

**CHAPTER II**  
**REVIEW OF THE RELATED LITERATURE**  
**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)**

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

**A. Previous Research**

There have been many researchers which attempt to study the topic related to the method in many classrooms and the teaching learning. Here are some studies in line with the researcher's.

1. *Learning English Styles of Boy and Girl Students (The Case Study of MTs Assalam Temanggung of the Academic Year of 2006/2007)*. By Woro Fatimah (2201403539), from English Department, Languages and Arts Faculty: Semarang State University, 2008.<sup>1</sup> This thesis is about MTs students' style of learning English and difference between girls' learning style and boys' learning style. The aim of this research is to find out the major learning style used by MTs students and the difference between girls and boys learning style. The result of the research shows that the major MTs Assalam students used Group style as their learning style.

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<sup>1</sup>Woro Fatimah, "*Learning English Styles of Boy and Girl Students (The Case Study of MTs Assalam Temanggung of the Academic Year of 2006/2007)*", Thesis (Semarang: Semarang State University, 2008).

2. *Are We Terribly Different? : A Case Study of Male and Female Fiction Writing in English*. By Nykvist Martin, 2008. English Department of Högskolan Dalarna University, Sweden.<sup>2</sup> The aim of the study is to find out male and female fiction writing in English. The data has been collected from pupils at an upper secondary school in Central Sweden. They were given an extract from a novel by Bernard Mac Laverty and from that they were supposed to continue the story. This previous research has similarity with his research because the most addressing genre is narrative.<sup>3</sup>
3. “A Case Study entitled *Gender and English Language Learners: Challenges and Possibilities* from Teachers of English to Speakers of Other Languages (TESOL)”.<sup>4</sup> By Bonny Norton (Department of Language and Literacy Education at University of British Columbia) and Aneta Pavlenko (College of Education, Temple University, United States of America). This research is case study concerned the influence of gender on access to linguistic on classroom interaction and language learning outcomes. There are five elements as focus of this research. First is difference between male and female in language interaction. Second is interpreting human about gender. Next, focus on male or female dichotomy obscures oppression in term of class. Last is concerned about gender and other social identities.

## B. Theoretical Framework

This research uses some theories to find out the pattern of correlation and to describe the source of problem of the research. The theories are such as follows:

### 1. Sex Differences

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<sup>2</sup>Nykvist Martin, *Högskolan Dalarna University*, a research from: <http://urn.kb.se/resolve?urn=urn:nbn:se:du-3763> (2010-12-21), retrieved: December 21, 2010.

<sup>3</sup>Narrative from Wikipedia, the free encyclopedia, “*Narrative as a Fiction Mode*”, <http://en.wikipedia.org/wiki/Narrative.html>, retrieved: December 13, 2010.

<sup>4</sup>Bonny Norton and Aneta Pavlenko, *Gender and English Language Learners: Case Studies in TESOL Practice Series*, (United States of America: TESOL Inc., 2004).

Sex differences were being known as basic aspect of human being. These aspects can be explored from certain points of view in order to get focus of explanation. Besides, the term of sex differences may be able to give impact for every side of human widely. From this notion, this research would explore only certain points of view related to language learning and strategy. Exactly, further explanation would give completely explanations about several points of view such as: 1) sex differences in biological view, 2) sex differences in cognitive view, 3) sex differences in academically domains, 4) sex differences in language strategy and learning, 5) sex differences in linguistic interaction and politeness, and 6) sex differences in Islam.

First, sex differences in biological term are formulated by X (female) and Y (male). Sex differences of human are distinguished by chromosome. Female (XX) has double X chromosomes and male (XY) has one X and one Y chromosome.<sup>5</sup> Moreover, from these chromosomes, there are also two characteristics physically of human. An individual produces egg or ovum is female and an individual produces sperm is male. Physically, male has copulatory organ called penis and female has copulatory organ called vagina involving in fertilization.<sup>6</sup>

Second, the research would investigate sex differences in cognitive view. This notion social expectations that describes how male and female should act, think and feel.<sup>7</sup> These elements are synthesizing and concentrating into cognitive elements named five strategies for cognitive view. They are repetition, resourcing, translation, grouping, and note-taking. Repetition means imitate language model. Resourcing concentrates on using target language reference materials.

