebih rajin belajar.*³¹

Tanya 2: Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?

*Jawab 2: Mereka (perempuan) lebih pintar.*³²

Tanya 2: Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?

*Jawab 2: Karena laki-laki itu malas belajar.*³³

Tanya 2: Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?

*Jawab 2: Laki-laki itu malas belajar, padahal sebenarnya mereka pintar.*³⁴

³⁰ See appendix 6, subject code F-9. The sentence was wrong. The correct one is "*After cooking and eating I cleaned plates and glasses.*"

³¹ Students interview transcript with subject code M-1. See in appendix 8.

³² Students interview transcript with subject code M-3. See in appendix 8.

³³ Students interview transcript with subject code F-1. See in appendix 8.

³⁴ Students interview transcript with subject code F-3. See in appendix 8.

Tanya 2: Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?

*Jawab 2: Menurut saya kadang laki-laki nilainya lebih bagus daripada perempuan. Tetapi karena laki-laki lebih sering malas belajar, ya jadinya nilainya jelek.*³⁵

According to the students' transcript above, there was a notion that male was lazy so they had lower learning result than female. After doing further analysis, there were some characteristics which affected students' language use. Some notion that given by research subjects could be seen as follow:

Tanya 4: Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?

Jawab 4: Coretlah jawaban yang tidak perlu!

- a. *Strong / kuat (~~lk/pr~~) Afraid / takut (lk/pr)*
- b. *Diligent / rajin (~~lk/pr~~) Lazy / malas (lk/~~pr~~)*
- c. *Brave / berani (lk/~~pr~~) Intelligent / pandai (lk/~~pr~~)*³⁶

That was one of the answer about male's and female's characteristics. After giving the question to the research subject, the writer made recapitulation of the data. The difference characteristics between male and female could be seen on the diagram below:

³⁵ Students interview transcript with subject code F-5. See in appendix 8.

³⁶ Students interview transcript with subject code F-5. See in appendix 8.

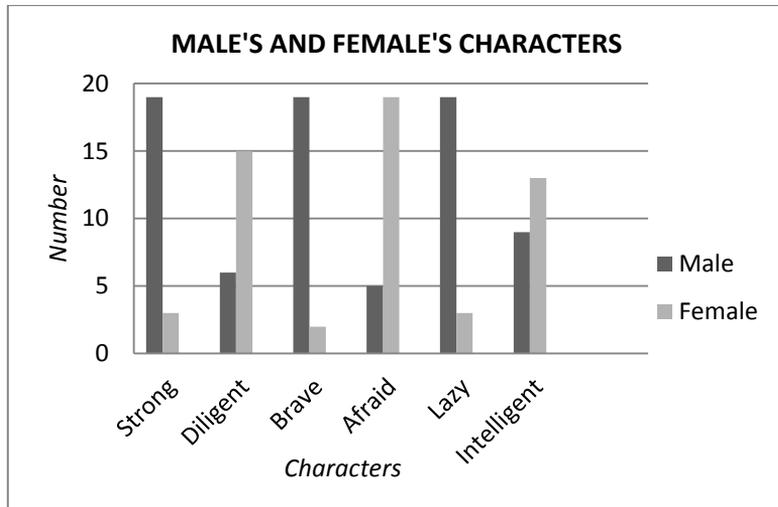


Chart 4.2 Male's and female's characters.

From the chart above, 15 respondents stated that female was more diligent than male. Beside, 19 respondents stated that male was lazy and 3 respondents stated that female was lazy. Then, 9 respondents stated that male was less intelligent than female. Thus, those characters gave effect in the differences between male and female language use in writing recount text.

b. Learning Style

Second factor was learning style. Based on the interview with the research subject, the writer found different learning style in every student. Certain dialogue would be attached to give further explanation:

Tanya 3: Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?

*Jawab 3: Diam saja. Salah ya sudah biarin aja nilainya jelek.*³⁷

Tanya 3: Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?

*Jawab 3: Tanya kepada guru.*³⁸

Tanya 5: Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?

*Jawab 5: Tidak ada.*³⁹

Tanya 5: Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?

*Jawab 5: Dari film-film yang ada di tv.*⁴⁰

According to dialogue above, there were some different learning styles among the students. Students who learn more would get better result in her course. Based on the interview, male students got English material only from their teacher whereas female students got it not only from their teacher but also from English movies.

c. Social Environment

The last factor which the author found was social environment. Assumption that male had stronger physic than female, made male more often doing outdoor activity. Therefore, topic which became basic of their writing came from their daily activity. That was cause of the differences between topic which

³⁷ Students interview transcript with subject code M-7. See in appendix 8.

³⁸ Students interview transcript with subject code F-8. See in appendix 8.

³⁹ Students interview transcript with subject code M-11. See in appendix

⁴⁰ Students interview transcript with subject code F-10. See in appendix 8.

was used by male and female. The dialogue below would give further explanation.

Tanya 6: Kegiatan apa saja yang biasa dilakukan oleh laki-laki?

Jawab 6: Main, memancing, menggambar.

Tanya 7: Kegiatan apa saja yang biasa dilakukan oleh perempuan?

Jawab 7: Menyanyi, belanja, membaca.

Tanya 8: Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?

Jawab 8: Karena ngga pantas perempuan sering main di luar.⁴¹

Tanya 6: Kegiatan apa saja yang biasa dilakukan oleh laki-laki?

Jawab 6: Main, layangan, memancing.

Tanya 7: Kegiatan apa saja yang biasa dilakukan oleh perempuan?

Jawab 7: Nonton tv, membaca, shopping.

Tanya 8: Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?

Jawab 8: Kalau mau keluar rumah dimarahin orang tua. Suruh di rumah aja.⁴²

In addition, on the chart 4.2 described that 19 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:

8. ⁴¹ Students interview transcript with subject code M-11. See in appendix

⁴² Students interview transcript with subject code F-7. See in appendix 8.

Tanya 8: Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?

Jawab 8: Di luar itu berbahaya bagi perempuan, karena perempuan itu lemah.⁴³

Tanya 8: Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?

Jawab 8: Laki-laki kan lebih berani daripada perempuan.⁴⁴

C. LIMITATION OF STUDY

The writer realized that are many restrictiveness in this implementation research. Some of the restrictiveness could be mentioned as follow:

1. This research only concentrates on male and female students writing in recount text not in other materials such as narrative, descriptive, etc. Perhaps if someone else does on the other materials, the result will differ.
2. The subject of the research is the learners of second grade of MTs Miftahul Khoirot Branjang Ungaran Semarang in the Academic Year of 2015/2016. They consist of 11 males and 11 females from Class VIII C. If this research had been done on the different place and research subject perhaps the result will also different. Yet, the difference will not far from the research that the writer done.

Although there are many limits on this research, the writer was very grateful because this research could be able to finish.

⁴³ Students interview transcript with subject code M-9. See in appendix 8.

⁴⁴ Students interview transcript with subject code M-7. See in appendix 8.

CHAPTER V

CLOSING

A. CONCLUSION

This is a study that concerned about sex differences and language use in writing recount text. This study had been done in class VIII C of MTs Miftahul Khoirot Branjang, Ungaran in the Academic Year of 2015/2016. According to the study, it could be concluded that there are some differences between male and female students in writing recount text.

Based on the research questions, these were the research conclusion:

1. Male and female use of language in writing recount text. Most of them (male and female students) had problem when they using language especially in writing recount text. First problem was about tenses, verb, spelling, linking verb, pronoun, and chronological connection. In addition, male more often used outdoor activity as their writing topic but female used outdoor activity.
2. The differences between male and female use of language in writing recount text. Male and female students were different in using language in writing recount text, especially in grammar aspect. However the differences were insignificant among each other. Other than in grammar aspect, there was a difference

between male and female writing that was topic they used. Male students' writing was about outdoor activity. Some of the topics were playing football, volleyball, fishing, playing kite, and so on. Yet, female students' writing was about indoor activity. Some of the topics were washing clothes, cleaning room, reading book, watching television, shopping, and so on.

3. Factors that affect the differences between male and female use of language in writing recount text. There are three factors which affected the differences between male and female in writing recount text. They were (a) Characters; (b) Learning Style; and (c) Social Environment.
4. Sex differences affected use of language in writing recount text. The reason is each sexes had their own character such as male is lazy and female is diligent. Then, male and female had different learning style. The last, social environment or social culture became cause of their differences. Hence, sex differences affected language use in writing recount text indirectly because there were other factors like their characters, learning style, and social environment.

