

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an instrument of communication. Language is used to convey our ideas, feelings, and thoughts to the listeners or other people. Language is also a way to communicate for sharing ideas from one person to another in such a way the others will be able to act. It means language is very important for human life because it is the tool in communication when make the interaction with another person. English is one of language which is a foreign language in many countries, especially in Indonesia.

English language is important since it is become a foreign language which is taught in many countries. In Indonesia, teaching English is depends to the model implemented by teacher. Teacher must be creative to make the teaching model to develop English lesson. So, the students can know how to understand the text book without a long time. There are four language proficiencies that must be achieved in learning English namely listening, speaking, writing, and reading are emphasized by Curriculum of English.

Writing is a process involving the ability to organize sentences into a coherent text with various writing devices such as linking words, conjunction or transition signals so that the ideas of writing can be accepted well by the readers. Writing is an activity that support students to analyze and synthesize their discrete knowledge about language items into a text that is acceptable in a writing convention by using the appropriate paragraph structure and structure of the language itself (Rohim, 2007: 25). (Gerot and wignell, 1994:190) describes that writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, and to give them structure and coherent organization. Writing itself consist of 14 genres. They

are : description, explanation, procedure, exposition, discussion, narrative, recount, report, spoof, anecdote, essay, newspaper text or news item, and scientific articles, hortatory exposition.

Writing is used by the students to express their opinion and information.

A recount texts are the simplest text this type in this genre. It is thought to student it helps them to tell about events or a personal experiences in the past e.g *holliday school, family dinner in last weekend* and etc.Recount is the sequence text that does little more than sequences series of events (Knap and Watkins, 2005 : 223) the purpose of recount text is to list and describe past experiences by retelling events in which they happend (chronological order).

Many of students who live in Indonesia get difficulty in writing an English text especially recount text. However the fact shows that they cannot be entirely released from difficulties in writing because of the wider differences between English language and Indonesia language as their native language.

Based on the explanation above, the writer would like to finding out the differences between gender in writing recount text, because in every branch of science and life, the gender still has many topic to discuss, because it has a different emotion, energy, and etc. So in this research the writer would like to conduct a research entitled “Gender Differences In Writing Recount Text of The Eleventh Grade Vocational High School”

1.2 The Problem of the Study

Based on the background of the study, the research problem can be formulated as follows:

“How are the students’ gender differences in writing recount text?”

1.3 The Objective of the Study

This study is aimed to investigate the significant differences of gender of the tenth grade students of Senior High School in writing recount text.

1.4 The Scope of the Study

There are many types of difference characteristic of the students, they are background differences, sex differences, Intellectual functioning differences, personality differences, and Memory differences. In this study the writer focus in analysis is about gender differences in writing recount text. Recount text contains of Orientation, Events and Re-Orientation.

1.5 The Significances of the Study

This result of this study are expected to be useful for:

- 1) To enrich student's knowledge in writing recount text.
- 2) To assist the readers to understand that writing can differentiate through gender.
- 3) To help the researcher to get the information of the differences gender in writing.

1.6 Hypothesis

The hypothesis of this thesis is formulated as follows:

Ho : female students are not better than male students in writing recount text.

Ha : female students are better than male students in writing recount text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In doing research, theories are needed to explain some concepts are terms that are applied in research concern. The terms that are used must be clarified in order to have the same perspective of implementation in the field. the terms may function to give limited concept.

Which is especially meant, in the part of the context. it is very important to list the following terms for the purpose of the research.

2.2 Writing

Writing is an activity that supports students analyze their discrete knowledge about language items into a text that is acceptable in a writing convention by using the appropriate paragraph structure of the language it self Rohim(2007 :56). Brown (2007 : 6) describes that writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, and to give them structure and coherent organization.

In relation to the above explanation, it can be summarized that writing is a process of transferring thoughts, knowledge into words on paper by using appropriate coherent organization of the ideas and the appropriate language structure itself. So, it is a process of ideas or thoughts transformation into written information which is contextual acceptable.

According to Nunan (1999 :88), written language is used for action (for example : public signs , product levels, television and radio guides, bills, news, telephoned direction, megazines advertisements, political pamphlets) and entertainment (for example : comic strips fiction books, poetry and drama, newspaper features film subtitles).

Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sound. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences, although again we can be said to be writing if we are merely making list of words, as in inventories of item such as shopping list (Byrne 1979:1).