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<sup>5</sup>Richard C. Labarda, *Foundations of Developmental Psychology*, (United States of America: Academic Press of University of South Florida, 2010), p. 77.

<sup>6</sup>David Shier, et. al., *Hole's Human Anatomy and Physiology*, (New York: Mc Graw Hill, 2004), p. 830.

<sup>7</sup>John W. Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis™ and Practice*, (United States of America: Mc Graw Hill Company, 2006), p. 154.

After that, educators have to take focus on translation. Translation is using the first language as a base for understanding and producing second language. Last is grouping and note-taking. Grouping is about reordering, reclassifying, and labeling the material to be learned based on common attributes while note-taking is about writing down main idea, important points and information in writing.<sup>8</sup>

Third, the necessary factor to be considered is sex differences in academically relevant domains. This factor consists of several elements: 1) physical performance, 2) math and science skills, 3) verbal skills, 4) educational attainment, 5) relationship skills, 6) prosocial behavior and aggression and self regulation.<sup>9</sup> From physical performance, boys are better than girls in athletic skills like running, throwing and jumping. The reason is boys are more active than girls in term of gross motor movement. For math and science skills, boys do better math at measurement, science and sport while girls do better math at traditional female tasks like cooking and sewing.

Sex differences also take involve at verbal skills. Macoby and Jacklyn reported that females have better verbal skills than boys.<sup>10</sup> For educational attainment, there are various facts in any country because there is difference in condition and involving factors. In the United States, females are more likely than males to complete their high school. Furthermore, in the relationship aspect, there is fact that males enjoy activity like storytelling, joking and lecturing with information while females enjoy private talk and conversation. Moreover, for prosocial behavior, girls engage in more porosocial behavior than boys do. Last is

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<sup>8</sup>H Douglas Brown, *Principles of Language Learning and Teaching*, (San Fransisco: Longman, 2000), 4<sup>th</sup> Ed, p. 5.

<sup>9</sup>John W. Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis<sup>TM</sup> and Practice*, p. 157.

<sup>10</sup>John W. Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis<sup>TM</sup> and Practice*, p. 157.

aggression and self regulation, boys were reported that they were more aggressive than girls.

Fourth, there is more specific aspect is for male and female approach in language learning and strategy. Sex differences or gender differences involve some different facts and evidences in language strategy. Deborah Tannen described some facts for men and women in language use.<sup>11</sup> As early fact is men are prefer speak in private context while women like speak in public. Next is man has characteristic for thinking and giving advice and woman likes for feeling and understanding. Third fact for sex differences in language learning and strategy is males are seem to speak symmetrically while females are seem to speak asymmetrically. Last fact for Deborah Tannen concept is man is more independent than women.

Fifth, deeply factor is for sex differences in interaction and linguistic politeness. Man and woman have different style in interaction with their own environment. In interaction of a discussion, men are more likely interrupt women, with 96 percent of the identified interruptions being attributed to men in one study involving American college students.<sup>12</sup>

Here is notion dealing with sex differences in interaction and politeness. There are two elements for politeness for sex differences term:<sup>13</sup> 1) sex differences in apologies, 2) sex differences in pay compliments. First, below are a description about two different styles between man and woman in expressing apologies:

Example 1:

Jane is apologizing for breaking an arrangement to meet Molly for lunch.

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<sup>11</sup>Deborah Tannen, "You Just Don't Understand; Six Contrasts of Gender in Language Use", <http://www.teachit.co.uk/armoore/lang/gender.htm>, retrieved: December 19, 2010.

<sup>12</sup>George Yule, *The Study of Language*, (New York: Cambridge University Press, 2006), p. 225.

<sup>13</sup>Janet Holmes, *Women, Men and Politeness*, (England: Pearson Education, 1995), p. 8

*Oh help I've double booked. I was just about to write you a note, I've got a meeting. Let's make another time.*

(There is no explicit apology here).

Example 2:

David bumps into his wife Rose in the basement.

