

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This research has main goal for comparing similarities and differences between males and females in learning narrative text. To reach that goal, data searching can be reached through interview (unstructured and structured interview), observation in learning activity in the class, and documentation.

Analysis includes process of data finding to determine conclusion which is supported by those data. After collecting data, researcher processes the ones. The data is qualitative to compare male and female in learning narrative text.

#### **A. Finding**

##### **1. Male in Learning Narrative Text**

Based on result of the research, the writer has found male students' learning in narrative text. Males in learning narrative text can be described into several findings. First, male students have less interest and low seriousness in learning narrative text. The indicators are: 1) male students have low response to method delivered by teacher, 2) almost male students can not make comfortable situation in learning activity, and 3) male students do not pay attention well to the teacher's explanation. Second, male students are active in term of oral activity. The indicators are: 1) male students are active in expressing their opinion about narrative text, 2) male students are active in asking question although sometimes the question is not focus with the problem, and 3) male students' activeness in answering the questions is good although the answer is not too comprehensive with the problem.

Third, male students have high capability in performing narrative story. The reasons for this notion are: 1) male students have high braveness to perform narrative story in front of the class, 2) male students explore well certain elements like intonation, rhythm and volume, and 3)

boy students also explore well certain elements like mimic and gesture in performing narrative story.

Fourth, male students have less knowledge in exploring certain material. The indicators are some students have not understood comprehensively with basic concept of narrative text like definition, social function, and generic structure of narrative text. As evidence of related notion, below are some dialogues among researcher and male students:

- Tanya 3 : Dapatkah kamu menyebutkan pengertian dari teks narrative?*  
*Jawab : Belum bisa.*  
*Tanya 4 : Apa fungsi umum dari teks narrative?*  
*Jawab : Belum tau.*  
*Tanya 5 : Bagaimana susunan organisasi dari teks narrative secara urut?*  
*Jawab : Belum tau.<sup>1</sup>*  
*Tanya 3 : Dapatkah kamu menyebutkan pengertian dari teks narrative?*  
*Jawab : Hal yang terjadi*  
*Tanya 4 : Apa fungsi umum dari teks narrative?*  
*Jawab : Belum tau*  
*Tanya 5 : Bagaimana susunan organisasi dari teks narrative secara urut?*  
*Jawab : Belum tau.<sup>2</sup>*  
*Tanya 3 : Dapatkah kamu menyebutkan pengertian dari teks narrative?*  
*Jawab : Tidak bisa*  
*Tanya 4 : Apa fungsi umum dari teks narrative?*  
*Jawab : Untuk mempelajari Bahasa Inggris dalam bentuk dongeng dan lain-lain.*  
*Tanya 5 : Bagaimana susunan organisasi dari teks narrative secara urut?*  
*Jawab : Tidak tau.<sup>3</sup>*  
*Tanya 3 : Dapatkah kamu menyebutkan pengertian dari teks narrative?*  
*Jawab : Cerita*  
*Tanya 4 : Apa fungsi umum dari teks narrative?*  
*Jawab : Buat menghibur pembacanya.*  
*Tanya 5 : Bagaimana susunan organisasi dari teks*

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<sup>1</sup>Student Interview transcript with M. Masruh Khoirul Anam, See in Appendix 11.

<sup>2</sup>Student Interview transcript with Mukhlisin Fahrurrozi, See in Appendix 11.

<sup>3</sup>Student Interview transcript with Alfian Huda, See in Appendix 11.

*narrative secara urut?*  
*Jawab : Tidak paham.*<sup>4</sup>

Fifth, male students have limited references or books to conduct learning narrative text. Commonly, all of male students have one reference like Student Work Sheet. However, there are few students have another supporting reference like story book and legend book. Below are some dialogues among researcher and male students related to references.

*Tanya 8 : Berapa banyak referensi yang kamu pakai berhubungan dengan teks narrative?*  
*Jawab : LKS aja.*<sup>5</sup>  
*Tanya 8 : Berapa banyak referensi yang kamu pakai berhubungan dengan teks narrative?*  
*Jawab : LKS dan buku cerita.*<sup>6</sup>  
*Tanya 8 : Berapa banyak referensi yang kamu pakai berhubungan dengan teks narrative?*  
*Jawab : LKS aja.*<sup>7</sup>

Sixth finding is male students' opinion about English. Generally, almost of male students said that English is difficult to learn although few students said that English is really important. These dialogues show evidence for certain notion:

*Tanya 1 : Bagaimana pendapatmu tentang Bahasa Inggris?*  
*Jawab : Bahasa Inggris pelajaran yang agak sulit bagiku.*<sup>8</sup>  
*Tanya 1 : Bagaimana pendapatmu tentang Bahasa Inggris?*  
*Jawab : Aku kesulitan di dalam mengerjakannya dan Kurang faham kalau bapak atau ibu guru menerangkan.*<sup>9</sup>  
*Tanya 1 : Bagaimana pendapatmu tentang Bahasa Inggris?*  
*Jawab : Bahasa Inggris berguna buat kita semua untuk jenjang masa depan dan untuk pergi kuliah ke luar negeri.*<sup>10</sup>

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<sup>4</sup>Student Interview transcript with Alfian Huda, See in Appendix 11.

<sup>5</sup>Student Interview Transcript with M. Nur Ali Aziz, See in Appendix 12.

<sup>6</sup>Student Interview Transcript with M. Rizal Affandi, See in Appendix 11.

