

CHAPTER I

INTRODUCTION

The chapter would explore sub chapters as 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 of 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 of key term and research organization.

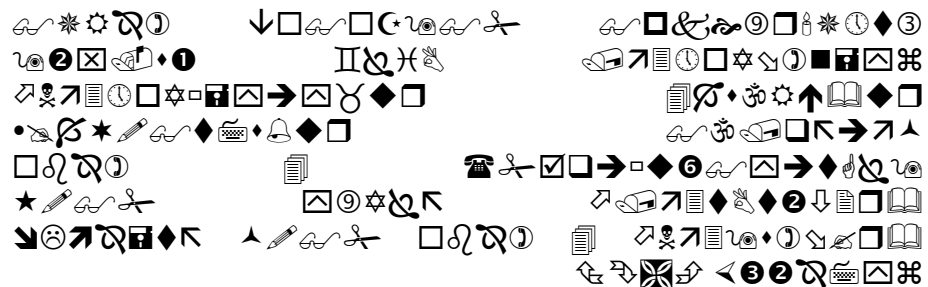
A. Background of the Study

God created human into two parts; male and female or man and woman. That is basic aspect of human being. Commonly, it was usually known by sex differences or gender differences. These terms are little bit different. Sex differences are used by people when they talked about man and woman or male and female by discovering matters dealing with biological characteristics like genital and anatomy physically. Furthermore, these biological characteristics give involve any aspect for human like politeness, strata social, and language learning. In other hand, gender differences are used by people when they talked about psychologically emotional and mental characteristics.¹

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

¹Mansour Fakih, *Analisis Gender & Transformasi Sosial*, (Yogyakarta: Pustaka Pelajar, 1996), p. 8.

Furthermore, those facts can involve any aspects of human. They are included religion, strata social, job vacancy, communication style and language learning. These factors are likely because there is difference between man and woman in their interaction and activity within using language in interaction. American English speakers like Tannen, Holmes, Nilsen and Lakoff say that girls have been found in producing more standard language than boys, a pattern that continues on through adulthood.² Consequence, there will be differences between male and female in language learning and style. For example in speaking term, men are reported more interrupted than women. Men generally take longer turns at speaking in many social contexts at public while women have produced more ability as good listener and being understandable people.³ The term good listener and understandable people describes the use of words (*yeah, really?*) or sounds (*hmm, oh*) by listeners while someone else is speaking. In the other problem, in Islamic focus sex differences also have been described as a God destiny for human being to know each other. Allah says in the holy Qur'an in the verse of al- Hujurat: 13



“O mankind! We created you from a single (pair) of a male and a female, and made you into nations and Tribes, that ye may know Each other (Not that ye may despise (each other))...”⁴

²H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Fransisco: Longman, 2000), p. 259.

³George Yule, *The Study of Language*, (United States of America: Cambridge University Press: 2006), p. 225.

⁴Wahbah Zuhaili, et.al, *Ensiklopedia Al Qur'an*, (Jakarta: Gema Insani Press, 2007), p. 975.

This verse tells us that Allah creates human not only to know but also to understand each other. People in this world have different way of life. So, we live to socialize with other people.

Further explanation can be discovered that sex differences also give involve for language learning. As focus of the research, the thesis decides to choose sex differences in learning genre. As we know, genre is the part of English language. The thesis chooses genre of texts especially for narrative as focus of material. In general term, narrative is a time-sequence so that it was close with life-rhythm. This is definition of narrative related to time-sequence:

“Narrative is a perceived sequence of non-randomly connected events, typically involving, as the experiencing agonist, humans or quasi-humans, or other sentient beings, from whose experience we humans can ‘learn’”⁵

Related to the notion above, the thesis discovers narrative as genre as focus of explanation so that writer decided to choose a thesis entitled Sex Differences in Learning English (A Comparative Study in Learning Narrative Text at Second Grade of SMA Al Muhammad Cepu in the Academic Year of 2010/2011).

B. Reasons for Choosing the Topic

The reasons for choosing the topic are as follows:

1. Sex differences are basic aspect of human being. It gives involve for human's life such as language learning.
2. There was some facts have been found by researcher that there are differences between girl and boy students in learning genre especially narrative.

⁵Michael Toolan, *Narrative: A Critical Linguistic Introduction*, (London: Routledge Press, 2001), p. 8.

3. Narrative is the most delivering material at school-based curriculum (KTSP) of Second Grade of Senior High School⁶. It would be delivered along semester.

C. Research Questions

1. How is male in learning narrative text?
2. How is female in learning narrative text?
3. How are the similarities of both learning?
4. How are the differences of both learning?

D. Objectives of the Study

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 differences of both learning.
4. To find out how the similarities of both learning.

E. Significances of the Study

1. Students

After finishing interview session, the students have known the facts about their learning in narrative text.

2. Teacher

This research will give reference for teachers in selecting and determining the appropriate teaching method and way for males and females. Besides, it will be useful as a reference, self-reflection and evaluation to improve their teaching.

3. Researchers

⁶Badan Standar Nasional Pendidikan, *Petunjuk Teknis Pengembangan Silabus dan Contoh Model Silabus Mata Pelajaran Bahasa Inggris SMA/MA*, Departemen Pendidikan Nasional, (Jakarta: Depdiknas, 2006).

Analysis of the material in this research is significant to explore more research about sex differences in language learning especially for narrative text.

F. Research Scope

The study should be limited in order to get focus of the research. To determinate and analyze the problem, the research should be limited by following factors:

1. The research concentrates on male and female learning in narrative text not in other materials.
2. The research explores similarities and differences between male and female students in learning narrative text.
3. The research determines style and involving factors dealing with male and female students in learning narrative text.
4. The subject of the research is the learners of 2nd grade of SMA Al Muhammad Cepu Blora in the Academic Year of 2010/2011. They consist of two programs: Science Program and Social Program. Specifically, subjects of the research are: 1) 4 males and 6 females from Science program, 2) 5 males and 6 females from Social program

G. Definition of Key Terms

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.⁷ By definition, there is a consideration that individual that produces egg is female and one that produces sperm is male. Physically, female has copulatory organ for

⁷David Shier, et al., *Hole's Human Anatomy and Physiology*, (New York: Mc Graw Hill, 2004), p. 830.

fertilization named ovum and vagina while male has copulatory organ named sperm and penis.

2. Learning

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Specifically, Kimble and Garnezy explain that learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice.⁸

3. Narrative

In general term, narrative can be defined as typically is a recounting of things spatiotemporally distant.⁹ From this notion, there is further explanation that narrative is related to time-sequence or time-rhythm. For the term of genre, narrative can be defined as genre has specific structure like orientation, complication, climax and resolution. Besides, narrative also has social function to amuse, entertain and to deal with actual or various experience in different ways.¹⁰

4. Comparative Study

Comparative study means a study purposed to compare two phenomena or more by exploring differences and similarities the subject of the research.¹¹ In this research, these phenomena are sex differences (male and female students) dealing with learning narrative text.

⁸H. Douglas Brown, *Principles of Language Learning and Teaching*, p.7

⁹Michael Toolan, *Narrative: A Critical Linguistic Introduction*, p.1.

¹⁰Rudi Hartono, *Genre of Texts*, (Semarang: Semarang State University, 2005), p.6.

¹¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Asdi Mahasatya, 2006), p. 268