B. RECOMMENDATION

According to the writer's observation during the research, the writer proposed some recommendation as follows.

1. For students

Students, especially male students should increase their learning motivation in order to improve their achievement. In addition, they should have interest in writing because it related to learning achievement. The more diligent they write, the better the achievement they got.

2. For teacher

According to the writer's experience, sometimes, teacher only paid attention to the active students. Teacher should pay attention to whole of the class so there are no many differences among the students. Besides, teacher should be able to manage the class such as making group consist of male and female students and setting students' seat in order to make students' attention only to the teacher.

3. For government

Up till now, there are many sentences and pictures in the students' handbook that contained gender bias. Usually, male is described as someone who strong, powerful, and brave whereas female is described as beautiful, soft, and feminine. Therefore, the government should rearrange the rule in composing handbook in order to decrease even omit the gender bias.

REFERENCES

- Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Asdi Mahasatya, 2006.
- Azar, Betty Schramper, *Basic English Grammar*, Second Edition, New York: Longman, 1996.
- Bungin, Burhan, *Penelitian Kualitatif: Komunikasi, Ekonomi, Kebijakan Publik, dan Ilmu Sosial Lainnya*, Jakarta: Kencana, 2011.
- Cambridge Advanced Learner's Dictionary 3rd Edition*, Cambridge: Cambridge University Press, 2008.
- Carter, David Clark, *Quantitative Psychological Research*, New York: Psychology Press, 2005.
- Da'wah Rights, *Shahih Muslim*, <http://Telkom-hadist9imam.com>, retrieved November 7, 2015
- Devitt, Amy J., *Writing Genres*, USA: Southern Illinois University, 2004.
- Dezolt, Denise M. and Stephen H. Hull, "Classroom and School Climate", *Encyclopedia of Women and Gender*, Volume One A-P, London: Academic Press, 2002.
- Gilbert, Lucia Albino and Jill Rader, "Counseling and Psychotherapy: Gender, Race/Ethnicity, and Sexuality", *Encyclopedia of Women and Gender*, Volume One A-P, London: Academic Press, 2002.
- Hadfield, Jill and Charles Hadfield, *Introduction to Teaching English*, New York: Oxford University Press, 2008.
- Halimah, Siti Nur, "Male and Female Students' Speaking Ability (A Comparative Study at the Fourth Semester of English Department of IAIN Walisongo in the Academic Year 2009/2010)", *Thesis*, Semarang: IAIN Walisongo, 2010.

- Knapp, Peter and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, Sydney: UNSW Press, 2005.
- Kothari, C. R., *Research Methodology: Methods and Techniques*, New Delhi: New Age: 2004.
- Linse, Caroline T., *Practical English Language Teaching: Young Learners*, New York: McGraw-Hill, 2005.
- Long, Martyn, et.all., *The Psychology of Education*, London: Routledge, 2011.
- Meyers, Alan, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, tp: Longman, tt.
- Ormrod, Jeanne Ellis, *Educational Psychology Developing Learners*, trans. Amitya Kumara, ttp.: Erlangga, 2009.
- Parikh, Prashant, *The Use of Language*, United States: CSLI Publication, 2001.
- Prapuspa, “My Favorite Quotes from Pramoedya Ananta Toer”, <http://prapuspa.blogspot.com>, retrieved Oktober 28, 2015.
- Prastikawati, Entika Fani and Siti Musarokah, *Writing 3: Handouts and Assignments*, Semarang: IKIP PGRI Semarang, 2010.
- Ramelan, *Introduction to Linguistics Analysis*, Semarang: IKIP Press, 1992.
- Sari, Kharisma Puspita, ”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 2010/2011)”, *Thesis*, Semarang: IAIN Waisongo, 2011.
- Septiadi, Ridwan, “Pentingnya Menulis”, <http://www.kompasiana.com>, retrieved November 7, 2015.

Singh, Kular, *Quantitative Social Research Methods*, New Delhi: Sage, 2007.

Spolsky, Bernard, *Sociolinguistics*, Oxford University Press, 1998.

Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2008.

Tobach, Ethel, “*Development of Sex and Gender: Biochemistry, Physiology, and Experience*”, *Encyclopedia of Women and Gender*, Volume One A-P, London: Academic Press, 2002.

Wardhaugh, Ronald, *An Introduction to Sociolinguistic*, 3rd Edition, USA: Blackwell Publisher, 1998.

APPENDIX 1

List of Students from Second Grade

MTs Miftahul Khoirot Branjang Ungaran Semarang in the Academic
Year of 2015/2016

No.	VIII A	VIII B	VIII C
1.	Adek Ahsanu Nadia	Al Fauzi	Adi Sutikno
2.	Ageng Dugi Wahyu	Avissal Bintang Setyagama	Ahmad Abdul Gani
3.	Aji Santoso	Diah Kusumaningsih	Aprilia Setyaningrum
4.	Alya Sofiyana	Dyah Wulandari	Aqimudin Hidayat
5.	Annisa Budiarti	Eka Armeta	Camelia Rheyne
6.	Catur Prasetyo Utomo	Fadhilah Alya Putri	Eza Nada Salsabila
7.	Dyas Faizatul Millah	Fina Rahmalia Khusna	Indah Savitri
8.	Fani Dwi Yulianto	Fitri Nur Aini	Khoirul Anam
9.	Fery Dwi Ariyanto	Helmi Ikhsan	Lintang Raihanida
10.	Gigih Tata Buana Surya	Hendra Setiyawan	Mahadna Aulia'u Rahma
11.	Ginanti Candralia	Ifan Fajar Firgiyanto	Malichatun
12.	Harun Wahyu Prasetyo	M. Khoirun Na'im	Mei Mega
13.	Ibnu Fitrianto	Muhamad Aji Setya Budi	Mochamad Maulidinsyah Akbar
14.	Jamal Kurniawan	Muhamad Rozikin	Muhammad Agus Firmansyah
15.	Khoirul Hidayat	Muhammad Hamam	Muhammad Sodikin
16.	M. Faiz Zainal	Muhammad Irfan	Nisa Salma Salsa

	Muttaqin	Prasetyo	Bela
17.	Mia Rusmita Mayasari	Nicko Resa Ugita	Riko Andi Saputra
18.	Mita Septiyanti Barokah	Puji Lestari	Ryan Dawuh Pamuji
19.	Mochamad Alif Zidan Nasucha	Putra Ari Prasetya	Saka Wibowo
20.	Nanang Febri Kurnia Rahmat	Rahma Febriyana Uliya	Shochibul Burhan
21.	Prasasti Pramoda Ramadhani	Risal Andriyanto	Suci Lestari
22.	Rizki Ana Nurwakhidah	Risky Anugrahani	Yudha Prasetya
23.	Taufik Hidayat	Ryamizar Amirul Haretian	Za'iim Azizi Atoollah
24.	Utia Amalia Rahma	Siti Khoiriyah	Zulfan Maulana Pramudya
25.	Wahyu Prasetyo	Widatul Khoiroh	
26.	Zoga Bayu Saputra	Yuliano Tegar Putra	

APPENDIX 2

List of Students' Achievement in the First Middle Semester

No.	VIII A	VIII B	VIII C
1.	88	65	37
2.	50	87	60
3.	57	46	72
4.	49	58	48
5.	82	71	62
6.	54	49	68
7.	83	56	50
8.	54	52	76
9.	37	69	40
10.	67	47	90
11.	65	46	52
12.	69	83	88
13.	86	68	70
14.	79	78	58
15.	47	59	72
16.	69	90	44
17.	60	35	80
18.	67	47	62
19.	71	66	54
20.	81	39	66
21.	42	83	84
22.	44	71	50
23.	80	76	90
24.	46	86	78
25.	68	65	
26.	75	49	
TOTAL	1670	1641	1551

APPENDIX 3

MALE'S WRITING

WORKSHEET

Nama : ADI SUTIRNO
Nomor : 01
Kelas : VMC

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

Holiday

Go to my friends house, and go to play basketball ball, send
at home watching TV favorite programs and I'm go to holiday
to bandungan and I'm together my father and my mother
Go to gedung songgo tempio, I'm buy Fruit That, I'm say,
There I'm meet with friends new and play football to
gether with friend in bandungan and I'm eat night together
chiken, tempe, soup, aceng-aseng jengkol, tahu and drink milk
cow and milk goat, after eat I'm go to WC to take a
bath after take a bath I'm, sleep and I'm get up and eat
morning together father and mother and dish meat, sausage
rice, soup, noodle, and eat end pudding, cake, bread, donat,
Ice lemon, milk tea, ice cream, coffee.