<sup>7</sup>Student Interview Transcript with Ahmad Eriyanto, See in Appendix 12.

<sup>8</sup>Student Interview Transcript with Nur Ali Aziz, See in Appendix 12.

<sup>9</sup>Student Interview Transcript with Miftahul Huda, See in Appendix 12.

<sup>10</sup>Student Interview Transcript with Mukhlisin Fahrurrozi, See in Appendix 12.

Seventh, almost nine male students do not study English continuously. This finding is based on scheme of structured interview. The students have any reasons like in these dialogues:

- Tanya 1 : Apakah kamu selalu belajar sebelum pelajaran Bahasa Inggris dimulai?*  
*Jawab : (Kadang-kadang). Karena saya itu tidak suka yang namanya Bahasa Inggris.<sup>11</sup>*  
*Tanya 1 : Apakah kamu selalu belajar sebelum pelajaran Bahasa Inggris dimulai?*  
*Jawab : (Kadang-kadang). Karena pada saat materi yang sulit malas untuk belajar sebab membingungkan.<sup>12</sup>*

Even, there is one student was investigated never study English before certain material has been already delivered like in this dialogue:

- Tanya 1 : Apakah kamu selalu belajar sebelum pelajaran Bahasa Inggris dimulai?*  
*Jawab : (Tidak pernah). Karena males dan saya belum mempunyai banyak kosa kata sehingga saya tidak tertarik dan tidak terlalu senang dengan pelajaran Bahasa Inggris.<sup>13</sup>*

Eighth finding is the rate of difficulty in learning English for male students is high enough. Based on scheme of structured interview, there are three students always get difficulty, five students often get difficulty while one student sometimes get difficulty in learning English. Furthermore, these dialogues show several reasons related to notion:

- Tanya 2 : Pernahkah kamu kesulitan ketika belajar Bahasa Inggris?*  
*Jawab : (Selalu). Karena saya belum bisa mengartikan dan saya males mencari di kamus karena lama banget nyarinya.<sup>14</sup>*  
*Tanya 2 : Pernahkah kamu kesulitan ketika belajar Bahasa Inggris?*  
*Jawab : (Sering). Karena tidak bisa dipahami.<sup>15</sup>*  
*Tanya 3 : Pernahkah kamu kesulitan ketika belajar Bahasa*

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<sup>11</sup>Student Interview Transcript with Ahmad Eriyanto, See in Appendix 12.

<sup>12</sup>Student Interview Transcript with M. Nur Ali Aziz, See in Appendix 12.

<sup>13</sup>Student Interview Transcript with M. Masruh Khoirul Anam, See in Appendix 11.

<sup>14</sup>Student Interview Transcript with M. Masruh Khoirul Anam, See in Appendix 11

<sup>15</sup> Student Interview Transcript with Muhlisin Fahrurrozi, See in Appendix 11.

*Jawab* : Inggris?  
: (Kadang-kadang). Perlu dilatih untuk Tanya jawab.<sup>16</sup>

Next finding is about students' ability in learning English. The researcher has investigated nine male students for this case. The result is there are five boy students master reading ability well, two boy students master listening ability well while the others master nothing. From result of structured interview, there are some dialogues as evidence:

*Tanya 3* : Kemampuan Bahasa Inggris apa yang paling kamu kuasai?  
*Jawab* : (Membaca). Karena tinggal membaca dan tau cara membacanya.<sup>17</sup>  
*Tanya 3* : Kemampuan Bahasa Inggris apa yang paling kamu kuasai?  
*Jawab* : (Mendengarkan). Paling ringan.<sup>18</sup>  
*Tanya 3* : Kemampuan Bahasa Inggris apa yang paling kamu kuasai?  
*Jawab* : Ndak suka semuanya.<sup>19</sup>

Tenth finding is students' preparation in learning narrative text. The result of structured interview shows that students' preparation in learning narrative text is low. Based on fact, almost of nine male students said that they never prepare material before acquiring narrative text while the others said that sometimes they prepare their material. Below are dialogues to conduct any explanation above:

*Tanya 4* : Apakah kamu selalu belajar sebelum guru menyampaikan materi tentang teks narrative text?  
*Jawab* : (Tidak pernah). Males.<sup>20</sup>  
*Tanya 4* : Apakah kamu selalu belajar sebelum guru menyampaikan materi tentang narrative text?  
*Jawab* : (Kadang-kadang). Karena malas.<sup>21</sup>

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<sup>16</sup>Student Interview Transcript with Miftahul Huda, See in Appendix 12

<sup>17</sup>Student Interview transcript with Miftahul Huda, See in Appendix 11.

<sup>18</sup>Student Interview transcript with M. Rizal Affandi, See in Appendix 11.

<sup>19</sup>Student Interview transcript with Ahmad Eriyanto, See in Appendix 11.

<sup>20</sup>Student Interview transcript with M. Rizal Affandi, See in Appendix 11

<sup>21</sup>Student Interview transcript with M. Nur Ali Aziz, See in Appendix 12.