Teaching writing as one of two linguistic-productive skills actually can not be separated from the teaching and reading as one of the other two receptive language skills. Harmer

(2004:205) explains that the teaching of productives skills is closely bound up with receptive skill work. The writing output produced by the students will be the input for them to see how it turns out. The students working with genre-focused tasks will find that a written text they read as a vital way of providing models for them to follow, and so on. It is normal to see the teaching of reading and writing or listening and speaking is held in one go.

2.2.1 The Process of Writing

According to Harmer (2004 : 4 – 5) there are four main elements in writing process. They are :

1. Planning

Before starting to write, the writer try and decide what it is they are going to say or exactly step is to make detail notes. When planning, the writers have to think about three main issues. First, they have to consider the purpose of their writing. Secondly, experienced writers think of the audience that writing for. Thirdly, writer has to consider the content structure of the piece.

2. Drafting

The writer can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing

After making draft the writer usually rereads to make sure because perhaps the order of the information is not clear, ambiguous and confusing. They may use a different from of words for a particular sentence. Reflecting and revising are often helped by others readers (or editor) who comment and make suggestions.

4. Final Version

Final version is the last step that should do. Once the writer has edited her draft, making the changes the writer consider to be necessary, the writer produces the final version. It may differ with the original plan and the first draft because there is some changing in the process but after that the writer is now ready to send the written text to its intended audience.

2.2.2 Teaching Writing

Teaching writing is a big challenge for teachers. Teachers have to encourage and guide the student to explore and develop an imaginative and creativity in writing. Teachers also give a freedom to the students to express ideas. Providing enough language and information will be done to complete the students writing tasks successfully. According to Harmer (2004 : 11) “teaching writing is students’ attention was directed to the “what” rather than “how” of the text construction.” The students working with genre focused task will find that a written text they read as a vital way of providing models for them to follow, and so on. It is normal to see the teaching of reading, writing, listening and speaking is held in one go.

2.2.3 Genre of Writing

Genre is attractive because the idea of genre can help someone to understand the way individuals use language to engage in particular communicative situations and to employ this knowledge to help students in writing communicatively effective texts.

Pardiyono (2007: 31) describes that there are some importance of learning genre in writing, they are:

1. Genres serves as the frame of reference in which particular task to be oriental.
2. It is closely tied with the discussion of communicative purpose (intention) and conventionalized format (rhetorical structure) of the text and linguistic realization

3. Thus, it provides a references for a particular communicative purpose to achieve stages of the rhetorical structure to cover and linguistic features to stick, by which by reader's expectation can be met effectively.

2.2.4 Types of Writing

Types of writing relate to genre. According to Knapp and Watkins (2005 : 22) “genre as a textual category is theorized as an abstraction or classification of real life, everyday texts (registers).” Genre is a medium which can be used to express our ideas and suitable with the aim of our writing. the writing will construct a text. The text will be wrapped by genre. Gerot and Wignell (199 : 190) state that a genre a comprises a class communicative event, the member of which share some set communicative purpose. There are some genres of text. There are some different kinds of the text :

1. Narrative

Social function : To amuse/entertain the readers and to tell a story.

2. Recount

Social function : to retell something that happened in the past and to tell a series of past event

3. Descriptive

Social function : to describe a particular person, place or thing in detail.

4. Report

Social function : to presents information about something, as it is.

5. Explanation

Social function : To explain the processes involved in the formation or working of natural or socio-cultural phenomena.

6. Analytical Exposition

Social function : To reveal the readers that something is the important case.

7. Hortatory Exposition

Social function : to persuade the readers that something should or should not be the case or be done

8. Procedure

Social function : to help readers how to do or make something completely.

9. Discussion

Social function : to present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons').

10. Review

Social function : to critique or evaluate an art work or event for a public audience

11. Anecdote

Social function : to share with others an account of an unusual or amusing incident

12. Spoof

Social function : to tell an event with a humorous twist and entertain the readers

13. News Item

Social function : to inform readers about events of the day which are considered newsworthy or important

2.2.5 Writing Recount Text

Recount is a text which retells events or experiences in the past. Recount is the sequence text that does little more than sequences series of events (Knapp and Watkins, 2005 : 223). Recount is also one genre which is competent in writing skills in english curriculum basic level. The purpose of recount is to list and to describe past experiences by retelling events in which they happened (chronological order). The events in the recount are the main elements in composing in the text. However it just focuses on the event themselves. recount is the simplest

text type from all genres. Formally, recount sequential text that does little more than sequence a series of events. Every story, no matter how simple, needs an orientation. The generic structure of a recount text is as follows :

Orientation, Events, Re-orientation

Where :

- Orientation provides the setting and introduces participant.
- Events tell what happens in what sequence or normal sequence.
- Re-orientation indicates the closure of events.