9

Nama : Ahmad Abdur Rahman
Nomor : 2
Kelas : VIII

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanyanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

our the Goa Keroo

yesterday I'm go to Goa keroo together friend
 we I gets that to see lake that to go up to Grotto
 hole and I to see human fishing the Grotto
 keroo the I'm to see monkey the Grotto
 I'm and to see lake that there was ship
 I'm to see human catch fish whale the
 lake the weather was very hot and I
 was fishing with my father
 I'm fishing fish with my father
 could not fishing then I study to fish
 I'm happy because holiday fishing
 whale my father and I to see lioness
 the lake

WORKSHEET

Nama :
Nomor : 21
Kelas : VIII^a

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan meribuka kamus.
5. Selamat mengerjakan! Do the best!

Holiday

Go to my friend house, and go to play basket ball. Stay at home watching TV favorit programs. I'm go holiday to Bandung and I'm together my father and my mother go to Gedung Sate temple. I buy fruit that I'm like. There I'm meet with friends and play foot together with friend in Bandung and I'm eat night to geder chicken, Tambe, Soup, oseng-oseng jagkol, tofu and drink milk cow and milk goat after eat I'm go to wato take a bath after a bath I'm sleep and I'm getup and eat morning together and mother and dish meat, Saw Sage, Rice, Soup, noodle and oat and pudding, cake, Donat bread, Ice lemon, milk, Tea, ice cream, coffee

Nama: Yulia Prasetya
Nomor: 24
Kelas: VIII^c

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. **Dilarang bertanya kepada teman.**
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

YESTERDAY WE TO GO JOGJA

I we Yesterday to go Jogja, I we with there look
several animals, I we with there very to feel, I am with
there play station equaly friend, and I we with there just
for a walk round about village, day to to-morrow I we
way healthy to arrive clock 09:00

Nama : Zulfan Maulana Pramudya

Nomor : 26

Kelas : VIII C

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

HOLIDAY

go to friends house, my name is friend's Denny.
I am go to friend's to playing foot ball.
at the time I am to fall down I am bleeding.
Then the friend's to carry to house Pital.
there were patient on sick
then I am go to home and to eat together my family
after the to eat I am go to fishing and get fish on
after the I am go to at home and to fry, then I am to eat together my fo
then there is cat to ask for bone the then I am give.
after the I am go to sleep

Nama : S. BURHON

Nomor : 22

Kelas : VIII^C

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

HOLIDAY

Go to cousin, my name is cousin Budi, I am go to play station, go to Badminton, at the time I am to fall down I am breeding, I am we with there verb to fall, I am with there play station equaly friend's, and I am we with there just for a walk, there were patient on sick, I am we with there just for a walk to shop and I buy fruit then I am to eat to getther my family then there is eat to a for bone the then I am give

WORKSHEET

Nama : M. Sodikiry
Nomor : 16
Kelas : 8^c

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

MY FIRST VISIT

The Beauty of Bandung and the warm given by its people
you from the moment of arrival and throughout your stay on this
paradise island.

If you in mind to hold a congress at the seration hotel, you would
go to the right place. There were seven conference rooms.
It was ideal for parties with good service. The large swimming
pool had new tiles and bridges. Food and beverage were available in
a coffee shop and a special Indonesia restaurant.
Luxury villas were also available.

Nama : KHOIRUL ANAM

Home : 09

Kelas : VIII

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

tour the curug Lawa

the curug Lawa there that many human-human who tour I go to that together
my friend-friend I there 2 to see tutung that moderate hang on
and there was tutung that bring child that and I to see bird that colour
werry spot and colour and got and I to see the werry got more PAL
Finsler to arrive that I Amiration water to swim that beautiful and
7 together friend been swimming that that cool the sky to see bird
Rangkang that got colour and beautiful 190 to 190 of the and in hot
to Tom lah of

Nama: Muhammad Fikri

Nomor: 4

Kelas: VIII/8c

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

Holiday

1. On holiday I was go to beach with my friend. In the beach me, Alex, Alex and friend while drink coconate and playing football. In beach many person playing surfing. Me in beach very happy. At the time I fishing with my friend I can fish shark very big, after that fish I cooling. I sleep in beach very warm. In beach many person happy with my friend play soccer.

this morning I was and friend eat a bar of chocolate. today summer it's sunny. I with my friend drink mango. In beach many animal like turtle, tortoise, owl, crow, pigeon, cocoon. I buy household like, drawer, watch. this afternoon I was and friend eat a piece of cheese and drink mango. In beach I was happy. In beach special food like mutton, cake, side dish. On holiday I was happy.

Nama : Ryan Dawan Ramu.S

Nomor : 20

Kelas : VIII C

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

GO TO BEACH

morning that, I am and my brother go to beach. Me and my brother play kite and seek fish. after that I am go to shop and buy soft drink and food, ~~and~~ ~~then~~ after drink I am go fishing in seashore and get fish many, than I am go take a bath, than I change sock. than I am go to home, until to home me directly eat fried rice.

After eat fried rice I go to friend's house and invited ~~to~~ go swimming to swimming pool. there I only see only ~~and~~ and buy soft drink to small house

Nama : M. Agus Firmansyah

Nomor : 15

Kelas : VIII C

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

Holiday

Go to Beach with my father I'm swimming with my father
I'm could not swimming But i'm study swimming with father
I'm happy swimming with my father to beach, play ~~ball~~
Volley ball, Tugedat father After that eat ~~egg~~ I'm full
After the sleeping and get up Morning I play sand and swimming
After take a bath see Air Ballon above I go to home The teller
was angry I'm happy swimming with my father to
Beach

APPENDIX 4

FEMALE'S WRITING

①

Nama : TINDAH SAWJATI
Nomor : 08
Kelas : VIII C

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

MY
HOLIDAY

Last week my parents, Sister, brother and I went to the Zoo. we went there for recreation. we left at 6:00 am and arrived there at 8:00 am. It is about a hundred kilometers to go to the Zoo from my house.

There was an interesting animal over there. there were a lot of people watching a giant snake. The snake was there for about a week. It was nine meters long.

I thought it was the longest snake that I have overseen. After going around and watching various animals, we went

I was so glad but tired. that's why I slept a long the why home. I love Holiday.

WORKSHEET

Nama : Aprilia S

Nomor : 03

Kelas : VIII^C

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

Go to Grand mother home

On Holiday I was go to grand mother with my family we went there to grand mother home for refresing. we left at 08.00 am and arrived there at 11.00 am

There was an gardening. I was plan't Garlic, Spinach, Bean, chili with my grand mother I was canceled to Gardening because I was tired and Frying hot I was happy Gardening with my family and with grand mother. I was to go home with my family because I was headache we left 10.00 am and arrived there home at 12.00 pm that's the holiday that enjoying I was will tell to friend's

Nama : Eza Nada J.
Nomor : 25
Kelas : VIII

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

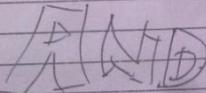
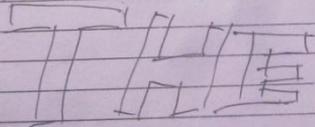
1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

MY FIRST VISIT

The beauty of the Sidomukti and the warm welcome given by its people accompanied you from the moment of arrival and throughout your stay on this paradise garden cottage.

and my friend to Candi Gedong Songo Congress at the stay Bandengan Hotel. City. You would go to the right place.

There were seven conference room. The capacity of each room was up to five hundred persons. My buy Panoma, Swimsuit, Shorter Cap and Mother directly kitchen water ladle, Jar, Kettle, Frypan, Kruicer, Basin, and Father Buy Canary, Parakeet, Galaksi, Parrot



Nama : Novita Dwi A

Nomor : 14

Kelas : VII^C

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

HOLIDAY

I go to Jogja go to Jogja I go Home and I look BRID
and Swimming Salt bus, and I am help and clean home and I am help
and make boat for fishing this salt in come and have
for me make to eat night and I just for a walk to shop and I
buy food and after that I go to home do home that
from the is a world about on see home for judge, and I to
home on finally directly change for me see it is to
to Jogja and after like the team it is a about
the I am home but not my friend and father and mother
she is about the glass about

Nama : Lintang Raitanida
Nomor : 10
Kelas : VIII C

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

Cooking.

on time holiday, I was study cooking, study for mother
my mother happy cooking. I was study cooking also for my sister for from
-tan. I was cooking food that is soup, cake, vegetables,
my family eat food that I was, my mother and my sister
I was happy because holiday cooking with my mother & my sister.
I was also made drink that is juice avocado, juice grape, and
juice strawberries, after cooking and eat I was clean plate and glass
after clean I was and my sister playing bike. I was and
my sister happy. after tomorrow my sister go home. I was alone
I was happy have my sister like she.
after my sister go home I was and my father go to book
store by buy book, my father and I was show best that book
for my mother. that book thick but I was happy I was happy for that
book.

and that's it my holiday,

Nama : Mahadna Auliyaur.