*Oh that was silly of me. Didn't mean to hurt you! It's so dark down here.*

(Sometimes, an apology will involve an explicit promise that the offence will not be repeated).<sup>14</sup>

Besides, men and women also have own style in pay compliments. Pay compliment identified some motives in general like to express solidarity, appreciation, desire, and verbal harassment.<sup>15</sup>

Example 1:

Young woman to her mother who is in hospital after a bad car accident

*Oh mum you've got you false teeth- they look great.*

(The mother had been waiting for some time to be fitted with false teeth to replace those knocked out or broken in the car accident).

Example 2:

Man on building site to young woman passing by

*Wow what legs. What are you doing with them tonight sweetie.*

(These serve a very different interpersonal function from compliments between friends and acquaintances).<sup>16</sup>

Last factor related to sex differences is from Islamic side. 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. Consequence, Allah created man at the

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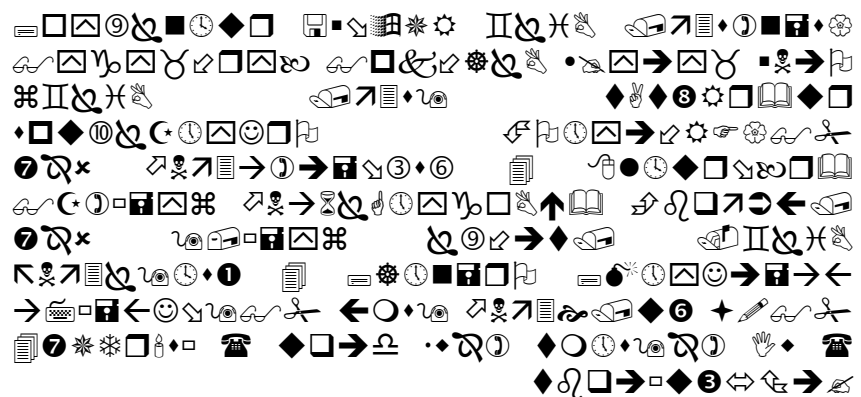
<sup>14</sup>Janet Holmes, *Women, Men and Politeness*, p. 160.

<sup>15</sup>Janet Holmes, *Women, Men, and Politeness*, p. 121.

<sup>16</sup>Janet Holmes, *Women, Men, and Politeness*, p. 121.

first (Nabi Adam a.s.).<sup>17</sup> In Islam, male member or man got superior consideration. Allah chooses man as messenger to tell all guidance or vision to the people. Overall, Allah made a man as special mode of creation.

Later, Allah made female member (Hawwa) as partner for Adam subsequently based on holy Qur'an in the verse of Az Zumar: 6



“He created you from a single being: then of the same kind He made its mate. He has provided for you eight heads of cattle in pairs. He creates you in the wombs of your mothers, creation after creation, passing through three stages of darkness”<sup>18</sup>

However, Islam also gave woman as female member in the great position. 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. 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.



<sup>17</sup>P.A. Wahid, *The Computer Universe: A Scientific Rendering of the Holy Qur'an*, (India: Adam Publishers and Distributors, 2006), p. 315.

<sup>18</sup>Muhammad Zafrulla Khan, *The Qur'an*, (Great Britain: Curzon Press, 1981), p.456.



“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”<sup>19</sup>

## 2. Learning Language

Language is tool of communication. Based on Crow and Crow’s opinion, language is tool of expression for people.<sup>20</sup> People can organize forms of expression in the social context. Deeply, from article “Pinker’s Language Instinct”, we knew definition of language might have come up with statement:

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.<sup>21</sup>

Based on notion above, people really need language as a conducting part to interact one to another. There are also some characteristics of language. First is characteristic of language systematically and arbitrary. Second is language is symbolized has vocal and visual. Third is meaning has conventionalized which they refer. Fourth is language as tool of communication. Fifth is operating language in speech community or culture. Sixth is essentially human although possibly

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<sup>19</sup>Muhammad Zafrulla Khan, *The Qur’an*, p.162.

<sup>20</sup>Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2008), p. 46.