Example :

My Holiday in Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After preparing ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on TanjungBenoa beach. We played so many water sports such as banana boat, jetski, speedboat etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

1. Orientation :

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

2. Events :

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

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3. Re-Orientation :

We went back home bringing so many amazing memories of Bali.

2.3 Writing Skill

Writing skills are an important part of communication. Good writing skills allow the students to communicate their message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

According to Hyland (2002 : 24). Good writing is that discovered combination of words which allows a person the integrity to dominate his subject with a pattern both fresh and original. When students learn how to write, they can put their thoughts down in a journal, write a letter to a friend, and create a story that comes from their imagination. While there are basic rules and formats to follow when learning how to write, writing can also be creative and imaginative. They

can compose more extensive pieces where they have a chance to write it, read, review, and revise it.

According to Langan (2001 : 12) writing is a hard work for almost everyone. Writing is a skill. Writing is a skill like driving, or preparing a good meal. Like any skill, it can be learned if you decide that you are going to learn and then really work at it. The written productive language skill is called writing. it is the skill of a writer to communicate information to reader or group of readers.

2.4 Sociolinguistics

Sociolinguistics is study the relationship between language and society. Holmes (1991 : 1) state that sociolinguistics studies the relationship between language and society to understand the social aspect of language or speech well, one has to make use of the basic point of view and result of sociology and linguistics studies. Fishman (1972 :2) sociolinguistics is the study of the characteristics of language varieties, the characteristics of their functions and the characteristics of their speaker as their speakers as these three constantly interact, change and change one another within a speech community. Hickerson (1980 : 81) states that sociolinguistics is a developing subfield of linguistics which takes speech variation as it focus, viewing variation or it social context it means that sociolinguistics variation. In this case, a study on gender differences in expressing politeness is part of the study in sociolinguistics.

2.5 Language and Gender

Sex type can lead to different language usage. As cited from Chamber (2009 :132), in all sociolinguistics studies that include a sample of males and females, there is evidence for this conclusion about their linguistics behavior : Woman use fewer stigmatized and non-standard variants that do men of the same social group in the same circumstances.

Some of the examples of the conclusion of women and men linguistics behavior as from various researchers are :

1. Woman show a greater sensitivity to socially evaluative linguistic features than do men,
2. Woman use fewer stigmatized forms than men,
3. Woman are more sensitive than men to the prestige pattern.

In the discussion of language and gender, sex or gender may affect the language used. As in the example given by Lakoff (1979: 45), women tend to be polite and use languages that social strata, while men in general will feel free and tend to abbreviate sentences or words.

Gender and language has very close relationship. In society, there are two sexes recognized which are male and female. In relation to the use of the language, according to sociolinguistics, the difference in range of speech used by both men and women will be shown.

2.6 Women's and Men Linguistics Behavior

Girls are socialized as children to believe that "talk is the glue that holds relationship together" (Tannen : 2001 : 85), so as adults speaker, conversation for women are "negotiation for closeness in which people try to seek and give for community", the women are an individual in a network of connections. During some private moment when women get together, they talk about feelings and relationship, their work, and their family, overlap define as two conversant speaking simultaneously during their conversation some overlaps are considered cooperated because usually they will include just a few words of encouragement or elaboration on the topic and not a full sentence about different subject.

2.7 Male and Female Differences

According to Gage and Berliner (1976 : 197) state that the search for reliable data about sex differences in cognitive and personality areas, as well as the analysis of the factors underlying

the development of sex differences, has become a major concern of developmental, differential, and social psychology. The research has been stimulated, in part, by the feminists of recent years who raised angry voices to communicate their dissatisfaction with the roles prescribed for women in our society.

In this research there are some gender differences from this research, the first, sex differences in intellectual functioning that contains some variables such as *General Intelligence*, the sexes differ in general intelligence have not yielded consistent findings between Males and Females. *Verbal Ability*, girls usually do better than boys on measures of verbal fluency. *Mathematical Ability*, not important sex differences in mathematical ability appear during the preschool years. *Spatial ability*, Males have a clear superiority. *Problem Solving*, Women's performance usually exceeds that of men. *School Achievement*, the studies show that girls do better on the average than boys in school Achievement.