Nomor : 11

Kelas : VIII^C

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

Go to beach

I'm and family to go to beach. I'm there playing sand
I'm there very happy once I'm and family also to follow playing ball.
there I'm and family food sate shell-fish and drink ice tea.

I'm and family enjoy. I'm there arrived evening.
and I'm stay in home aunt. after to home aunt I'm go to
home. I'm past watching tv and family. I'm watching cartoon
Masha and the bear and Upin and Ipin. then I'm to order
sweep and wash. after that sholat magrib berjama'ah. free that is
mengaji. go to ngaji after that sholat isya'. at the and sholat
isya' I'm study.

Nama : Nisa Salma S.

Nomor : 19

Kelas : VIII C

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

Holiday

I was goto fishing, with my friend and I. I and friend going fishing clock two and look for the bait and go to lake I and friend this is time fishing I and friend can fish swordfish and sunfish and fresh water fish and catfish and lobster and time already afternoon I and friend togo Home past fish in Grooted on all tonight fish et the in eath.

I and friend pray maghrib togo pray I eath with family I want SHIP in soamthing morning I help mother and play and friend play karate

Nama : Camelia Rheyra

Nomor : 05

Kelas : VIII^c

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan beris: minimal 100 kata, tidak termasuk judul
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

Go to Playing

I'm and Friends Go to Playing, in my house my Friends.

There I'm and Fiends Playing a doll bear

next we watchng tv there we watching cartoon with Fiends

There : we de vent Snack and drinks.

Past we to go home and we really enjoy and happy

I hope Playing that we play I hope happy

I Playing my Friens.

Past I'm take abath I'm always happy were I'm Playing

Together my Friends but we not always

really Playing we doll next we de vent always

Together Finally we always Playing de kent.

Nama : Suc Lestari

Homor : 23

Kelas : VIII C

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

Reading .

I was happiness Verry Rading . i was happiness
Verry Redina Book Novel . I was ever Rading
Book ~~that~~ ~~that~~ that the child which fine she
alway to help Parents cooking , whash Blouse .
whash plate Beckouse Mother whos SIK , Mother
whos beat , father She aready dead ,
She have whok to Parents that whash Blouse .
After Rading book to that i was make
peading Book Novel .

I was alway's study Reading and writing
I was ~~ef~~ every Night I was alway's remember
+ Vocabulary after i was study finally
I was can Reading and writing and i was ~~sha~~ saka
and I was ~~take~~ take reading

Nama : Mei Meza

Nomor : 13

Kelas : VIIIc

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

HOLIDAY stay at home

Go to at home the watching TV favourite Program sleeping nice dream
my friend finished watching TV at to play badminton accurate friend
finished to play at and friend just for a walk for together my friend
in stay at home was baru. My mother and I my mother stick
Goto market see nice clothes barangained at in hose finished
am at to play bad my friend at together my friend in field vs. our
for sinkung together my friend at together togo my friend finest
hose at Sunday finished at watching TV sleeping for after for at
Prallers Isya

Name : Malichatan

Homor : 12

Kelas : VIII^C

WORKSHEET

ASSESSMENT IN STUDENTS' WRITING RECOUNT TEXT

Petunjuk pengerjaan:

1. Tulislah teks *Recount* dengan menggunakan Bahasa Inggris berdasarkan pengalaman sendiri.
2. Tulisan berisi minimal 100 kata, tidak termasuk judul.
3. Dilarang bertanya kepada teman.
4. Diperbolehkan membuka kamus.
5. Selamat mengerjakan! Do the best!

Go to Market Holiday

In day Monday I am Go to Market. In Market I am buying
~~and~~ and after buying I am Go to Home and help Mother
wash Plate. After Plate I am ~~help~~ Mother Go to
Friends home for Study and for Playing. After
Playing I am Go to toilet and wash ~~an~~ and help Mother
Cooked and after Cooked I am go to Masjid
after go to Masjid I am Study and after
Study I am Go to Home and help Mother
and school Cooked I am go to Masjid
after Go to Home and wash

APPENDIX 5

ERROR ANALYSIS OF MALE'S WRITING

Subject code : M-1

Title : HOLIDAY

Go to beach with my father. I am swimming with my father. I am could not swimming, but I am study swimming with father. I am happy swimming with father. In beach play volley ball tugeder father. After deat eat. I am full. After the seliping and gu tu morning I play sand and swimming. After take a bath see air ballon above. I go to hom. The seller was angry. I am happy swimming with father tu beach.

Subject Code : M-2

Title : GO TO BEACH

Morning that, I am and my brother go to beach Maron. Me and my brodher play kite and seek fish. After that I am go to shop and buy soft dring and food. After dring I am go fishing in seashore and get fish many. Than I am go take a bath, than I change sock, than I am go to home. Until to home me directly eat fried rice.

After eat fried rice I go to friens hous and invited go swimming to swimming pool. Thear I only see only and buy soft drink to small hous.

Subject Code : M-3

Title : HOLIDAY

On holiday I was go to beach with my friend. Till the beach me rilex-rilex and friend while drink coconate and plying football. In beach many person playing surfing. Me in beach very haapy. Et the time I fishing with my friend I can fish shark very big. After then fish I cooking I sleep. In beach very warm. In beach many person happy. I with my friend play soccer.

This morning I was and friend eat a bar of chocolate. Today summer. It's sunny. I with my friend drink mango. In beach many animal like turtle, tortoise, owl, crow, pigeon, cocoon. I buy household like drawer and watch. This afternoon I was and friend eat a piece of cheese and drink mango. In beach I was happy. In beach specific food like mutton, cake, side dish. On holiday I was happy.

Subject Code : M-4

Title : TOUR THE CURUG LAWE

The Curug Lawe there that many human-human who tour. I go to that together my **frensd-frens**. I there I to see **lutung** that moderate **hang** on and there was **lutung** that bring child that. **And** I to see bird that colour **werry** got and colour **and** got. **And** I to see the **werry** got more pal finished to arrive that. I admiration water to **jum** that beautiful. **And** I together **frind** beer **swimming** that cool. The **tya** to see bird Rangkong that **got** colour and **beautifu**. I go to the **ani lan hom** be to **hom lan** of.

Subject Code : M-5

Title : MY FIRST VISIT

The beauty of Bandungan and the warm given by its people you from the moment of **arifel** and **theroughtout** your stay on this paradise island.

If you in mind to hold a congress at the Seraton Hotel, you would go to the right please. There were seven conference rooms. It was ideal for parties **wit** good **servise**. The large swimming pool hard new tiles and **brigdes**. Food and **beregede** where available in a **cofee** shop and a special Indonesia restaurant. Luxury villas were also available.

Subject Code : M-6

Title : HOLIDAY

Go to cousin, my name is cousin Budi. I am go to play station, go to badminton. At the time I am to fall down and breeding. I am we with there verb to fell. I am with there play station equally friends. And I am we with there just for a walk. There were patient on sick. I am we with there just for a walk to shop and buy fruit. Then I am to eat together my family. Then there is cat to ask for bone the then I am give.

Subject Code : M-7

Title : HOLIDAY

Go to friend's house, my name is friend's Denny. I am go to friend's to playing football. At the time I am to fall down I am breeding. Then the friend's to carry to housepital. There were patient on sick. Then I am to go to home and to eat together my family. Afther the to eat I am go to fising and get fish go. Afther the I am go to at home and to fry, then I am to eat together my family. Then there is cat to ask for bone the then I am give. Afther the I am go to sleep.

Subject Code : M-8

Title : YESTERDAY WE TO GO JOGJA

I we yesterday to go Jogja. I with there look several animals. I we with there very to feel. I am with there play station equally friend, and I we with there just for a walk round about village day to tomorrow an I we way healty to arrive clock 09.00.