Further finding is students' readiness in learning narrative text. The result of structured interview reported that almost of male students are not ready to acquire certain material continuously. Specific data are there are six male students sometimes ready when the teacher has already delivered the material, even two male students has never already when the teacher has delivered the material while one student always ready when teacher has delivered the material. These dialogues will give complete description:

- Tanya 5 : Apakah kamu selalu siap ketika guru menyampaikan teks narrative?*  
*Jawab : (Tidak Pernah). Karena saya tidak tau teks narrative itu apa.<sup>22</sup>*  
*Tanya 5 : Apakah kamu selalu siap ketika guru menyampaikan teks narrative?*  
*Jawab : (Kadang-kadang). Karena waktu diterangin suasana nggak tenang dan pikiran nggak paham.<sup>23</sup>*  
*Tanya 5 : Apakah kamu selalu siap ketika guru menyampaikan teks narrative?*  
*Jawab : (Selalu). Insya Allah siap selalu.<sup>24</sup>*

Next finding is students' attention when they are learning narrative text. Based on scheme of structured interview, there is various answers from the students. The answers are only one male student always and never attend when teacher are delivering the material, three students often attend when teacher are delivering material, three student sometimes never when teacher delivering material. Below are parts of dialogues.

- Tanya 6 : Apakah kamu selalu memperhatikan guru ketika beliau sedang menyampaikan materi tentang teks narrative?*  
*Jawab : (Sering). Ya sering banget lah, di samping memperhatikan guru juga memahami apa yang diterangkan.<sup>25</sup>*  
*Tanya 6 : Apakah kamu selalu memperhatikan guru ketika beliau sedang menyampaikan materi tentang teks*

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<sup>22</sup>Student Interview transcript with M. Masruh Khoirul Anam, See in Appendix 11

<sup>23</sup>Student Interview transcript with Muhlisin Fahrurrozi, See in Appendix 11.

<sup>24</sup>Student Interview transcript with Amrol Janawi, See in Appendix 12.

<sup>25</sup>Student Interview transcript with Amrol Janawi, See in Appendix 12.

- narrative?*
- Jawab : (Tidak pernah). Karena saya malas.<sup>26</sup>*
- Tanya 6 : Apakah kamu selalu memperhatikan guru ketika beliau sedang menyampaikan materi tentang teks narrative?*
- Jawab : (Kadang-kadang). Karena membingungkan.<sup>27</sup>*
- Tanya 6 : Apakah kamu selalu memperhatikan guru ketika beliau sedang menyampaikan materi tentang teks narrative?*
- Jawab : (Selalu). Harus dihargai.<sup>28</sup>*

Thirteenth is students' opinion for learning narrative text. There are two male students said that learning narrative text is very boring, five male students said that learning narrative text is boring and two male students said that learning narrative text is interesting. These dialogues will give clear explanation:

- Tanya 7 : Bagaimana pendapatmu tentang belajar teks narrative?*
- Jawab : (Bosan). Kadang membosankan.<sup>29</sup>*
- Tanya 7 : Bagaimana pendapatmu tentang belajar teks narrative?*
- Jawab : (Sangat membosankan). Karena belum paham.<sup>30</sup>*
- Tanya 7 : Bagaimana pendapatmu tentang belajar teks narrative?*
- Jawab : (Menarik). Karena tidak membosankan.<sup>31</sup>*

Last finding is students' opinion for narrative text. Three students said that narrative text is easy to learn, three male students also said that narrative text is difficult to learn while two male students said that narrative text is very difficult to learn even there is one student does not give any opinion. Complete description will be given in these dialogues:

- Tanya 8 : Apa pendapatmu tentang teks narrative?*

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<sup>26</sup>Student Interview transcript with Ahmad Eriyanto, See in Appendix 12.

<sup>27</sup>Student Interview transcript with M. Nur Ali Aziz, See in Appendix 12

<sup>28</sup>Student Interview transcript with M. Rizal Affandi, See in Appendix 11.

<sup>29</sup>Student Interview transcript with M. Rizal Affandi, See in Appendix 11

<sup>30</sup>Student Interview transcript with M. Reza Khoirul R, See in Appendix 12

<sup>31</sup>Student Interview transcript with Alfian Huda, See in Appendix 11.

*Jawab : Tidak tau karena belum mencoba.<sup>32</sup>*  
*Tanya 8 : Apa pendapatmu tentang teks narrative?*  
*Jawab : (Sangat sulit untuk dipelajari) Karena ndak tau rumusnya.<sup>33</sup>*  
*Tanya 8 : Apa pendapatmu tentang teks narrative?*  
*Jawab : (Mudah untuk dipelajari). Karena teks narrative berhubungan dengan dongeng.<sup>34</sup>*  
*Tanya 8 : Apa pendapatmu tentang teks narrative?*  
*Jawab : (Sulit untuk dipelajari). Kadang sulit untuk dipelajari.<sup>35</sup>*

## **2. Female in Learning Narrative Text**

According the result of the research, female students have been reported into several findings. First finding are female students having high interest and high seriousness in learning narrative text. The indicators are: 1) female students can enjoy with method was delivered by the teacher, 2) female students can make comfortable situation in the class, 3) female students have more attention to the teacher's explanation. Second finding is female students are active in term of oral activity. The indicators are: 1) female students are active in expressing their opinion about narrative text, 2) female students are active in asking question and the question is focus with the problem, and 3) female students' activeness in answering the questions is good and the answer is comprehensive with the problem.

Third, female students have low capability in performing narrative story. The reasons for this notion are: 1) female students have low braveness to perform narrative story in front of the class, 2) female students do not explore well certain elements like intonation, rhythm and volume, and 3) girl students also do not explore well certain elements like mimic and gesture in performing narrative story.

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<sup>32</sup>Student Interview transcript with M. Masruh Khoirul R, See in Appendix 11.