The second, sex differences in personality that contains some variables such as *Aggression* state that Males are generally more aggressive than females. *Conformity and Dependence* state that females generally are more conforming and suggestible than males. *Emotional Adjustment* state that Females have more neurotic symptoms than Males. *Values and Life Goals* state that Men Showing the greater interest in scientific, sales, mathematical, mechanical, economic, and political values than women. *Achievement Orientation*, Females are more likely to express their achievement motivation than Males.

In this research the writer shall review research on sex differences. The writer shall try to answer questions about whether sex differences have been noted in general intelligence or in specific aspects of intelligence, such as numerical, spatial, or verbal ability. Information is presented about how aggressiveness, emotional adjustment, conformity, dependency, values,

goals, and other personality characteristics differ between the sexes. The relationship between personality and intelligence is also explored. The concept of androgyny, a combination of masculine and feminine characteristics, is introduced.

2.7.1 Sex Differences in Intellectual Functioning

Gage and Berliner (1976 : 199) state that for the differential psychologist, it is of scientific interest to study sex differences, just as it is of interest to study regional, social class and cross culture differences among people. From comparative studies of these kinds, two facts have become established. First, individual differences within a group are almost always greater than the differences between groups. For most sex differences, as for most racial and ethnic differences, there is marked overlap of the distributions on the variable we are measuring, even though means may differ. Second, in interpreting studies that compare the sexes, we seldom can separate the genetic from the environmental contribution to the behavior we observe. This was true when we examined racial differences, and it is also true of sex differences. Differences between sexes on a particular variable get printed in journals and presented at meetings far more often than do studies that show no difference. The latter studies are less likely to be heard of in the scientific world. Thus, review of published literature tends to overestimate any differences between the sexes.

1. General Intelligence

To determine whether or not the sexes differ in general intelligence have not yielded consistent findings. Sometimes statistically significant differences favor the girls; sometimes they favor the boys. The significant differences usually occur because large samples are used. Mean differences between two sexes are small and seem to be largely a function of the particular test used, the nature of the items, and the age of the subjects. Most of the sex biases

in items have been eliminated from modern intelligence tests, thus reducing the differences between male and female scores owing to the different experiences of the two sexes.

2. Verbal Ability

On measures of verbal fluency, girls usually do better than boys. Girls learn a little earlier than boys to talk, to use sentences, and to use a greater variety of words. They also speak more clearly, read earlier, and do consistently better than boys in tests of spelling and grammar. But in verbal reasoning, verbal comprehension, and vocabulary, consistent feminine superiority does not usually hold.

3. Mathematical Ability

Not important sex differences in mathematical ability appear during the preschool years. At the end of elementary school, boys begin to excel in mathematical reasoning, and the difference becomes greater in high school, college, and adulthood. Such differences in mathematics ability have led some to suggest that genetic differences between male and female exist. But the evidence for that kind conclusion is weak. Recently far more studies have shown no males superiority in mathematics and if gender exist, such differences would account for only about 1 percent of the variation in quantitative ability that we see in our population. An increasing sex difference in interest and career orientation paralleled an increasing sex difference in mathematics scores. Females, less often than males, see mathematics as having utilitarian value. Perhaps, then, what differences in mathematics achievement we see in our culture are nothing more than the result of different role expectations.

4. Problem Solving

Mixed result are found when problem solving. Creativity, analytic, skill, and

cognitive styles are examined. Because these terms are applied to rather complex concepts, mixed results on measures of such characteristics may be expected. What consistency there is points to greater ability in males to break “sets,” or try new approaches, in problem-solving and to be, generally, more field independent, that is, freer of the effects of the context in which a problem is placed. The latter characteristic means that males are less likely to be influenced by certain kinds of irrelevant cues in certain kinds of learning tasks. Males tend also to exhibit wider “category width” in concept-learning tasks, so that they will be more likely than females to judge something to be the same as a standard. Even when the variation between the two things is quite great. In other words, males are likely to use broader conceptual categories, focusing more on common features and ignoring irrelevant features more. Males also show more curiosity and markedly less conservatism than women in risk-taking situations. These characteristics give males an edge in most problem-solving tests. But when it comes to problem-solving in the area of human relations, women’s performance usually exceeds that of men.