Subject code : M-9

Title : HOLIDAY

Go to my friend house, and go to play basket ball. Stay at home watching tv favorit programs. I go to holiday to Bandungan and I am togeder my father and my mother go to Gedong Songo temple. I am buy fruit that I am lay. There I am meet with friends and play foot togeder with friend in Bandungan and I am eat night togeder chicken, tempe, soup, oseng-oseng, jengkol, tofu, and drink milk cow and milk goat. After eat I am go to wc to take a bath. After a bath I am sleep and I am get up and eat morning togeder and mother and dish meat, sausage, rice, soup, noodle, and eat end pudding, cake, donat, bread, ice lemon, milk, tea, ice cream, coffe.

Subject Code : M-10

Title : TOUR THE GOA KREO

Yesterday I am go to Goa Kreo togeder friend. I go to that to see lake. That tong up grott hole and I am to see human fishing the grott Kreo. The I am to see monky the grott. I am to see lake that. There was ship. I am to see human catch fish whale. The lake the weather was very hot and I was fishing with my father. I am fishing fis with may father. Could not fishing. Then I study to fish. I am happy because holiday fishing whale my father and I to see lioness the lake.

Subject Code : M-11

Title : HOLIDAY

Go to my friend house, and go to play basket ball. Stay at home watching tv favorite programs and I am go to holiday to Bandungan and I am togeder my father and my mother go to Gedong Songo temple. I am buy fruit that I am lay. There I am meet with friends new and play football togeder with friend in Bandungan and I am eat night togeder chicken, tempe, soup, oseng-oseng, jengkol, tofu, and drink milk cow and milk goat. After eat I am go to wc to take a bath. After take a bath I am sleep and I am get up and eat morning togeder father and mother and dish meat, sausage, rice, soup, noodle, and eat end pudding, cake, bread, donat, ice lemon, milk, tea, ice cream, coffe.



Wrong Pronoun



Wrong Tense



Wrong Spelling



Wrong verb



Wrong Chronological Connection



Wrong Linking Verb

APPENDIX 6

ERROR ANALYSIS OF FEMALE'S WRITING

Subject Code : F-1

Title : HOLIDAY

I go to Jogja. Go to Jogja I go home **angkel**. I look **brid** and swimming salt **busc** and I **am help** **angkel** clean home and I **am help** **angkel** make boat for **fishingsing** fish and **risalt** in come **ind bouc** for **ind** make to eat night and I just for a walk to shop and I buy **fruid** and after that I go to home to home that I **am** the **is** a word about an see home for **tugeder**, **unti** to home **me** finally, directly **change** for **mee** see it **is** to Jogja eat **frien** rice the I **em** it **is** a about the I **am** home but **meron** my **frend** and father and mother she **is** about the **glas** amount.

Subject Code : F-2

Title : MY FIRST VISIT

The beauty of the Sidomukti and the warm welcome given by its people accompanied you from the moment of arrival and **throught** your stay on this paradise garden **coffe**.

And my friend to Candi Gedong Songo congress at the stay Bandungan Hotel City. You **wold** go to the right place. There were

seven conference **rooms**. The capacity of each room was up to five hundred persons. My Bay Panama, swimsuit, shorts, cap and mother directly kitchen wares ladle, jar, **keettle**, frying pan, juices, basin, and father buy **canry**, parakeet, **gelatik**, parrot.

Subject code : F-3

Title : HOLIDAY

I was **go** to fishing with my friend and I. I and friend **going** fishing **clock** two and **look** for the bait and **go** to lake. I and friend this is time fishing. I and friend **can** fish sword fish and sunfish and fresh water fish and catfish and lobster. **And** time already afternoon. I and friend **to go** home. **Past** fish in **cookod** on all tonight. Fish et the in **eath**.

I and friend **pray** Maghrib. **To go** pray I **eath** with family. I want **sllip**. In **soomthing** morning I **help** mother and **play**. I and friend **play** karate.

Subject Code : F-4

Title : HOLIDAY

In day Monday I **am go** to market. In market I **am soping** and after **soping** I **am go** to home and **help** mother **wahs** plate. **Afte** plate I **am go** to friend's home for **study** and for playing. After playing I **am go** to home and **wash** and **help** mother cooked and after **cooked** I **am go**

to mosque to pray. After go to mosque I am study and after study I am go to home and help mother and school cooked I am go to mosque. After go to home and wash.

Subject Code : F-5

Title : HOLIDAY STAY AT HOME

Go to at hose the watching tv favourite program sleeping nice dream nightmare finished at to paly badminton accurate my friend finished at to play ai and my friend just for a walk fot together my friend finished at just for a walk at her ai to go in stay at home was baju. May mother go to market see nice clothes barangained ai in hose finished at am ai to play together my frend in field us, our, we fot singkong together my frend ai together to go my freng finished at hose ai studay finished at ai wathing tv seeping fot after fot ai prayers isya.

Subject Code : F-6

Title : READING

I was happiness very reading. I was happiness very reading book novel. I was ever reading book that taithle child which fine. She always to help parents cooking, whash blouse, whash plate beckouse mother whos sick. Mother whos beat. Father she already dead. She have whok to parents that whash blouse.

After reading book to that I was reading book novel. I was always **study** reading and writing. I was every night I was always **remember** vocabulary. After I was **study** finally I was **can** reading and writing. I was so happy and I was **lake** reading.

Subject Code : F-7

Title : GO TO PLAYING

I **am** and **friends** **go to playing** in my house my friends. There I **am** and **friends** **playing** a doll bear. Next we **watching** tv there. We **watching** cartoon with friends. There we de vent snack and **drinks**.

Past we **go to home** and we really **enjoy** and happy. I **hope** playing that we **play** I **hope** happy. I **playing** my **friends**. Past I **am** take a bath. I **am** always happy **were** I **am** **playing** together my friends **baut** we not always really **playing** we doll. Next we de vent always. Together finally we always **playing** de vent.

Subject Code : F-8

Title : GO TO BEACH

I **am** and **family** to **go to beach**. I **am** there playing sand. I **am** there very happy once. I **am** and **family** also to **follow** playing ball. There I **am** and **family** **food** sate shell-fish and **drink** ice tea.

I am and family enjoy. I am there arrived evening. And I am stay in home aunt. After to home aunt I am go to home. I am past watching tv and family. I am watching carton masha and he bear and upin and ipin. Then I am to order sweep and wash. After that sholat maghrib berjamaah. Free that is mengaji. Go to ngaji after that sholat isya'. At the and sholat isya' I am study.

Subject Code : F-9

Title : COOKING

On time holiday, I was study cooing, study for mother. My mother happy cooking. I was study cooking also for my sister from town. I was cooking food that is soup, cake, vegetables. My family eat food that I was, my mother and my sister. I was happy because holiday cooking with my mother and my sister. I was also made drink that is juice avocado, juice grape, and juice strawberry. After cooking and eat I was clean plate and glass. After clean I was and my sister playing bike. I was and my sister happy. After tomorrow my sister go home. I was alone. I was happy have sister like she. After my sister go home I was and my father go to bookstore buy book. My father and I was show that book for my mother. That book thick but I was happy. I was happy for that book.

And that is my holiday.

Subject Code : F-10

Title : GO TO GRANDMOTHER HOME

On holiday I was **go** to grandmother with my family. We went there to grandmother home for refreshing. We **laf't** at 08.00 a.m. and **arrivet** there at 11.00 a.m.

There was an gardening. I was **plant** garlic, spinach, bean, chilly with my grandmother. I canceled to gardening because I was tired and **frying** hot. I was happy gardening with my family and with grandmother. I was to **go** home with my family because I was headache. We **laf't** 10.00 a.m. and **arrivet** there home at 12.00 a.m. that's the holiday that enjoying. **I will tell to friends.**

Subject Code : F-11

Title : MY HOLIDAY

Last week my parents, sister, brother, and I went to the zoo. We went there for recreation. We **laft** at 6.00 a.m. and arrived there at 8.00 a.m. It is about a hundred kilometers to go to the zoo from my house.

There was an interesting animal over there. There were a lot of people watching a giant snake. The snake was there for about a week. It was nine meters long. I thought it was the longest snake that

I have ever seen. After going around and watching various animals, we went.

I was so glad but tired. That's why I slept a long the why home. I love holiday.

