

AN ANALYSIS ON THE GENDER-BASED DIFFERENCE OF THE EIGHT YEAR STUDENTS' RECOUNT PARAGRAPH WRITING BASED ON THE GRAMMATICAL ERRORS AT SMPN 3 JENGGAWAH JEMBER

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***Abstract** : Women and men are indeed different, their difference not only in the physical appearance but also occurs in the aspect of linguistics. However, the records on their differences in linguistics aspect have rarely been found. Therefore, an analysis on the gender-based difference of the eight year students' recount paragraph writing based on the grammatical errors at SMPN 3 Jenggawah was carried out to know their differences. Furthermore, writing is difficult to be mastered by the students. This article is intended to describe the differences between the eighth year female and male students' grammatical errors that focused on the students errors in producing simple past tense, errors in the use of prepositions, errors in the use of conjunctions, errors in the use of articles, errors in the use of pronouns, and errors in the use of noun pluralization. A descriptive analysis of students' errors was done using errors analysis. It was found the results revealed that female students were better in writing recount paragraph than male student. Data were obtained from writing test, interview and documentation.*

***Key Words** : Recount Paragraph Writing, The Grammatical Errors Made by Female Students, The Grammatical Errors Made by Male Students.*

INTRODUCTION

Pease and Pease (2001:92) state that women can learn foreign languages faster and easier than men because of their specific brain zone. The location of females' language is primarily in the front left hemisphere with another, smaller specific area in the right hemisphere. It is also the reason why girls are better at grammar, punctuation and spelling. Furthermore, mastering writing skill is considered to be difficult for students because they have to master so many aspects in writing itself, one of them is grammar. Barbara *et al* (2009: 139) state that writing is a complex task that requires the integration of multiple cognitive, linguistic, and motor abilities. Despite writing is difficult for students, the four skills in English (reading, listening, speaking and writing) are important to be mastered by the students.

Male and female are the two terms in classifying a human's gender. According to Douglas (2007:185), gender is one's identification as male/man/masculine or female/woman/feminine on the basis of somatic and behavioral criteria. It means that someone can be said as male or female from his or her typical body, appearance, and sexual characteristic. Besides, the way someone behaves and performs might determine

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whether someone is male or female. Language development has been set naturally in human being. The difference between men and women also happens in processing information. Coates (1997:4) states that speakers who differ from each other in terms of age, gender, social class and ethnic group. Newman et al (2008:211) report the similar finding, “ women used more words related to psychological and social processes. Men referred more to object properties and impersonal topics”. Therefore, we often see a group of women are telling their feeling each other and our mothers are busy discussing with the neighbor about someone’s family. It is quite contrast with a group of men who are eagerly chatting about hardware of their computers and our fathers who seldom do gossiping.

Pease and Pease (2001:62) describe about the part and the function of human’s brain. Our brain consists of the right and the left hemisphere. The right hemisphere, which is the creative side, controls the left side of the body, while the left hemisphere controls logic, reason, speech and the body’s right side. The left brain is where language and vocabulary are located, and the right brain stores and controls visual information.”The superiority of females also occurs in the school where males and females study together. Archer (2003:66) states that boys in schools are viewed as ‘under-achievement’ and the teachers have higher expectations for girls. The girls are said doing miles better than the boys in exams. It happens because, a male brain consists of about four per cent more cells 100 g more tissues than a female brain.

Mastering writing skill is considered to be difficult for students, because they have to master at grammar, vocabulary and organization. People should know the use of the appropriate style, language and structure. In order their writing become effective and links their ideas. Good writing might have meant mastering the basic of organization, grammar and spelling (Chaffe, 1999: 2). Written errors can be categorized as errors of mechanics and grammar (Shoebottom : 2012). Grammar mistakes rarely occur in native speakers' writing but very commonly occur in ESL students, whose mother-tongue "interferes" with the production of correct English.