5. Spatial Ability

In spatial ability, males have a clear superiority. Of all the sex differences in intellectual activity, the sex difference in spatial ability seems to be the most likely to be due to genetic differences. For example, that spatial ability seems associated with that of the cross-sex parent, with girls’ spatial ability resembling their fathers’ spatial ability and boys’ spatial ability resembling their mothers’ spatial ability. The data appeared to fit the hypothesis that some component of spatial ability is sex-linked, carried on the X-chromosome, and recessive. Girls would have only a small chance of having a recessive X-chromosome because they have two X-chromosomes, and one is likely to be dominant. Boys might inherit the

recessive X-chromosome and, with a Y-chromosome to accompany it, manifest in spatial ability. In either case the superior performance of males on many mathematics-reasoning tests may be due, in part, to their superiority in the spatial abilities tapped by such test. As usual, though, the magnitude of the gender differences is small. Gender differences appear to account for no more than 5 percent of the variation in spatial ability that we see in the population.

6. School Achievement.

Almost without expectation, the studies show that girls do better on the average than boys in school achievement (grades), particularly in the elementary grades. This is true even in the mathematics and science areas. These differences narrow considerably in the high school years. Throughout the school years, girls seem more stable, that is, less variable, in their scholastic performance than boys.

2.7.2 Sex Differences in Personality

According to Gage and Berliner (1976 : 202) that Sexes do differ on many personality variables. Thus, measures of religious orientation seem to yield higher average scores for women than for men. What is the difference has to do with school learning and achievement in life is unknown. Rather than examine all the personality variables the writer could specify, the writer shall concentrate on those characteristics of personality that may, at least logically, be related to performance in school.

1. Aggression

All the sex differences in personality, those in aggression are the most consistent. Males of all ages and in many if not most cultures are generally more aggressive than females. The wide variation in male and female roles in different cultures. Most of the variation in behavior seems attributable to environmental influences. Later thinking based on more

extensive anthropological examination, animal studies, and human hormone studies-suggested that aggression was probably genetically sex linked. Attacking the position that there is a biological basis for differences in aggression and for the review of aggression in young boys and girls reveal no association with either sex until about age 5. Males and female roles vary widely across cultures, and males usually are found to be more dominant, assertive, energetic, active, hostile, destructive, and the like.

2. Conformity and Dependence

more confirming and suggestible than males. In adolescence and adulthood, females are rated as more dependent. Yet the studies, where that clearly show higher female dependence are rating scale studies, where cultural biases in the raters have a greater chance to operate. The direct observation of dependency is probably a little freer of the effect of the cultural expectations. Thus, it is not surprising that found no consistent sex differences when direct observation was used. Male investigator find women more persuadable and conforming; woman investigator do not.

3. Emotional Adjustment

Behavior problems (for example, temper tantrums) are more common among preschool and elementary school boys, while nervous habits (for example, thumbsucking) are more common girls. Most personality inventories indicate that adolescent and adult females have more neurotic symptoms than male. It may be our society defines mental health in ways that go along with male roles, perhaps the fact that the tests have usually been designed by males also accounts in part for the slightly higher neuroticism scores of females.

4. Values and Life Goals

Most results from scales used for measuring interests and values (for example, the Strong Vocational Interest Blank, Kuder Preference Record, and Allport-vernnon-Lindzey Study of Values)can be readily inferred from what we know about sex differences in roles in our society. It is no surprise to find men showing greater interest in scientist, sales, mathematical, mechanical, and highly active occupations and expressing stronger theoretical, economical, and political values. Nor is it a surprise to find women tending more to choose literary, social service, and clerical occupations and expressing stronger aesthetic, social and religious values. Nor it is a surprise to find women tending more to choose literary, social service, and clerical occupations and expressing stronger aesthetic, social, and religious values, these findings probably hold less in the 1980s than in the 1950s, since women have changed markedly in the way they view themselves.

5. Achievement Orientation

Females do not react in the same way as males to achievement-oriented conditions. Females are more likely to express their achievement motivation, that is their desire to succeed. Sex role expectations are strongly communicated at very early ages. Studies of children from grades 2 to 12 show that mechanical, spatial, and athletic skills are considered masculine, whereas social, verbal, and artistic skills are considered feminine. For a series of school related tasks, females stated higher levels of aspiration and standard of performance in English, verbal skills, social skills, and artistic accomplishments than they did for natural science, athletics, and mechanical skills. When task were designated as typically “masculine” or “feminine”, grade school girls were found to have a higher expectancy of success and higher standards on the “feminine” tasks.