APPENDIX 7

PERCENTAGE OF ERROR ANALYSIS

No.	Subject	NW	NS	WT	WP	WS	WV	WC	WL	%
1.	M-1	79	12	11	4	7	9	0	6	21%
2.	M-2	98	8	8	2	6	18	3	5	22%
3.	M-3	142	18	13	2	4	15	1	2	15%
4.	M-4	98	9	9	0	14	10	4	0	21%
5.	M-5	85	7	0	0	7	0	0	0	1%
6.	M-6	93	10	9	3	0	9	1	10	19%
7.	M-7	105	10	9	1	6	17	3	11	21%
8.	M-8	51	4	4	5	2	6	0	1	21%
9.	M-9	128	7	7	2	7	15	0	7	21%
10.	M-10	101	12	9	0	8	11	0	7	17%
11.	M-11	133	6	6	3	7	14	0	8	21%
12.	F-1	123	3	3	5	19	18	0	9	24%
13.	F-2	91	6	0	0	7	0	0	0	1%
14.	F-3	100	13	12	8	6	12	2	0	20%
15.	F-4	94	6	6	3	4	17	1	9	23%
16.	F-5	107	2	2	9	14	17	0	1	23%
17.	F-6	97	11	3	2	9	10	0	0	8%
18.	F-7	99	12	12	3	3	15	1	6	21%
19.	F-8	117	16	16	7	8	10	4	14	23%
20.	F-9	156	17	6	1	1	12	0	7	8%
21.	F-10	97	12	1	0	4	6	0	1	3%
22.	F-11	111	13	1	0	1	0	0	0	1%

Where:

M : Male

WT : Wrong Tense

F : Female

WP : Wrong Pronoun

NW : Number of Words

WV : Wrong Verb

NS : Number of Sentences

WC : Wrong Chronological Connection

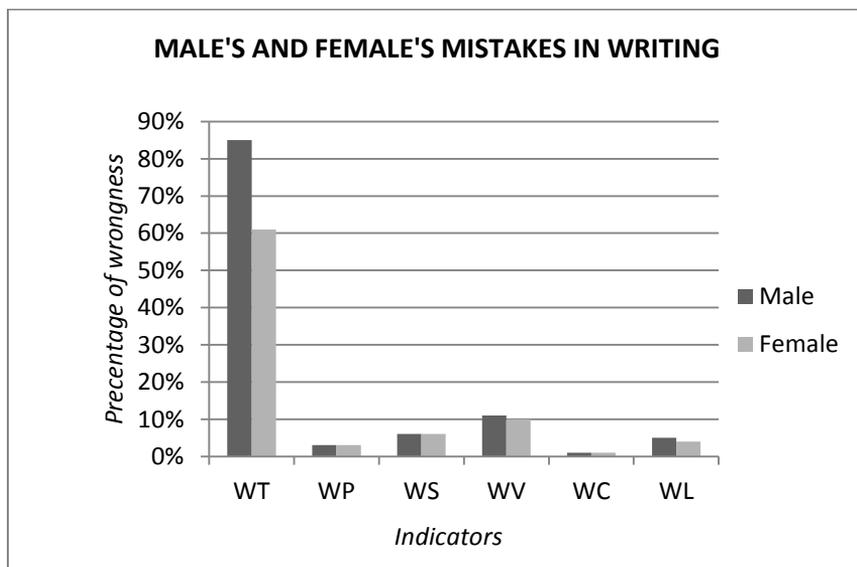
WS : Wrong Spelling

WL : Wrong Linking Verb

No.	Subject	NW	NS	WT	WP	WS	WV	WC	WL	%
1.	M-1	79	12	11	4	7	9	0	6	
				92%	5%	9%	11%	0%	8%	21%
2.	M-2	98	8	8	2	6	18	3	5	
				100%	2%	6%	18%	3%	5%	22%
3.	M-3	142	18	13	2	4	15	1	2	
				72%	1%	3%	11%	1%	1%	15%
4.	M-4	98	9	9	0	14	10	4	0	
				100%	0%	14%	10%	4%	0%	21%
5.	M-5	85	7	0	0	7	0	0	0	
				0%	0%	8%	0%	0%	0%	1%
6.	M-6	93	10	9	3	0	9	1	10	
				90%	3%	0%	10%	1%	11%	19%
7.	M-7	105	10	9	1	6	17	3	11	
				90%	1%	6%	16%	3%	10%	21%
8.	M-8	51	4	4	5	2	6	0	1	
				100%	10%	4%	12%	0%	2%	21%
9.	M-9	128	7	7	2	7	15	0	7	
				100%	2%	5%	12%	0%	5%	21%
10.	M-10	101	12	9	0	8	11	0	7	
				75%	0%	8%	11%	0%	7%	17%
11.	M-11	133	6	6	3	7	14	0	8	
				100%	2%	5%	11%	0%	6%	21%
RATA-RATA		101	9	85%	3%	6%	11%	1%	5%	18%
12.	F-1	123	3	3	5	19	18	0	9	
				100%	4%	15%	15%	0%	7%	24%
13.	F-2	91	6	0	0	7	0	0	0	
				0%	0%	8%	0%	0%	0%	1%
14.	F-3	100	13	12	8	6	12	2	0	
				92%	8%	6%	12%	2%	0%	20%

15.	F-4	94	6	6	3	4	17	1	9	
				100%	3%	4%	18%	1%	10%	23%
16.	F-5	107	2	2	9	14	17	0	1	
				100%	8%	13%	16%	0%	1%	23%
17.	F-6	97	11	3	2	9	10	0	0	
				27%	2%	9%	10%	0%	0%	8%
18.	F-7	99	12	12	3	3	15	1	6	
				100%	3%	3%	15%	1%	6%	21%
19.	F-8	117	16	16	7	8	10	4	14	
				100%	6%	7%	9%	3%	12%	23%
20.	F-9	156	17	6	1	1	12	0	7	
				35%	1%	1%	8%	0%	4%	8%
21.	F-10	97	12	1	0	4	6	0	1	
				8%	0%	4%	6%	0%	1%	3%
22.	F-11	111	13	1	0	1	0	0	0	
				8%	0%	1%	0%	0%	0%	1%
RATA-RATA		108	10	61%	3%	6%	10%	1%	4%	14%

	WT	WP	WS	WV	WC	WL
Male	85%	3%	6%	11%	1%	5%
Female	61%	3%	6%	10%	1%	4%



APPENDIX 8

STUDENTS INTERVIEW TRANSCRIPT

TRANSKRIP INTERVIEW 1

SELASA, 16 FEBRUARI 2016

Waktu : 8.45 WIB

Kode Subjek : M-1

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?
Jawab 1	<i>Perempuan.</i>
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?
Jawab 2	<i>Karena perempuan lebih rajin belajar.</i>
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?
Jawab 3	<i>Tanya kepada guru.</i>
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?
Jawab 4	a. Strong / kuat (lk/ pr)* d. Afraid / takut (lk /pr)* b. Diligent / rajin (lk /pr)* e. Lazy / malas (lk/ pr)* c. Brave / berani (lk/ pr)* f. Intelligent / pandai *Coret yang tidak perlu. (lk/ pr)*
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?
Jawab 5	<i>Tidak ada.</i>
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?
Jawab 6	<i>Sepak bola, main PS, layangan.</i>
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?
Jawab 7	<i>Belanja, ngerumpi, masak.</i>
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?
Jawab 8	<i>Sudah kebiasaan.</i>

TRANSKRIP INTERVIEW 2

SELASA, 16 FEBRUARI 2016

Waktu : 8.52 WIB

Kode Subjek : M-2

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Laki-laki kebanyakan main.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Bertanya pada guru.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*	b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk/ pr)*
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*						
b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk/ pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Tidak ada.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Main PS, main bola, jalan-jalan.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Memasak, belanja, bersih-bersih.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Kan perempuan itu lemah, kalau sering berada di luar rumah nanti bahaya.</i>						

TRANSKRIP INTERVIEW 3

SELASA, 16 FEBRUARI 2016

Waktu : 9.03 WIB

Kode Subjek : M-3

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Mereka (perempuan) lebih pintar.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Tanya teman.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*	b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*						
b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Tidak ada.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Mancing, layangan, PS-an.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Memasak, bersih-bersih, nyapu.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Ngga bagus kalau perempuan sering main keluar rumah.</i>						