<sup>21</sup>H Douglas Brown, *Principles of Language Learning and Teaching*, (San Fransisco: Longman, 2000), 4<sup>th</sup> Ed, p. 5.



not limited for human. Last is language as universal thing, which is acquired by all people in much same way.<sup>22</sup>

As foundation of learning, at the first, it needs to talk for definition of learning. Learning is one of basic activity of human. Based on past notion above, learning has wide and universal characteristics. Some linguists explained theories about learning such as below: 1) James O. Whittaker organizes learning as process where behaviour has appeared and has changed through trainings or experiences, 2) Cronbach gives opinion learning is shown by change in behaviour as a result of experience, 3) Howard L. Kingsley says that learning is the process by which behaviour (in the broader sense) is originated or changed through practice or training, 4) Geoch formulates learning is change is performance as a result of practice, 5) Slameto declares his opinion that learning is process was done by individual to get new change of behaviour comprehensively or as result of experience was done by individual in interaction with their environment.<sup>23</sup>

Second is about learning pattern. Learning was done by individual differently. The reason is each individual has own characteristic and type of learning.<sup>24</sup> From any notion above, based on Robert M. Gagne, there are differences pattern for males and females among signal learning, stimulus response, chaining, verbal association and discrimination. Signal learning gave involve that mastery of basic pattern of behaviour involuntary. Deeply, if we talk stimulus response and chaining, we will talk about trial recognition and S-R response concept (Stimulus-Response concept). While for verbal association and discrimination, it is related to description about generalization, rule and law.

Third, learning also has taken in formal activity like observation. There are several factors and element need to conduct like mode possesses

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<sup>22</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, p.5

<sup>23</sup>Syaiful Bahri Djamarah, *Psikologi Belajar.*, p. 12

<sup>24</sup>Syaiful Bahri Djamarah, *Psikologi Belajar.*, p. 12

characteristic, mimic, attention, retention, and last factor is motivation.<sup>25</sup> Specifically, the most aspect observed in this research is attention, retention, production and motivation. Attention refers to emotional arousal while retention is described as structure or information easily remembered form or to mentally or physically by subject of the research. Besides, production explained as capable of producing the act. Last is motivation refers to some motives or reason to do by learners.

Fourth factor is theory of learning. Based on Saljo, there are some main categorizes for students' respond in learning activity. The problem is about students' respond to what they learned. Saljo described several factors as learning theory such as: 1) learning as quantitative increase in knowledge, 2) learning as memorizing or storing information can be reproduced, 3) learning as acquiring facts, skills and method that can be retained and used, 4) learning as making sense or abstracting meaning, 5) learning as interpreting and understanding in different way.<sup>26</sup> All these factors are concentrated and focused into theory of learning.

Fifth, there are personality factors involve learning. These factors such as the affective domain, self esteem inhibition, risk-taking, anxiety, empathy, extroversion, character types, and motivation.<sup>27</sup> The representative of affective can be emotional side of human behaviour. Self esteem is the most pervasive aspect of any human behaviour. Next, inhibition refers to build sets of defenses to protect the ego and risk taking while anxiety is description about feeling fear. Then, empathy is ability to reach beyond the self to understand what another person is feeling. Furthermore, extroversion is the extent to which person has deep-seated need to receive ego enhancement, self esteem and a sense of wholeness from other people. Besides, character types are determined based on

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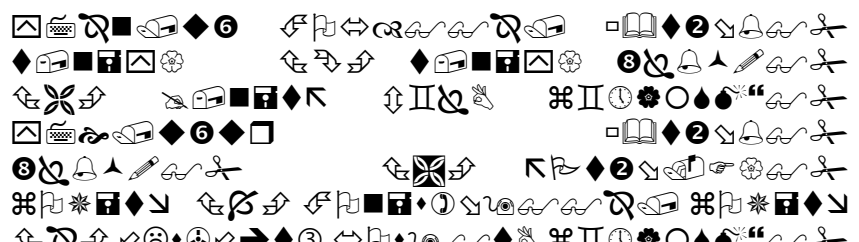
<sup>25</sup>A. Bandura, *Observational Learning*, article from: <http://www.funderstanding.com/content/observational-learning>, retrieved March 10, 2011.

<sup>26</sup>Carl Rogers, article entitled *Learning Theory*, from <http://www.funderstanding.com/content/learning>, retrieved: March 20, 2011.