2.7.3 Gender Differences in Memory

According to Benhirsch (2016) Although there are many physiological and psychological gender differences in humans, memory, in general, is fairly stable across the sexes. By studying the specific instances in which males and females demonstrate differences in memory, we are able to further understand the brain structures and functions associated with memory.

It is within specific experimental trials that differences appear, such as methods of recalling past events, explicit facial emotion recognition tasks, and neuroimaging studies regarding size and activation of different brain regions. Research seems to focus especially on gender differences in explicit memory. Like many other nuances of the human psyche, these differences are studied with the goal of lending insight to a greater understanding of the human brain.

1. Short Term Memory

Females have been shown to have consistently stronger short-term or working memory than men. Women are thought to be able to hold more items of verbal information in short-term storage at once. This advantage in short-term memory is thought to be linked to women's superior ability to attend to more than one task at once, or 'multitask'.

Recent research suggests that men have advantages in specific subtypes of short term memory, specifically those pertaining to visuo-spatial information.

In a brain activation study, working memory tasks showed more bilateral activation in male brains versus overall left hemisphere activation in female brains. This provides evidence that different brain structures may be responsible for short term memory differences in males versus females.

2. Memory Loss

There may be gendered differences in rates of memory decline. Though research on the subject has not always been consistent, it is known that women experience much higher rates of Alzheimer's disease. This difference in rates was initially attributed to women's typically longer lifespans, but the relatively small difference in years of life has been found to be insufficient to explain the incidence of a disease that occurs over decades. Recent research has suggested a link between menopausal declines in estrogen and inefficiencies in brain metabolism. A lack of female hormones may decrease the energy efficiency of brain cells, causing the brain to have inadequate fuel and experience subsequent cognitive decline. Clinical trials of hormone replacement therapy have not shown to be effective at preventing the disease. This area would require further investigation to understand the differing Alzheimer's rates between genders.

The prognosis of Alzheimer's disease also differs between men and women. Though women tend to experience a much sharper decline in grey matter at the onset of the disease, men catch up and eventually overtake women in grey matter loss as the disease progresses. General age-related memory decline also varies by gender. When all factors, such as age, education, socioeconomic status and geographic location are held constant, men are found to be at a 50% increased risk of experiencing significant age-related memory decline.

(Taken from: https://en.wikipedia.org/wiki/Sex_differences_in_memory.)

2.8 Previous Research

Gender differences in Writing Recount Text is an interesting field for research. Many researchers have conducted the research about gender differences in writing recount text. Related to this study, the writer chooses the previous research which are relevant to writing in recount text.

based on differences of gender. In this research, the writer takes the previous of literature from thesis as principle or comparison with this research.

The first was taken from Ari (2014) Medan. This experimental with the entitle *Male and Female differences in writing recount text at eleventh grade students of SMA Teladan*. The objective of the study is to investigate the significant differences of Male and Female students of eleventh grade students of SMA Teladan Medan in Writing Recount Text. The result is the female students are better than male students in writing recount text. It is found that the hypothesis is accepted.

The advantages from this research to help the writer to complete the theory of writing recount text and also about gender differences, and it makes the writer easier in her research and also to find out the comparison between this previous research and her research.

The second researcher is Eko (2014). *Male and female differences in Writing Descriptive Text*. This study was carried out in SMPMethodist 7 Medan. From the result showed that male and female students in the second year of SMP Methodist 7 medan have the significant differences in writing descriptive text.

The advantages from previous research to help the writer to complete the theory of thesis, especially in Male and Female differences to make the writer easier in her research .