Grammatical errors refer to the two component of grammar analysis. They are syntactical and morphological errors. Hornby (1978: 279) states that ‘grammar is the scientific study of rules for the combination of words into sentences (that called syntax), and the forms of words (that called morphology)’. Further, Dulayet *all* (1982:146) state

that the English language components include syntax and morphology (grammar, semantic and lexicon/ meaning and vocabulary and discourse. This research only deals with grammatical errors. In simple term grammar is a study of language that involves the combination of words, and all the various things that make up the rules of language. Grammatical errors refer to errors in producing simple past tense, errors in the use of prepositions, errors in the use of conjunctions, errors in the use of articles, errors in the use of pronouns, and errors in the use of noun pluralization.

The objective of this research was to describe the differences between the eighth year female and male students' recount paragraph writing based on the grammatical errors at SMP N 3 Jenggawah Jember.

The differences between males and females can be seen from the way they write. Females and males made different error when they start to write. The previous research had done by Patricia (2000), she argues that Dominant errors were fused sentences and verb-tense consistency. These occurred more often with subordinate sentences than with coordinate sentences. However, females produced more subordinated errors and fused sentence errors overall. In contrast, males created more verb form errors with subordinated structures. Besides that, According to Nathan *et al*, (2002), they state that there are several difficulties in writing. One of them is language problem. Almost students have the same difficulty in language problem. The examples of language problem happen not only in sentence structure and word order, but also in using inappropriate use of colloquial language. But, in this research, the researcher focused on the students' grammatical errors.

RESEARCH METHODS

This research was a descriptive research. According to Sukmadinata (2006: 72), a descriptive research is a research that used to describe the existing phenomenon's, whether it is natural phenomenon or phenomenon made by human being. Further, McMillan (1992:144) states that descriptive research describes a phenomenon and usually in the form of statistics, such as frequencies, percentages, averages, and sometimes variability. This research was intended to describe the eighth grade students' recount paragraph writing based on grammatical errors at one setting that is SMPN 3 Jenggawah Jember. Therefore, a descriptive research was applied to know the

differences between female and male students writing recount paragraph as indicated by the aspects of grammatical errors. They are; errors in the use of simple past tense, errors in the use of prepositions, errors in the use of conjunctions, errors in the use of articles, errors in the use of pronouns, and errors in the use of noun pluralization.

Based on the research design above, the procedures of the research design were done by the researcher by doing an interview with the English teacher, collecting the documentation, determining the research problems, determining the research area by using purposive method, determining the respondents of the research by using cluster randomized sampling method, constructing research instrument (writing test), collecting the data about recount paragraph writing, analyzing the collected based on grammatical errors qualitatively, interpreting the data obtained quantitatively and qualitatively and drawing conclusion.

The operational definition of the terms of this research was divided into three, they are gender, recount paragraph writing and students. They were 3 types of data collection in this research, writing test, interview and documentation.

The purpose of this writing test was to know the students grammatical errors in writing recount paragraph based on gender difference. Grammatical errors refer 1) simple past tense, 2) errors in the use of prepositions, 3) errors in the use of conjunctions, 4) errors in the use of articles, 5) errors in the use of pronouns, and 6) errors in the use of noun pluralization. At this time, the researcher asked each of the subjects to write a simple recount text in the form of short essay about a certain topic in 40 minutes. The recount texts should consist of at least 7-10 sentences, while the topic of the recount text was “personal experience or holiday”.

In this research, semi structured interview was used, as what Arikunto (2002:202) states that it is done by bringing a guide or a set of questions that have function as the main line about the things that are going to be interviewed, it was used to get the data about the curriculum used by the English teacher, the techniques being used by the English teacher in teaching writing, the difference between female and male students' English learning, especially writing, and the format of the writing test that has been held by the English teacher.

One of the important data that was needed in doing a research was documentation. Arikunto (1996:206) explains that documentation is a data collection

method conducted by investigating documentary resources (written materials) such as transcripts, books, newspapers, magazines, meeting results, etc. In this research, the documentation was used to collect the supporting data about the names of respondents and the English syllabus used by the English teacher.