<sup>33</sup>Student Interview transcript with Muhlisin Fahrurrozi, See in Appendix 11

<sup>34</sup> Student Interview transcript with Alfian Huda, See in Appendix 11.

<sup>35</sup> Student Interview transcript with M. rizal Affandi, See in Appendix 11.



Fourth, female student have enough knowledge related to certain material. Almost of girl students can explore well basic concept of narrative like definition, social function and generic structure:

*Tanya 3 : Dapatkah kamu menyebutkan pengertian dari teks narrative?*

*Jawab : Teks yang berisi dan menceritakan tentang sesuatu biasanya berbentuk fiktif yang diceritakan secara runtut dan bahkan dapat membangkitkan emosi pembaca sehingga pembaca akan menangis.<sup>36</sup>*

*Tanya 4 : Apa fungsi umum dari teks narrative?*

*Jawab : Untuk mengingat cerita masa lalu dan bisa menghibur hati.<sup>37</sup>*

*Tanya 5 : Bagaimana susunan organisasi dari teks narrative?*

*Jawab : -Orientation  
- Evaluation  
- Complication  
- Resolution  
- Reorientation<sup>38</sup>*

Fifth finding is female students having more references or books to conduct learning narrative text. Commonly, almost of male students have more than reference like Student Work Sheet, Certain Book, and Story Book. However, there are students have another supporting reference like story book and legend book. Below are some dialogues among researcher and male students related to references.

*Tanya 8 : Berapa banyak referensi yang kamu pakai berhubungan dengan teks narrative?*

*Jawab : LKS, Buku Paket, Buku Cerita.<sup>39</sup>*

*Tanya 8 : Berapa banyak referensi yang kamu pakai berhubungan dengan teks narrative?*

*Jawab : LKS, Cerita Malin Kundang, Timun Mas.<sup>40</sup>*

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<sup>36</sup>Student Interview transcript with Siti Ihda Husnul Chotimah, See in Appendix 11.

<sup>37</sup>Student Interview transcript with Siti Hindun Maunah, See in Appendix 11

<sup>38</sup>Student Interview transcript with Rahayu Rapikarani, See in Appendix 11

<sup>39</sup>Student Interview transcript with Siti Mega Herawati, See in Appendix 12

<sup>40</sup>Student Interview transcript with Ulfi Lianatun Sholikah, See in Appendix 11

Next finding is students' opinion about English. Almost of female students give positive opinion about English. The indicators are many students said that English can give more benefit. These dialogues will give complete description:

- Tanya 1 : Apa pendapatmu tentang Bahasa Inggris?*  
*Jawab : Menurut pendapat saya Bahasa Inggris sangat menyenangkan dan enak didengar.<sup>41</sup>*  
*Tanya 1 : Apa pendapatmu tentang Bahasa Inggris?*  
*Jawab : Menurut saya Bahasa Inggris itu menyenangkan, karena dengan Bahasa Inggris kita dapat berkomunikasi dengan orang luar.<sup>42</sup>*

Seventh finding is Students' Intensity for Learning English. Based on structured interview, almost of female students do not study English continuously. There are ten female students sometimes already have studied English before certain material has delivered while there only two students always ready before teacher has delivered the material. Below are some dialogues among researcher and female students:

- Tanya 1 : Apakah kamu selalu belajar sebelum pelajaran Bahasa Inggris dimulai?*  
*Jawab : ( Kadang-kadang). Karena kadang malas.<sup>43</sup>*  
*Tanya 1 : Apakah kamu selalu belajar sebelum pelajaran Bahasa Inggris dimulai?*  
*Jawab : (Selalu). Karena tanpa belajar dahulu kita tidak akan bisa memahami.<sup>44</sup>*

Eight finding for female students is about Students' Intensity for getting difficulty in learning English. Scheme of structured interview shows that there are nine female students sometimes get difficulty in learning English and three female students often get difficulty in learning English. These dialogues are the result of structured interview:

- Tanya 2 : Pernahkah kamu kesulitan ketika belajar Bahasa*

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<sup>41</sup>Student Interview transcript with Zaimatul Maghfiroh, See in Appendix 12

<sup>42</sup>Student Interview transcript with Maratus Sholikah, See in Appendix 11.

<sup>43</sup>Student Interview transcript with Zaimatul Maghfiroh, See in Appendix 12.

<sup>44</sup>Student Interview transcript with Rahayu Rapikarani, See in Appendix 11

- Inggris?*
- Jawab : (Kadang-kadang). Kesulitan saya saat disuruh menceritakan dan membuat sendiri teks narrative tentang pengalaman pribadi.<sup>45</sup>*
- Tanya 2 : Pernahkah kamu kesulitan ketika belajar Bahasa Inggris?*
- Jawab : Karena kesulitannya saat menterjemahkan satu per satu kata pada Bahasa Inggrisnya.<sup>46</sup>*

Further finding is students' ability in English. Based on scheme of structured interview, almost of female students have listening ability as mastering well while there few students have reading ability. However, there is one girl student who masters four skills in English. For more explanation, certain dialogues will be attached:

- Tanya 3 : Kemampuan Bahasa Inggris apa yang paling kamu kuasai?*
- Jawab : (Mendengarkan). Karena untuk berbicara sulit, menulis juga sulit, membaca agak mudah.<sup>47</sup>*
- Tanya 3 : Kemampuan Bahasa Inggris apa yang paling kamu kuasai?*
- Jawab : (Membaca). Karena dengan membaca kita bis mengasah lidah untuk mengatakan huruf vocal (a,i,u,e,o) pada Bahasa Inggris.<sup>48</sup>*
- Tanya 3 : Kemampuan Bahasa Inggris apa yang paling kamu kuasai?*
- Jawab : (4 Skills). Semuanya Bu, karena menyukai Bahasa Inggris sejak SD apalagi setelah kita tahu Bahasa Inggris adalah kunci kita untuk berbicara dengan dunia.<sup>49</sup>*

Tenth finding is about students' intensity for preparing narrative text. Scheme of structured interview shows compete description. Almost of female students do not prepare continuously certain material before teacher has delivered narrative text. However, there is only one student

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<sup>45</sup>Student Interview transcript with Ririn Naimatul Fajriyah, See in Appendix 11

<sup>46</sup>Student Interview transcript with Rahayu Rapikarani, See in Appendix 11

<sup>47</sup>Student Interview transcript with Siti Hindun Maunah, See in Appendix 11

<sup>48</sup>Student Interview transcript with Rahayu Rapikarani, See in Appendix 11

<sup>49</sup>Student Interview transcript with Siti Ihda Husnul Chotimah, See in Appendix 11

always prepares the material, one student often prepares the material, and one student never prepares the material. These dialogues will give complete explanation:

- Tanya 4 : Apakah kamu selalu belajar sebelum guru menyampaikan materi tentang narrative teks?*  
*Jawab : (Selalu). Untuk mempermudah kita ketika guru memberikan pertanyaan kepada kita.<sup>50</sup>*  
*Tanya 4 : Apakah kamu selalu belajar sebelum guru menyampaikan materi tentang narrative teks?*  
*Jawab : (Kadang-kadang). Soalnya kadang nggak suka karena nggak paham-paham.<sup>51</sup>*  
*Tanya 4 : Apakah kamu selalu belajar sebelum guru menyampaikan materi tentang narrative teks?*  
*Jawab : (Sering). Karena teks narrative itu lebih mudah dan biasanya berisi tentang dongeng-dongeng yang menghibur.<sup>52</sup>*

Eleventh finding is about students' readiness in acquiring narrative text. Scheme of structured shows that part of number of female students always ready when teacher has already delivered the material. Besides, there three students often ready when teacher has already delivered the material and three female students sometimes ready when teacher has delivered the material. For getting more explanation, certain dialogues will be attached:

- Tanya 5 : Apakah kamu selalu siap ketika guru menyampaikan teks narrative?*  
*Jawab : (Sering). Karena teks narrative itu yang paling aku suka.<sup>53</sup>*  
*Tanya 5 : Apakah kamu selalu siap ketika guru menyampaikan teks narrative?*  
*Jawab : (Selalu). Malamnya sering belajar dulu.<sup>54</sup>*  
*Tanya 5 : Apakah kamu selalu siap ketika guru menyampaikan teks narrative?*

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<sup>50</sup>Student Interview transcript with Siti Ihda Husnul Chotimah, See in Appendix 11

<sup>51</sup>Student Interview transcript with Ulfi Lianatun Sholikah, See in Appendix 11

<sup>52</sup>Student Interview transcript with Nur Musyarofah, See in Appendix 12.

<sup>53</sup>Student Interview transcript with Nur Musyarofah, See in Appendix 12.

<sup>54</sup> Student Interview transcript with Siti Mega Herawati, See in Appendix 12.

*Jawab : (Kadang-kadang). Karena apabila saya sedang semangat belajar dan hati saya lagi senang sekali, saya senang mengerjakan tugas-tugas tapi apabila saya kurang semangat belajar biasanya malas untuk mendengarkan pelajaran.<sup>55</sup>*

Next finding is about students' attention in learning narrative text. Scheme of structured interview shows several results. These results are almost of female students said that they always attend when the teacher is delivering the material while three female students said that they often attend when the teacher is delivering the material. Besides, there are two students said that they sometimes attend when the teacher is delivering the material. These dialogues will give clear explanation:

*Tanya 6 : Apakah kamu selalu memperhatikan guru ketika beliau sedang menyampaikan materi tentang teks narrative?*

*Jawab : (Sering). Sebab dalam materi teks narrative kita harus benar-benar memahami agar saat kita mempelajari esok hari kita dapat dengan mudah mempelajarinya. Apalagi menyangkut dengan memahami atau membuat dongeng atau cerita.<sup>56</sup>*

*Tanya 6 : Apakah kamu selalu memperhatikan guru ketika beliau sedang menyampaikan materi tentang teks narrative?*

*Jawab : (Selalu). Karena saya ingin mengetahui apa yang disampaikan guru.<sup>57</sup>*

*Tanya 6 : Apakah kamu selalu memperhatikan guru ketika beliau sedang menyampaikan materi tentang teks narrative?*

*Jawab : (Kadang-kadang). Karena terkadang kita lagi malas tetapi terkadang juga semangat tergantung dengan kondisi pikiran kita.<sup>58</sup>*

Thirteenth is students' opinion for learning narrative text. Scheme for structured interview gives description about notion above. There are

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<sup>55</sup>Student Interview transcript with Maratus Sholikah, See in Appendix 11.

<sup>56</sup>Student Interview transcript with Ririn Naimatul Fajriyah, See in Appendix 11.

<sup>57</sup> Student Interview transcript with Maratus Sholokah, See in Appendix 11.