TRANSKRIP INTERVIEW 4

SELASA, 16 FEBRUARI 2016

Waktu : 9.11 WIB

Kode Subjek : M-4

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Ngga juga. Laki-laki nilainya juga ada yang lebih tinggi.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Tanya guru.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*	b. Diligent / rajin (lk/ pr)*	e. Lazy / malas (lk /pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk/ pr)*
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*						
b. Diligent / rajin (lk/ pr)*	e. Lazy / malas (lk /pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk/ pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Dari game, soalnya kan game bahasanya bahasa Inggris.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Main game, belajar, bantu orang tua.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Masak, nyuci, belanja, ngerumpi.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Memang harusnya seperti itu.</i>						

TRANSKRIP INTERVIEW 5

SELASA, 16 FEBRUARI 2016

Waktu : 9.19 WIB

Kode Subjek : M-5

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Perempuan rajin belajar.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Nyontek teman.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p>*Coret yang tidak perlu.</p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*	b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*						
b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Teman.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Nonton tv, main game, futsal.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Bantu ibu, belanja.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Sudah takdir.</i>						

TRANSKRIP INTERVIEW 6

SELASA, 16 FEBRUARI 2016

Waktu : 9.27 WIB

Kode Subjek : M-6

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>(laki-laki) celelekan. Lebih sering bercanda di dalam kelas.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Tanya teman.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk/pr)*	d. Afraid / takut (lk/pr)*	b. Diligent / rajin (lk/pr)*	e. Lazy / malas (lk/pr)*	c. Brave / berani (lk/pr)*	f. Intelligent / pandai (lk/pr)*
a. Strong / kuat (lk/pr)*	d. Afraid / takut (lk/pr)*						
b. Diligent / rajin (lk/pr)*	e. Lazy / malas (lk/pr)*						
c. Brave / berani (lk/pr)*	f. Intelligent / pandai (lk/pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Dari teman.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Mancing, main, layangan.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Main, nonton tv, ngerumpi.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Di rumah terus bosan.</i>						

TRANSKRIP INTERVIEW 7

RABU, 17 FEBRUARI 2016

Waktu : 10.30 WIB

Kode Subjek : F-1

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?
Jawab 1	<i>Perempuan.</i>
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?
Jawab 2	<i>Karena laki-laki itu malas belajar.</i>
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?
Jawab 3	<i>Nyari di catatan atau di buku.</i>
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?
Jawab 4	a. Strong / kuat (lk /pr)* d. Afraid / takut (lk /pr)* b. Diligent / rajin (lk /pr)* e. Lazy / malas (lk / pr)* c. Brave / berani (lk / pr)* f. Intelligent / pandai *Coret yang tidak perlu. (lk /pr)*
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?
Jawab 5	<i>Dari saudara.</i>
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?
Jawab 6	<i>Main, sepak bola.</i>
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?
Jawab 7	<i>Belajar, bantu ibu.</i>
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?
Jawab 8	<i>Kalau mau keluar rumah dimarahin orang tua, katanya ngga baik anak perempuan main jauh-jauh. Apalagi kalau sampai malam.</i>

TRANSKRIP INTERVIEW 8

RABU, 17 FEBRUARI 2016

Waktu : 10.42 WIB

Kode Subjek : F-2

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?
Jawab 1	<i>Perempuan.</i>
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?
Jawab 2	<i>Laki-laki itu ngga memperhatikan kalau guru sedang menjelaskan.</i>
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?
Jawab 3	<i>Tanya teman yang lebih tahu.</i>
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?
Jawab 4	a. Strong / kuat (lk/ pr)* d. Afraid / takut (lk /pr)* b. Diligent / rajin (lk /pr)* e. Lazy / malas (lk/ pr)* c. Brave / berani (lk/ pr)* f. Intelligent / pandai *Coret yang tidak perlu. (lk /pr)*
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?
Jawab 5	<i>Belajar kelompok sama teman-teman.</i>
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?
Jawab 6	<i>Mala-malasan, main, futsal.</i>
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?
Jawab 7	<i>Masak, nyuci, ngepel.</i>
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?
Jawab 8	<i>Karena lak-laki itu kalau disuruh diam di rumah ngga mau. Maunya main-main ke luar rumah terus.</i>

TRANSKRIP INTERVIEW 9

RABU, 17 FEBRUARI 2016

Waktu : 10.51 WIB

Kode Subjek : F-3

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Laki-laki itu malas belajar, padahal sebenarnya mereka pintar.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Tanya langsung kepada guru.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk /pr)*	d. Afraid / takut (lk/pr)*	b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk /pr)*	f. Intelligent / pandai (lk/ pr)*
a. Strong / kuat (lk /pr)*	d. Afraid / takut (lk/pr)*						
b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk /pr)*	f. Intelligent / pandai (lk/ pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Dari buku-buku cerita.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Main layangan, sepak bola, futsal, PS.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Lebih sering di rumah, bantu ibu.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Mungkin karena dari jaman nenek moyang kita sudah seperti itu. Jadi kalau ada anak perempuan sering keluar rumah apalagi malam, ya kelihatannya aneh aja gitu.</i>						

TRANSKRIP INTERVIEW 10

RABU, 17 FEBRUARI 2016

Waktu : 11.03 WIB

Kode Subjek : F-4

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Laki-laki itu malas dan tidak mau belajar.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Buka catatan lagi atau Tanya kepada teman.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*	b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*						
b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Biasanya mendengarkan lagu-lagu bahasa Inggris.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Main, layangan, sepak bola, memanicng.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Di rumah, nonton tv, tidur.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Karena memang sudah takdirnya seperti itu.</i>						

TRANSKRIP INTERVIEW 11

RABU, 17 FEBRUARI 2016

Waktu : 11.13 WIB

Kode Subjek : F-5

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Menurut saya kadang laki-laki nilainya lebih bagus daripada perempuan. Tetapi karena laki-laki lebih sering malas belajar, ya jadinya nilainya jelek.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Tanya kepada guru.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk /pr)*	d. Afraid / takut (lk/pr)*	b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk/ pr)*
a. Strong / kuat (lk /pr)*	d. Afraid / takut (lk/pr)*						
b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk/ pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Tidak ada.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Bantu ayahnya di sawah biasanya.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Bantu ibunya di rumah.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Karena di desa seperti itu (laki-laki di luar rumah dan perempuan di rumah) sudah umum.</i>						

TRANSKRIP INTERVIEW 12

RABU, 17 FEBRUARI 2016

Waktu : 11.23 WIB

Kode Subjek : F-6

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?
Jawab 1	<i>Perempuan.</i>
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?
Jawab 2	<i>Ngga kok bu, nilai saya lebih rendah daripada laki-laki. Padahal saya sudah belajar. Mungkin mereka memang lebih cerdas.</i>
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?
Jawab 3	<i>Tanya teman atau guru.</i>
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?
Jawab 4	a. Strong / kuat (lk/ pr)* b. Diligent / rajin (lk/ pr)* c. Brave / berani (lk /pr)* d. Afraid / takut (lk/pr)* e. Lazy / malas (lk /pr)* f. Intelligent / pandai (lk/ pr)* <i>*Coret yang tidak perlu.</i>
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?
Jawab 5	<i>Tidak ada.</i>
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?
Jawab 6	<i>Olahraga, memancing, main.</i>
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?
Jawab 7	<i>Main, nonton tv, tidur.</i>
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?
Jawab 8	<i>Memang aturannya begitu, karena nanti bahaya kalau perempuan kebanyakan main ke luar rumah.</i>

TRANSKRIP INTERVIEW 13

SELASA, 23 FEBRUARI 2016

Waktu : 8.45 WIB

Kode Subjek : M-7

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Mereka itu rajin.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Diam saja. Salah ya sudah biarin aja nilainya jelek.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk/pr)*	b. Diligent / rajin (lk/ pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk/pr)*
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk/pr)*						
b. Diligent / rajin (lk/ pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk/pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Tidak ada.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Main, tidur, main PS.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Masak, ngerumpi, belanja.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Laki-laki kan lebih berani daripada perempuan.</i>						

TRANSKRIP INTERVIEW 14

SELASA, 23 FEBRUARI 2016

Waktu : 8. 54 WIB

Kode Subjek : M-8

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Perempuan biasanya contek-contekan.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Tanya teman.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*	b. Diligent / rajin (lk/ pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk/ pr)*
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*						
b. Diligent / rajin (lk/ pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk/ pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Dari saudara.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Main PS, renang, futsal.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Nyuci, ngepel, belanja.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Ya memang sudah takdirnya. Dan di desa kita kalau perempuan sering keluar rumah dianggap perempuan murahan.</i>						