RESEARCH FINDINGS AND DISCUSSIONS

There were two school documents collected as the resources of the description. They are the list of the names the eighth year students of each class at SMPN 3 Jenggawah Jember and the English Syllabus for SMP/MTs used by SMPN 3 Jenggawah Jember. The data were gained on July 21, 2012. The distribution of the students can be seen in the Table 1. below :

Table 2. The Total Number and the Distribution of the Eighth Year Students of SMPN 3 Jenggawah Jember in the 2012/2013 Academic Year

Class	Female	Male	Number of students
VIIIA	19	18	37
VIIIB	18	20	38
VIIIC	19	18	37

Source: SMPN 3 Jenggawah Jember in the 2012/2013 academic year

The data from the English Syllabus for SMP/MTs used by SMPN 3 Jenggawah Jember were to know the standard competence of the eighth year students and the genres of the text that are taught for the eighth year students. Based on the syllabus, the standard competence of the eighth year students at the first semester is comprehending the functional written text and the simple short essay in the form of descriptive and recount in the context of daily life.

The interview was conducted with the English teacher of the eighth year students on Maret 24, 2012. There is only one English teacher for the eighth year students at SMPN 3 Jenggawah Jember. According to the teacher, English is taught twice a week for each class. One meeting of English subject lasts 2 x 40 minutes. He confirmed that the English curriculum used for the seventh grade of SMPN 3 Jenggawah Jember is 2006 School Based Curriculum or *KTSP 2006*. In teaching English, he commonly begins with greeting to the students. Before giving the material, he asks the students whether there are some students who are absent or not. After that, the teacher starts giving leading questions and motivations to attract the students' attention and curiosity to the material or topic that will be taught.

Those techniques are always used by the English teacher in teaching listening, speaking, reading as well as writing. To teach writing, the teacher confirmed that he does not have any special technique. He just teaches conventionally. However, he prefer teaching students inductively. After that, he sometimes asks the students to give answer the topics being discussed. He use questioning and answering technique.

The English teacher realizes that there is always a problem in teaching English writing to the eighth year students. He thought that it is being so difficult to find the highly writing skilled students. They always make les of correctnes in writing.

The teacher always motivate the students to study hard. Besides, the teacher explains to them the topic being discuss and ask them to practice writing at home. The teacher explained to me that there is a differences between female and male students dealing with writing English. The female students' writing is better than the male students'. This occurs frequently together with the condition where the female students tend to be active during the teaching and learning process.

The English teacher complained that this problem had never been investigated and researched. Therefore, this just becomes the topic of teachers' discussion without any scientific information that describes the occurrence of this problem. He expected that at least there would be a research that deals with the phenomenon of the female and male students' writing. In order to know the strengths and weaknesses are in English learning.

The students' test was collected by using writing test in the form of subjective test. It was conducted on Wednesday, September05th 2012. The writing test was given to the eighth grade students of SMPN 3 Jenggawah Jember in the 2012/2013 academic year. The respondent of this research consisted of 18 female students and 18 male students. The students were asked to write a recount paragraph with the topic "Personal Experience or Holiday" which consisted of at least 3 paragraphs and 7-10 sentences each. The time allocation given for the writing test was 40 minutes.

The result of the writing test showed that most of the students made recount paragraph in their writing. Most paragraph were 7-10 sentences in length, while some other were less than 7 sentences and more than 10 sentences. The paragraphs had both complex and simple sentences.