<sup>27</sup>H Douglas Brown, *Principles of Language Learning and Teaching*, p. 143.

psychologically students' character and last is motivation which is determined as extrinsic or intrinsic motives from learners to do something.<sup>28</sup>

While in Islam, learning has close relationship with knowledge. People can know everything about knowledge by learning. In Islam, knowledge and its acquisition got considerable importance. As the fact, Allah gave the first firman to Rasulullah Muhammad SAW in the verses Al Alaq: 1-5


  
 “(1)Read! In the Name of Your Lord, who has created (all that exists), (2) has created man from a clot (a piece of thick coagulated blood), (3) Read! and Your Lord is the Most Generous, (4) who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)], (5) has taught man that which He knew not”<sup>29</sup>

In this verses, Allah command people to learn as well as the word “Read” has mentioned for two times. That is the fact that people have to conduct learning in their life. The reason is Allah created great knowledge in the world for human according to verses Al Luqman: 27


  
 “and if All the trees on the earth were pens and the sea (were ink wherewith to write), with seven seas behind it to add to its (supply), yet the Words of Allâh would not be exhausted (in the writing). For Allah is Exalted in Power, full of wisdom”<sup>30</sup>

<sup>28</sup>H Douglas Brown, *Principles of Language Learning and Teaching*, p. 143.

<sup>29</sup> P.A. Wahid, *The Computer Universe: A Scientific Rendering of the Holy Qur'an*, p. 394.

<sup>30</sup>Muhammad Zafrulla Khan, *The Qur'an*, p. 406.

In this verse, Allah says that He created incredible knowledge for people because He is source of knowledge. So, we have responsibility to discover as possible as we can to look for and to learn anything as evidences of existence of Allah.

### 3. Genre

Genre is part of English language. In specific term, genre explores patterns in terms of structure, style, content, and audience.<sup>31</sup> In today's research world, common genres are research paper, a grant proposal, an application letter or a conference paper. Specifically, genre can be written (e.g. class handout), spoken (e.g. press interview) or both (e.g. lecture with a lot of board work).<sup>32</sup>

In term for developing our ideas, genre has function as vehicle to set communicative purpose.<sup>33</sup> This notion means genre has several function and characteristics dealing with certain communicative purposes. In the other hand, based on Rudi Hartono, genre is type or kind of text, which has social purposes and generic structures.<sup>34</sup> From this notion, genre can be defined as implementation of any ideas. Last is term about genre in grouping text together, representing how writers typically use language to respond to recurring situations.<sup>35</sup>

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<sup>31</sup>John M. Swales, *Genre Analysis: English in Academic and Research Settings*, (New York: Cambridge University Press, 1990), p. 96.

<sup>32</sup>John M. Swales and Christine B. Feak, *English in Today's Research World: A Writing Guide*, (United States of America: University of Michigan Press, 2000), p. 8.

<sup>33</sup>Ernest Neo, *Narrative for 'O' Level English*, (Singapore: Pearson Education, 2003), p.8.

<sup>34</sup>Rudi Hartono, *Genres of Text*, (Semarang: Semarang State University, 2005), p.4.

<sup>35</sup>Ken Hyland, *Genre and Second Language Writing*, (United States of America: The University of Michigan Press, 2004), p. 4.

For English learners, genre approaches to writing instruction are based on the idea that every successful text displays the writer's awareness of its context and the readers that form part of that context.<sup>36</sup>

In this research, genre refers to text types that have some characteristics. Table 1 will give explanation about some example genres.<sup>37</sup>

Table 1  
Some Example Genres

Genre	Social Purposes	Social Location
Recount	To reconstruct past experiences by retelling events in original sequences	Personal letters, police reports, insurance claims, incidents reports
Procedure	To show how something is done	Instruction manuals, science reports, cookbooks
Narrative	To entertain and instruct via reflection on experience	Novels, short stories
Description	To give an account of imagined or factual events	Travel brochures, novels, product details
Report	To present factual information, usually by classifying things and then describing their characteristics	Brochures, government and business report

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<sup>36</sup>Ken Hyland, *Genre and Second Language Writing*, p. 25.

<sup>37</sup>Ken Hyland, *Genre and Second Language Writing*, p. 29.