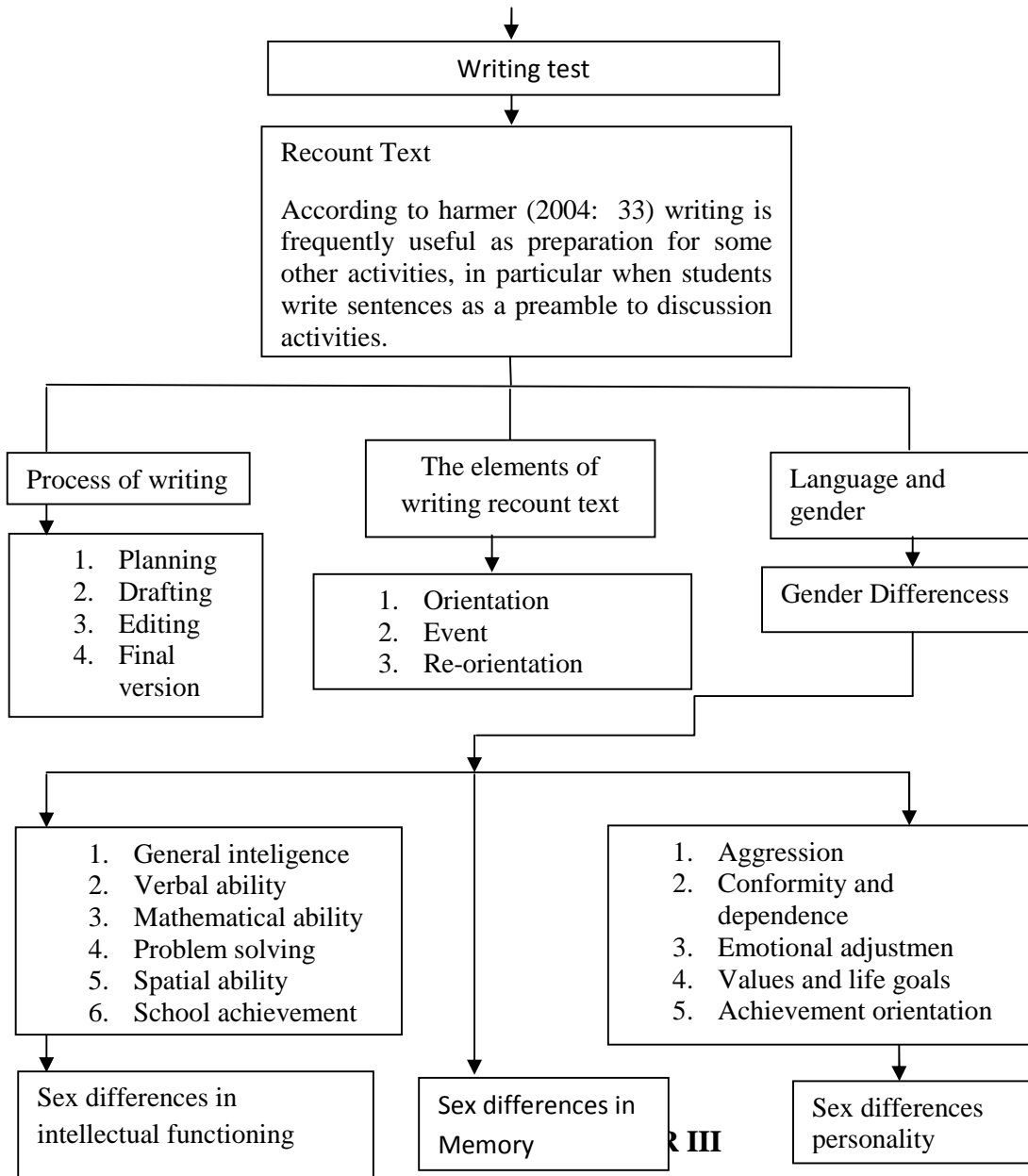
2.9 Conceptual Framework

Writing as one of productive skills has a process which consists of planning drafting, editing, and final drafting.

Gender is usually differentiated as male and female. For a long time, it has been claimed that gender differences were caused by a general difference in some abilities possessed by both genders, many researchers have done trying to answer the questions whether those abilities vary between both genders. So, based on this research the researcher try to find out the significant differences both of genders in writing recount text.

Figure 2.8 The Conceptual Framework Gender Differences in Writing Recount Text.

Gage and Berliner (1976 : 197 state that the search for reliable data about sex differences in cognitive and personality areas, as well as the analysis of the factors underlying the development of sex differences has become a major concern of developmental, differential, and social psychology.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was conducted about gender differences in writing recount text at the eleventh grade of Senior High School. The design of this research use a descriptive qualitative study to investigate gender differences in writing recount text. The researcher used descriptive analysis research through qualitative approach at the eleventh grade of Senior High School.