TRANSKRIP INTERVIEW 15

SELASA, 23 FEBRUARI 2016

Waktu : 9.04 WIB

Kode Subjek : M-9

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Perempuan itu orangnya nurut.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Tanya gurunya langsung.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p>*Coret yang tidak perlu.</p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*	b. Diligent / rajin (lk/ pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk/ pr)*
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*						
b. Diligent / rajin (lk/ pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk/ pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Dari game, kan banyak yang pakai bahasa Inggris.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Main game, nonton tv, kumpul sama teman-teman.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Ya paling di rumah, masak, bantu ibu.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Di luar itu berbahaya bagi perempuan, karena perempuan itu lemah.</i>						

TRANSKRIP INTERVIEW 16

SELASA, 23 FEBRUARI 2016

Waktu : 9.14 WIB

Kode Subjek : M-10

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Laki-laki lebih malas.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Paling tanya teman yang lebih pintar.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*	b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*						
b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Tidak ada.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Sepak bola, futsal, memancing.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Membaca buku, memasak, nyanyi.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Laki-laki lebih kuat menghadapi kerasnya hidup di luar.</i>						

TRANSKRIP INTERVIEW 17

SELASA, 23 FEBRUARI 2016

Waktu : 9.24 WIB

Kode Subjek : M-11

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Perepmpaun lebih rajin.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Tanya kepada teman atau guru.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*	b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk/pr)*
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*						
b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk/pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Dari kakak.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Main, memancing, menggambar.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Menyanyi, belanja, membaca.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Karena ngga pantes perempuan sering main di luar.</i>						

TRANSKRIP INTERVIEW 18

RABU, 24 FEBRUARI 2016

Waktu : 10.30 WIB

Kode Subjek : F-7

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Laki-laki itu malas dan tidak mau memperhatikan saat guru menjelaskan.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Tanya kepada guru.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai</td> </tr> </table> <p><i>*Coret yang tidak perlu. (lk/pr)*</i></p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*	b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*						
b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Dari buku cerita dan dari film-film luar negeri.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Main, layangan, memancing.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Nonton tv, membaca, shopping.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Kalau mau keluar rumah dimarahin orang tua. Suruh di rumah aja.</i>						

TRANSKRIP INTERVIEW 19

RABU, 24 FEBRUARI 2016

Waktu : 10.42 WIB

Kode Subjek : F-8

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Laki-laki itu nakal, suka bercanda sendiri kalau lagi pelajaran.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Tanya kepada guru.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*	b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*						
b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Dari lagu-lagu bahas Inggris.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Main PS, layangan, main sepak bola.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Belanja, jalan-jalan, masak.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Untuk menghindari hal-hal yang tidak diinginkan.</i>						

TRANSKRIP INTERVIEW 20

RABU, 24 FEBRUARI 2016

Waktu : 10.50 WIB

Kode Subjek : F-9

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Memang perempuan itu lebih pandai dan rajin.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Tanya teman. Kalau teman tidak tahu, tanya guru.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*	b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*						
b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Tidak ada.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Nonton tv, main layangan, main sepak bola, futsal, renang.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Nonton tv, tidur, membaca, bersih-bersih.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Karena budaya kita memang seperti itu.</i>						

TRANSKRIP INTERVIEW 21

RABU, 24 FEBRUARI 2016

Waktu : 11.00 WIB

Kode Subjek : F-10

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Laki-laki itu ngga pernah belajar. Maunya Cuma nyontek.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Tanya guru langsung.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*	b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*						
b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Dari film-film yang ada di tv.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Layangan, memancing, sepak bola.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Mencuci, belajar, membaca.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Laki-laki susah diatur, ngga mau diam di rumah.</i>						

TRANSKRIP INTERVIEW 22

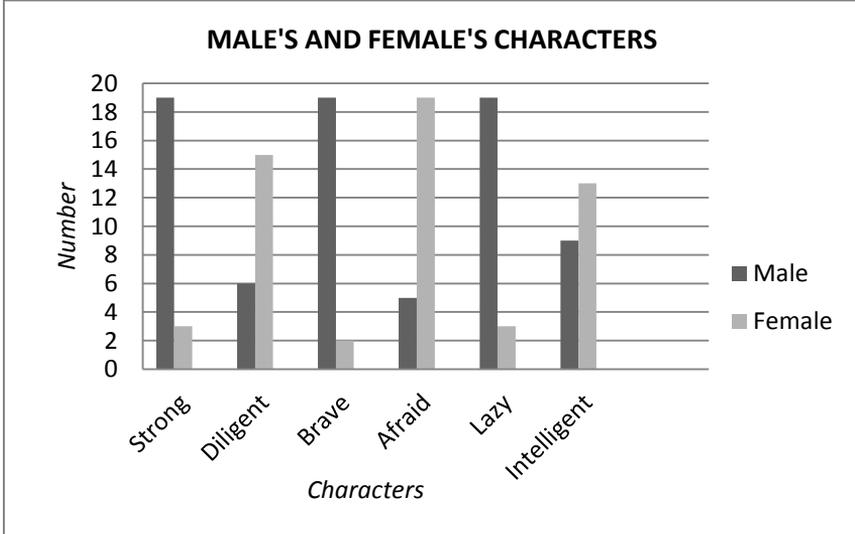
RABU, 24 FEBRUARI 2016

Waktu : 11.10 WIB

Kode Subjek : F-11

Tanya 1	Di kelas kamu, murid laki-laki atau perempuan yang mendapat peringkat teratas?						
Jawab 1	<i>Perempuan.</i>						
Tanya 2	Menurut kamu, mengapa nilai murid perempuan lebih tinggi daripada laki-laki?						
Jawab 2	<i>Perempuan kan rajin dan penurut sama apa yang guru katakan.</i>						
Tanya 3	Ketika ada kesulitan dalam pelajaran, apa yang kamu lakukan?						
Jawab 3	<i>Tanya kepada guru dan teman.</i>						
Tanya 4	Menurut kamu, dari daftar berikut, sifat manakah yang identik dengan laki-laki atau perempuan?						
Jawab 4	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Strong / kuat (lk/pr)*</td> <td style="width: 50%;">d. Afraid / takut (lk/pr)*</td> </tr> <tr> <td>b. Diligent / rajin (lk/pr)*</td> <td>e. Lazy / malas (lk/pr)*</td> </tr> <tr> <td>c. Brave / berani (lk/pr)*</td> <td>f. Intelligent / pandai (lk/pr)*</td> </tr> </table> <p><i>*Coret yang tidak perlu.</i></p>	a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*	b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*	c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*
a. Strong / kuat (lk/ pr)*	d. Afraid / takut (lk /pr)*						
b. Diligent / rajin (lk /pr)*	e. Lazy / malas (lk/ pr)*						
c. Brave / berani (lk/ pr)*	f. Intelligent / pandai (lk /pr)*						
Tanya 5	Selain dari guru di sekolah, dari mana kamu belajar Bahasa Inggris?						
Jawab 5	<i>Dari lagu-lagu bahasa Inggris.</i>						
Tanya 6	Kegiatan apa saja yang biasa dilakukan oleh laki-laki?						
Jawab 6	<i>Sepak bola, badminton, voli.</i>						
Tanya 7	Kegiatan apa saja yang biasa dilakukan oleh perempuan?						
Jawab 7	<i>Ngerumpi, belanja, belajar.</i>						
Tanya 8	Mengapa laki-laki lebih sering berada di luar rumah sedangkan perempuan di dalam?						
Jawab 8	<i>Karena daya tahan tubuh laki-laki lebih kuat.</i>						

	Strong	Diligent	Brave	Afraid	Lazy	Intelligent
Male	19	6	19	5	19	9
Female	3	15	2	19	3	13



CURRICULUM VITAE

A. Private Data

1. Complete Name : Sholihatul Umami
2. Place and Date of Birth : Kab. Semarang, January 1, 1993
3. Student Number : 113411074
4. Address : Truko RT 02 RW 02 Kec. Ungaran Barat
5. Phone Number : 08986319294
6. Email : sholihatul.umami@yahoo.co.id

B. Background of Education

1. Formal Education
 - a. MI BranjangKecUngaran Barat Kab. Semarang
 - b. MTs BranjangKecUNgaran Barat Kab. Semarang
 - c. SMA N 12 Semarang
 - d. English Language Department Walisongo Islamic State University
2. Non Formal Education : -
3. Academic Achievement : -

Semarang, May 31, 2016

Sholihatul Umami

NIM: 113411074