Explanation	To give reasons for a state of affairs or a judgment	News reports, textbooks
Exposition	To give arguments for why a thesis has been proposed	Editorials, essays, commentaries

#### 4. Narrative

Narrative may have several definitions according to its context such as in the term of genre or in the term of sequence of activity. There are several definitions of narrative. The first definition is narrative from sequence of activity; narrative is a recounting of things spatiotemporally like the present teller and addressee which refers to reader or listener. Besides, there is distance between tale and topic.<sup>38</sup>

Further definition, narrative refers to term of genre can be explored as following stories like thrillers, crime, detective science fiction, fantasy, mystery, horror, comedy, folk tale, romance, legend, fairy tale, the literary novel, meta fiction, fable, children's story.<sup>39</sup> As developing the term of genre, narrative has social purpose to entertain and instruct via reflection on experience.<sup>40</sup>

Narrative as one of term of genre has several typically characteristics. First characteristic is narrative has usually emphasis and pace are planned (even in oral narrative). Next characteristic is narrative has degree of prefabrication. It means narrative has sequence have seen or heard or think we have seen or heard before. Further characteristics are

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<sup>38</sup>Michael Toolan, *Narrative: A Critical Linguistic Introduction*, England: Routledge, 1988), p.1

<sup>39</sup>Ernest Neo, *Narrative for 'O' Level English*, p.8.

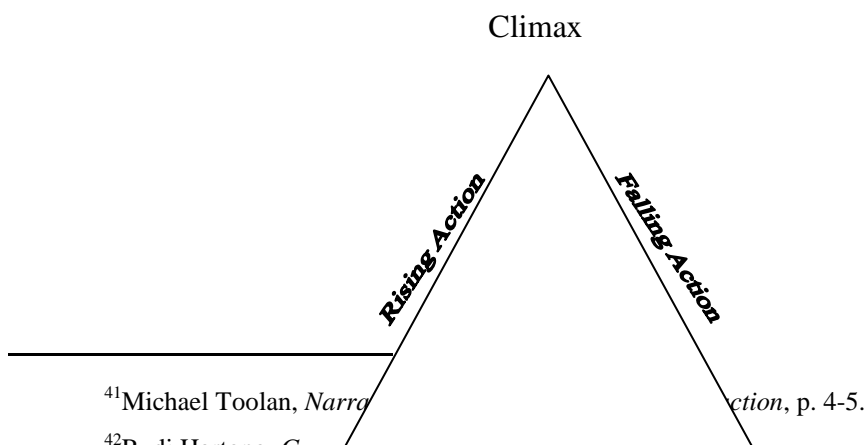
<sup>40</sup>Ken Hyland, *Genre and Second Language Writing*, p. 28.

about existence trajectory and teller. Trajectory means narrative usually goes somewhere, and is expected to go somewhere, with some sort of development and even there is resolution or conclusion. After that, teller means thing was invisible but always important. The reason is narrative is one of language communications and it needs a speaker and some sort of addressee.

Last characteristic is narrative is richly exploitative of that design feature of language called displacement while narrative involve the recall of happenings that may be not merely but more crucially, temporally remote from the teller and his audience.<sup>41</sup> The reason is narrative is one of language communication and it needs a speaker and some sort of addressee.

Narrative is term of genre generally has social function to amuse, entertain and to deal with actual or various experience in different ways. Besides, narrative has some linguistic features like: 1) existence of specific participant, 2) use of past tense, 3) action verb, 4) circumstances of place and time, 5) coordinate and temporal conjunction, and 6) saying verb and linking verb.<sup>42</sup>

Narrative has generic structure. It means narrative has a pattern to describe its story. Graphically, it can be represented in this way named Freitag triangle. The important thing is generic structure of Freitag triangle described narrative generally.<sup>43</sup>



<sup>41</sup>Michael Toolan, *Narrative*, p. 4-5.

<sup>42</sup>Rudi Hartono, *Genres of Text*, p. 22.

<sup>43</sup>Ernest Neo, *Narrative for 'O' Level English*, p. 2-3

Exposition

Resolution

Based on graphic above, Freitag triangle consists of five elements: 1) the exposition, 2) rising action, 3) the climax, 4) falling action, 5) resolution or conclusion. First, exposition explains characters and situation. Second, rising action refers to a series of complications which leads to the climax. Furthermore, climax gives description about critical moment when problems or conflicts demand something to be done. After climax, there must be falling action that brings the movement from the highest peak of excitement. Last is resolution consists of result or outcome. Resolution as the ending of the story is usually contains good solution for the story.