Dealing with this research, the researcher wanted to investigate gender's learning and several factors involves in writing recount text. Then, the researcher would be like to find the differences between males and females. The main activities include observing learning activity, interviewing students, and collecting detail information on the phenomenon concerning student's writing particularly in recount text to support them research data. Schedule of comparative study was attached.

3.2 The Subject and Object of the Study

The subject of this study was the eleventh grade students of SMA RK DELI MURNI Delitua in academic year 2017/2018. There was one class of the eleventh grade students of Senior High School Delitua was consist of 34 students which consist of 15 male and 19 female students. So, the researcher only took 30 students to analyzed because it must be balance. The object of the study would be Recount Text.

3.3 The Instrument of Collecting Data

The instrument that the researcher used to collect the data was writing test. The researcher would gave the topic and the student would be ask to write a recount text based on the topic, after that, the writer would be score their based on aspect of writing .

3.4 The Technique of Collecting Data

The data was conducted to get information and to achieve the purpose of the research. The data was taken by writing test. In collecting data, there were some steps:

1. Researcher greets and checks the student's attendance
2. Researcher asks the student whether they have an Interesting experience by the students
3. Researcher gives explanation about recount text
4. Researcher asks the students to write down a recount text and the topic base on their holiday experience
5. Researcher asks the students to collect their answer sheets in front of the class

3.5 Triangulation Data

Triangulation data is the most complex of qualitative research. There are some part of technique, namely, interview, transcript, recording, video data, reflection, or information from documents, all of which be examined and interpreted. Through this technique, the writer collected data by using information of the data to find what the differences between male and female students in writing recount text.

3.6 The Technique for Analyzing Data

In analyzing the data, the writer does the following steps :

1. Collecting the data from the students' work
2. Identifying all the aspects of writing by the words in students' sheets
3. Classifying the differences between male and female students'
4. Describing the differences of male and female students' the aspects of writing.

Table 2: Scheme of Writing in Five Components

Aspects of	Level Mastery	Criteria
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Writing		
Content	Excellent to Very Good	Knowledgeable Substantive Thorough development of thesis Relevant to assigned topic
	Good to Average	Some knowledge of subject Adequate range Limited development of thesis - Mostly relevant to topic, but Lacks Detail
	Fair to Poor	Limited knowledge of subject Little substance Inadequate development of topic
	Very Poor	Does not show knowledge of subject Non-substantive Not pertinent Not enough to evaluate
Organization	Excellent to Very Good	Fluent expressions Ideas clearly stated/supported Succinct Well-organized Logical sequencing Cohesive
	Good to Average	Somewhat choppy Loosely organized but main ideas stand out Limited support Logical but incomplete sequencing
	Fair to Poor	Ideas confused or disconnected Lacks Logical Sequencing And Development
	Very Poor	Does not communicate No organization Not enough to evaluate
Vocabulary	Excellent	Sophisticated range
Aspectsof Writing	Level Master	Criteria
	to Very Good	Effective words/idiom choice And Usage Word form mastery Appropriate register
	Good To Average	Adequate range Occasional Errors of words/idiom form, choice, usage But meaning not obscured

	Fair To Poor	Limited range Frequent errors of words/idiom form, choice, usage Meaning confused or obscured
	Very Poor	Essentially translation Little Knowledge of English vocabulary, idioms, word form Not enough to evaluate
Language use	Excellent To Very Good	Effective complex construction Few error of agreement, tense, number, Word order/function, articles, pronouns, Preposition pronoun, preposition
	Good To Average	Effective but simple construction Minor Problem in Complex Construction - Several Errors of agreement, tense, number, word, order/function, articles, pronouns, preposition But meaning seldom obscured
	Fair To Poor	Major problems in simple/complex Construction Frequent Error of negation, agreement, tense, number, Word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions Meaning confused or obscured
	Very Poor	Virtually no mastery of sentence construction rules Dominated By Errors does not Communicate Not enough to evaluate
Mechanics	Excellent To Very Good	Demonstrates mastery of convention Few errors of spelling, punctuation, capitalization, paragraphing
	Good To	Occasional Errors of spelling,
Aspects of Writing	Level Mastery	Criteria
	Average	Punctuation, Capitalization
		Paragraphing But Meaning Not Obscured
	Fair To Poor	Occasional Errors of spelling, punctuation, capitalization,

5. Conclude the data of gender differences between male and female students'