<sup>58</sup>Student Interview transcript with Siti Hindun Maunah, See in Appendix 11.

eight female students said that learning narrative text is interesting while the others said that learning narrative text is very interesting. Certain dialogues will be attached to give further explanation:

- Tanya 7 : Bagaimana pendapatmu tentang belajar teks narrative?*
- Jawab : (Sangat menarik). Karena biasanya dalam teks narrative banyak sekali cerita-cerita pengalaman dan sebagainya sehingga bisa kita gunakan untuk hiburan ketika kita bosan.<sup>59</sup>*
- Tanya 7 : Bagaimana pendapatmu tentang belajar teks narrative?*
- Jawab : (Menarik). Karena ceritanya seperti dongeng yang biasanya di akhir ceritanya berakhir bahagia.<sup>60</sup>*

Last finding is students' opinion for narrative text. Scheme of structured interview shows several description about female students' opinion for narrative text. Almost of female students said that narrative text is easy to learn while there is only one student said that narrative text is difficult to learn. These dialogues will give complete description:

- Tanya 8 : Apa pendapatmu tentang teks narrative?*
- Jawab : (Mudah untuk dipelajari). Karena pelajarannya sangat saya sukai.<sup>61</sup>*
- Tanya 8 : Apa pendapatmu tentang teks narrative?*
- Jawab : (Sulit untuk dipelajari). Karena belum bisa.<sup>62</sup>*

## **B. Discussion**

### **1. Analysis Learning Style Similarities of Male and Female in Learning Narrative Text**

Based on data collected, researcher has found several analyses about analysis learning style similarities of male and female in learning narrative text. First is students' intensity for learning English. Scheme of structured

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<sup>59</sup>Student Interview transcript with Siti Ihda Husnul Chotimah, See in Appendix 11.

<sup>60</sup>Student Interview transcript with Nur Musyarofah, See in Appendix 12

<sup>61</sup>Student Interview transcript with Khotimatul Husnia, See in Appendix 12

<sup>62</sup>Student Interview transcript with Zaimatul Maghfiroh, See in Appendix 12

interview shows that female and male students do not learn English continuously. The writer will give further explanation for this notion:

**Diagram 1**  
**Scheme for Question I of Structured Interview**  
**Students' Intensity for Learning English**

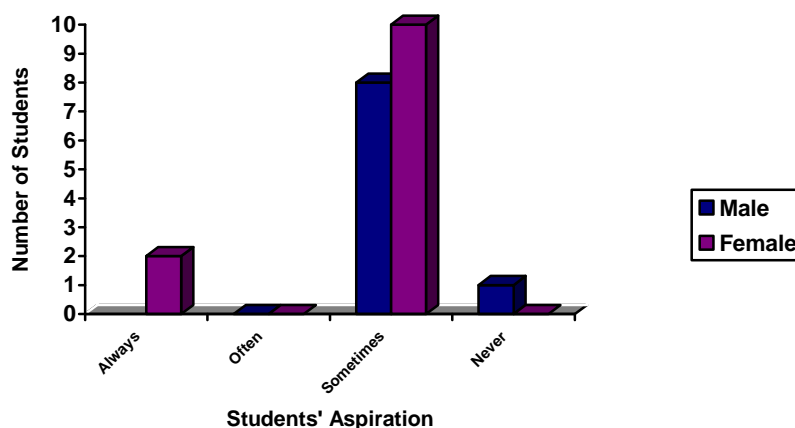


Diagram 1 explains than the number of male and female students who sometimes learn the material before the teacher has already delivered the material is high.

Second analysis is students' activeness. Male and female students have same potential in oral activity. The indicators are: 1) male and female students are active in expressing opinion, 2) male and female students are active in asking question, 3) male and female students are active in answering question. However, there is little bit difference between male and females' capability. Female students can do oral activity more comprehensive than male students.

Third analysis is students' intensity for preparing narrative text. Scheme of structured interview shows the fact that male and female students' intensity for preparing narrative text is low. For further explanation, diagram 4 is attached.

**Diagram 4**  
**Scheme for Question 4 of Structured Interview**  
**Students' Intensity for Preparing Narrative Text**

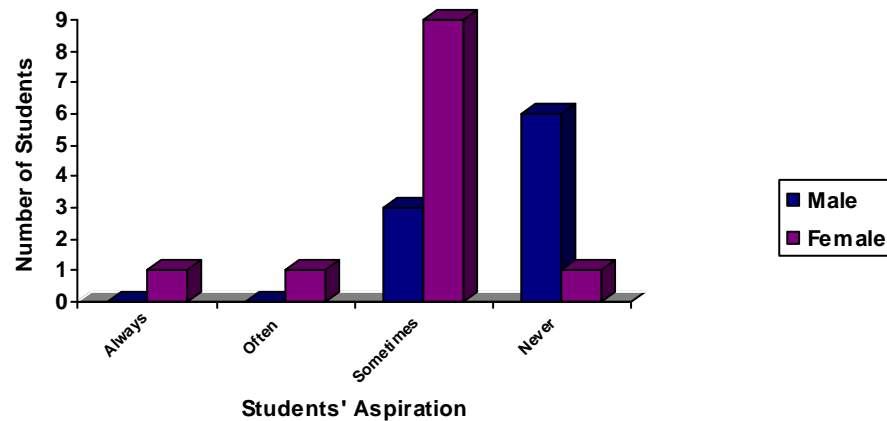


Diagram 4 explains that there is only one female student who always prepare the material before the teacher has already delivered the material while there is only one female student who often prepare the material when teacher has already delivered the material. Besides, the number of female students who sometimes prepare the material is high enough.