Based on the results of the writing test, it showed that both female and male students made grammatical errors in their writing. The errors found in the students writing were classified based on the types of grammatical errors. They are) simple past tense, 2) errors in the use of preposition, 3) errors in the use of conjunction, 4) errors in the use of articles, 5) errors in the use of pronouns, and 6) errors in the use of noun pluralization. The classification can be seen in the Table 2 below :

Table 2. The Recapitulation of the Number of Grammatical Errors Made by Female and Male Students in Their Recount Paragraph with the Percentage

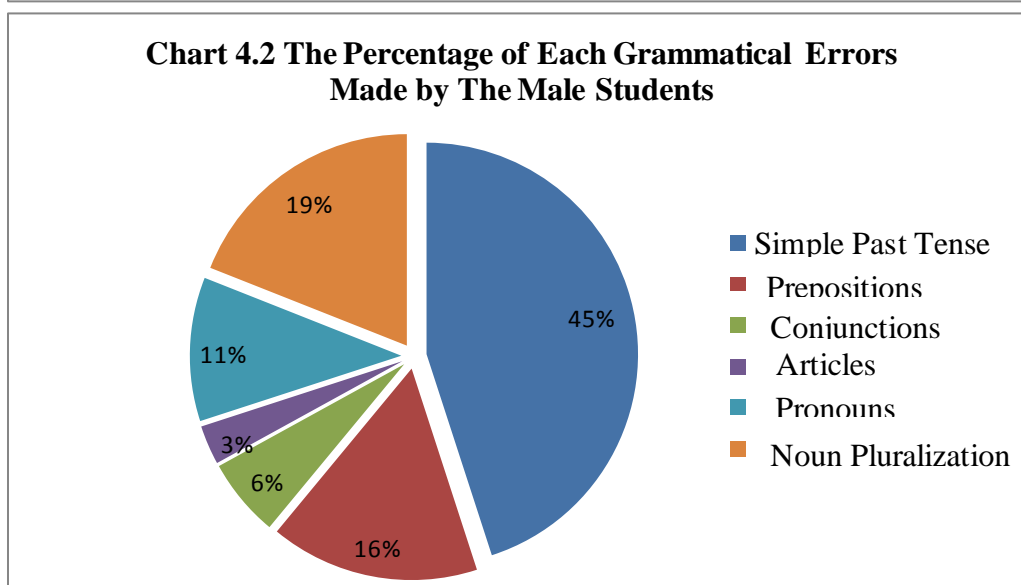
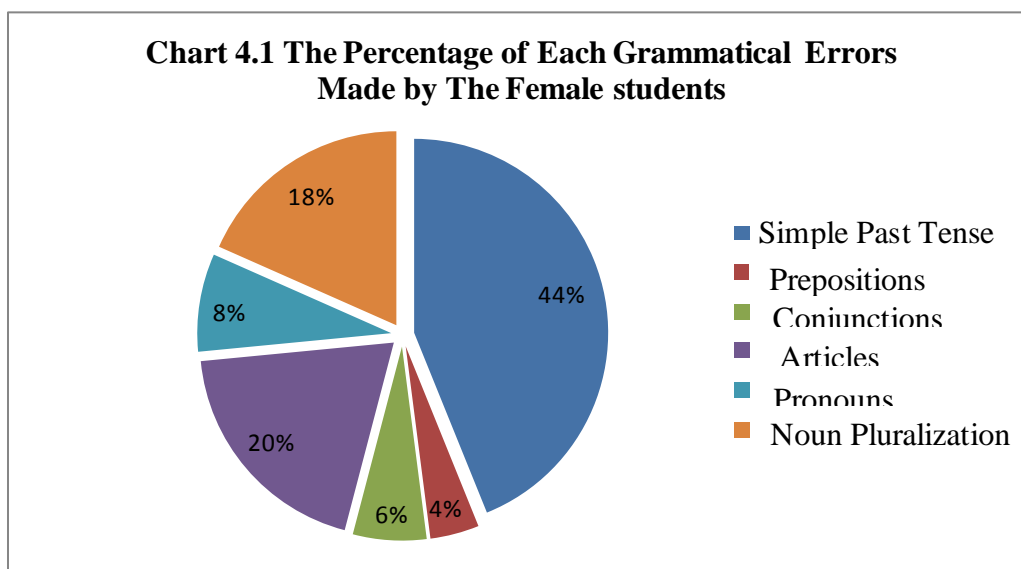
No	Types of Grammatical Errors	Gender				SUM
		Female Students		Male Students		
		Number of Errors	%	Number of Errors	%	
1	Simple past tense	20	44	26	45	46
2	Preposition	2	4	10	16	12
3	Conjunction	3	6	4	6	7
4	Articles	9	20	2	3	11
5	Pronouns	4	8	7	11	11
6	Noun pluralization	8	18	11	19	19
Total		46	100	60	100	106

Based on the result of the table above, it was known that male students made a lot of mistakes rather than female students in their writing recount paragraph. There were 60 errors dealing with the grammatical errors on male students, while there were 46 errors dealing with the grammatical errors on female students.