## **2. Analysis Learning Style Differences of Male and Female in Learning Narrative Text**

For getting comparative result of male and female in learning narrative text, the writer also determined the differences males and females in learning narrative text. From any data, researcher got any analysis related to learning style differences of male and female in learning narrative text. First analysis is female students have high interest and high seriousness than male students while male students have low interest and low seriousness than female students. The reasons are: 1) the method is more enjoyable for female students; the method is less enjoyable for male students 2) female students can make situation to be more comfortable; male students can not make situation to be more comfortable and 3) female students can pay more attention than male



students. Besides, the explanation from English teacher also conducts this notion:

- Question 12 : How about the differences in learning narrative text between male and female in learning narrative text?*
- Answer : Female students have more attention and seriousness than male students in learning narrative text. The reason is female students have more interest than male students.<sup>63</sup>*

Second analysis is female students have low capability in performing narrative story while male students have high capability in performing narrative story. The indicators are: 1) female students have low braveness to perform narrative story in front of the class; male students have high braveness to perform narrative story in front of the class, 2) female students do not explore well any elements like intonation, rhythm, and volume to perform narrative story, male students can explore well any elements like intonation, rhythm, and volume, 3) female students do not explore well mimic and gesture in performing narrative story; male students explore well mimic and gesture in performing narrative story. Mrs. Istiqomah also explain about boy and girl student in performing narrative story in this dialogue:

- Question 14 : How are male and female achievements in learning English?*
- Answer : Generally, in written daily test, female students have better achievements than males. However, on practice, there is a little bit same between male and female students. Both of them have same potential in performing narrative story but sometimes girl students have not braveness on performing narrative story.<sup>64</sup>*

Third analysis is female students have more knowledge about narrative text while male students have low knowledge about narrative text. The indicator is female students can explore comprehensive basic concept of

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<sup>63</sup>Transcript Interview with Mrs. Istiqomah, taken on March 11<sup>th</sup>, 2011

<sup>64</sup>Transcript Interview with Mrs. Istiqomah, taken on March 11<sup>th</sup>, 2011

narrative text like definition, social function, and generic structure while male students can explore well basic concept of narrative text like definition, social function and generic structure.

Fourth analysis is female students have more references like supporting book in learning narrative text. The reason is female students have more references like student work sheet, text book, and story book. Besides, Mrs. Istiqomah gave explanation that female students have more references than male students like in this dialogue:

- Question 11 : Is there any difference between male and female learning style in English?*
- Answer : Yes, it is very significant. Female students learning motivation is higher than males. One of indicators is female students have more literatures than males. Besides, girl students always do their tasks better than males.<sup>65</sup>*

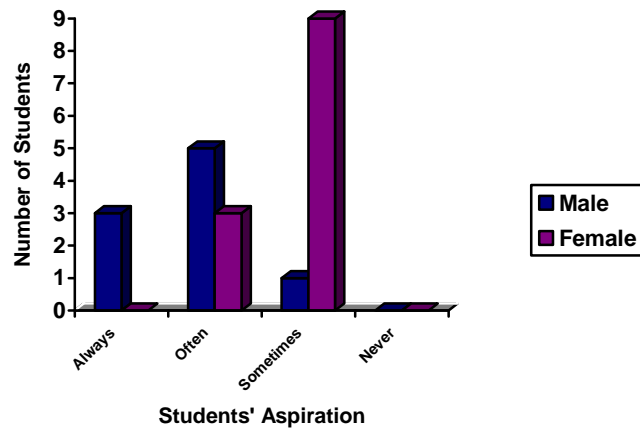
Fifth analysis is female students conquer English better than male students. The reason is almost of female students said that English can give more benefit for them while male students said that English is difficult.

Sixth analysis is from students' intensity for getting difficulty in learning English. Scheme for structured interview determined that the intensity of male students for getting difficulty in learning English is higher than female students. For further explanation, diagram 2 will be attached:

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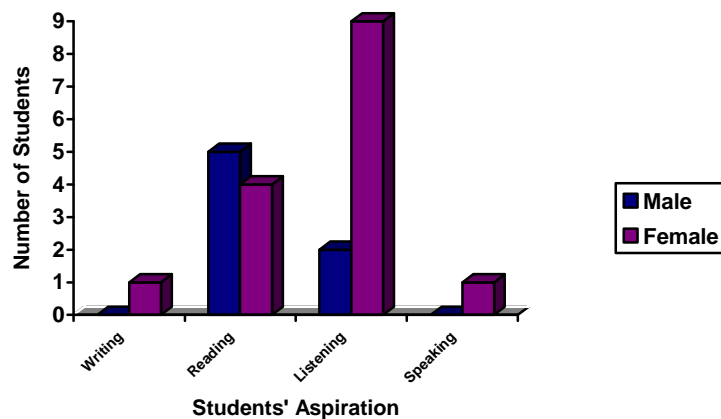
<sup>65</sup> Transcript Interview with Mrs. Istiqomah, taken on March 11<sup>th</sup>, 2011

**Diagram 2**  
**Scheme for Question 2 of Structured Interview**  
**Students' Intensity for Getting Difficulty**  
**in Learning English**



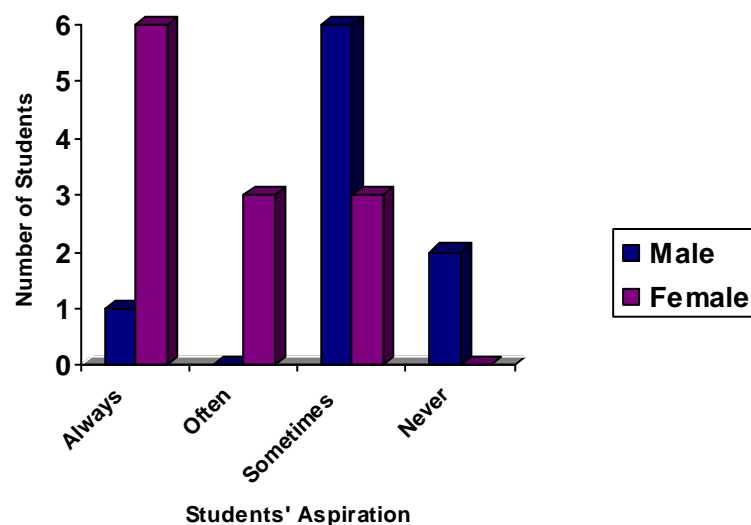
Seventh analysis is student ability in learning English. The number of female students who master reading ability is lower than male students. Besides, the number of female students who master listening ability is higher than male students even there is one female student who master four abilities in English. More explanation will be attached in diagram 3:

**Diagram 3**  
**Scheme for Question 3 of Structured Interview**  
**Students' Ability in English**



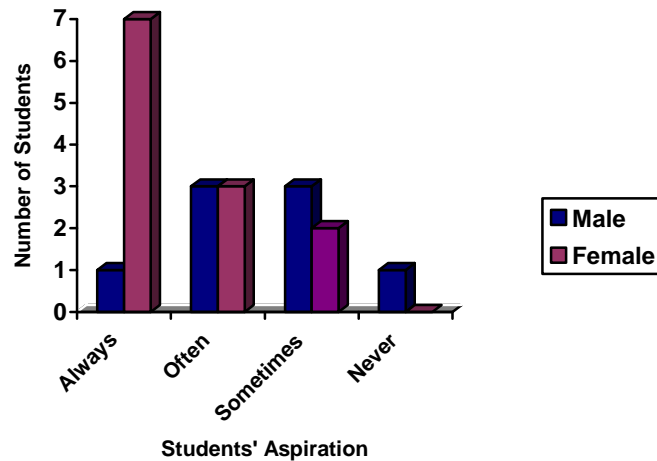
Eight analysis is students' readiness in acquiring narrative text. Female students have better readiness than male students. The indicators are: 1) the number of female students who always ready when teacher has already delivered the material is higher than male students, 2) the number of female students who often ready when teacher has already delivered the material is higher than male students, 3) the number of female students who sometimes ready when teacher has already delivered the material is lower than male students, 4) there is no female students who never ready when teacher has already delivered the material. For more explanation, diagram 5 is attached.

**Diagram 5**  
**Scheme for Question 5 of Structured Interview**  
**Students Readiness in Acquiring Narrative Text**



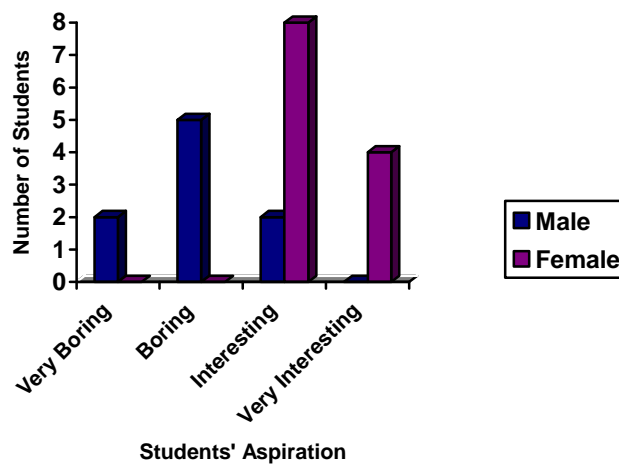
Next analysis is students' attention in learning narrative text. Female students have better attention than male students. The indicators are: 1) the number of female students who always attend when teacher is delivering the material is higher than male students, 2) the number of female students who sometimes attend when teacher is delivering the material is lower than male students. For complete explanation, diagram 6 is attached.

**Diagram 6**  
**Scheme for Question 6 of Structured Interview**  
**Students' Attention in Learning Narrative Text**



Further analysis is about students' opinion for learning narrative text. Diagram 7 shows that female students' interest in learning narrative text is higher than male students. The indicators are: 1) the number of female students who are interest and very interest with learning narrative text is higher than male students. For complete explanation, diagram 7 is attached.

**Diagram 7**  
**Scheme for Question 7 of Structured Interview**  
**Students' Opinion for Learning Narrative Text**



Last analysis is about students' opinion for narrative text. Scheme of structured interview shows the fact that female students' ability in narrative text is higher than male students. The indicators are: 1) almost of female students said that narrative text is easy to learn, 2) only three male students said that narrative text is easy to learn, 3) the number of male students who said that narrative text is difficult to learn is higher than female students, 4) there is only one student who said that narrative text is difficult to learn, 5) there are two male students who said that narrative text is very difficult to learn. For complete description, diagram 8 is attached.

**Diagram 8**  
**Scheme for Question 8 of Structured Interview**  
**Students' Opinion for Narrative Text**