Both the female and the male students made errors in the use of simple past tense in the writing recount paragraph. Female students made 20 errors in the use of simple past tense, while 26 for male students. In the use of prepositions, the female students were better than the male students. It was proved that 2 errors found on the female, while 10 errors found on the male students. Likewise with the use of conjunctions, the female students could be minimized the errors in the use of conjunctions. It was found that the female students made 3 errors, while the male students made 4 errors in the use of conjunction.

Dealing with the use of articles, the male students were better than female students. 9 errors found on the female students, while 2 errors found on the male students. Female students were good both in the use of pronouns and noun pluralization.

In the use of pronouns, 4 errors found on the female students and 7 errors found on the male students, while the use of noun pluralization, female students were still good. It was found 8 errors on the female students and 11 errors found on the male students. To make it clear about how many percent the grammatical made by the female and male students, charts is shown below.



From the results of the data analysis above, it can be concluded that the male students surpassed the female students in making grammatical errors in their writing recount paragraph. It was proved that female students are better than male students in producing language especially in writing dealing with the grammatical errors. From five aspects of grammatical errors being analyzed by the researcher, the researcher found that the female students were better in almost all the aspects of the grammatical errors,

except in the use of article. The female students made more errors than the male students in their writing recount paragraph writing.

There were 60 errors dealing with the grammatical errors on male students, while there were 46 errors dealing with the grammatical errors on female students. It was stated that the highest percentage is in the use of simple past tense with 44% for female and 45% for male students. This case showed that the errors in both female and male students are the same. There is no significant difference, these are because the students did not apply the formula of simple past tense correctly. In the use of prepositions, the male students surpass the female students in making errors. The percentage is 4% for the female students and 16% for the male students. 6% for the female and the male students in the use of conjunctions. The female students made more mistakes in using articles in their writing. It is shown that the percentage is 20% for the female students, while it was only 3% for male students. The rest of grammatical errors are the use of pronouns and noun pluralization. The female students were better than male students dealing with these, 8% and 11% in using pronouns. Then, in the use of noun pluralization the male students also produced more errors than female students. The percentages are 19% for the male and 18% for the female students.

The most significant difference that female students was better than male students dealing with the errors in the use of prepositions. It can be concluded that the differences between male and female students occur when they start writing English. Especially in producing English grammatical errors. Based on the research results, The English teacher should understand some biological factors of why the eighth year female students' recount paragraph writing based on the grammatical errors differ from the eighth year male students'. Besides, the English teacher of SMPN 3 Jenggawah Jember should give more explanation, practices, as well as feedback about grammar especially the use of prepositions and the other grammatical errors in recount text writing to the students.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the test, it could be concluded that in writing recount paragraph, the female and the male students made errors in producing simple past tense, prepositions, conjunctions, articles, pronouns and noun pluralization. The percentage of

the simple past tense errors made by the female and male students was 44% and 45% as compare, that of the prepositions errors was 4% found on the female students and it was 16% found on the male students, that of the conjunctions errors was 6% both female and male students, that of the articles errors was 20% found on the female and 3% errors found on the male students, that of the pronouns errors was 8% found on the female and 11% found on the male students, and the other categories errors found that of the noun pluralization. With the percentage was 18% found on the female students and 19% found on the male students. The most significant difference that female students was better than male students dealing with the errors in the use of prepositions. All the errors happened when the students writerecout paragraph.

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