

**GENDER DISPARITY ANALYSIS IN ENGLISH  
LANGUAGE LEARNING  
(A COMPARATIVE STUDY AT SMP NEGERI 1 NGASEM)**

**THESIS**



**submitted to IKIP PGRI Bojonegoro  
in partial fulfillment of the requirement for the degree of Sarjana Pendidikan**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS EDUCATIONS  
IKIP PGRI BOJONEGORO  
2024**

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Presented to  
IKIP PGRI BOJONEGORO  
In partial fulfillment of requirements  
For the degree of Sarjana in the English Education Department

By  
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**ENGLISH EDUCATION DEPARTMENT  
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IKIP PGRI BOJONEGORO  
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**APPROVAL SHEET**

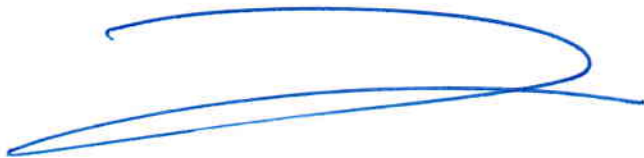
THESIS

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I solemnly declare that the thesis that I have written is really my own writing and does not constitute plagiarism either in part or in whole.

If in the future it is proven or can be proven that this thesis is the result of plagiarism, either partially or wholly, then I am willing to accept sanctions for such actions with the applicable provisions.

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## ABSTRACT

Andriasiwi, Atika Dyah. 2024. Gender Disparity Analysis In English Language Learning (A Comparative Study At Smp Negeri 1 Ngasem). Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., (II) Ayu Fitrianiingsih, M.Pd.

**Keyword:** gender, receptive skill, English language learning

Gender plays a significant role in the learning process, particularly in English language learning. It affects students' outcomes and can be influenced by behavior, biological characteristics, and societal conventions. Research has shown that men are more likely to prefer abstract conceptualization mode of learning, while female students have superior language skills compared to male students. Gender relations are both perceptual and material, and sociality is the process that shapes gender.

Language skills are divided into receptive and productive skills. Receptive skills allow learners to hear and understand language without having to use it, while productive skills involve using what they have learned. Teaching receptive skills is challenging due to unknown methods students use. To improve listening skills, teachers should provide the right materials, engage in good discourse, use records, and offer a variety of examples of natural language from various sources.

Research that researchers conducted at SMP Negeri 1 Ngasem Bojonegoro found that gender significantly affects students' English learning, particularly in receptive skills. The male class scored 68.65, indicating 'fairly good', while the female class scored 80.38, indicating 'good', and the mixed class scored 80 indicating 'good'. The study highlights the importance of understanding the receptive skills of students in different genders to improve their English language learning.

## ABSTRAK

Andriasiwi, Atika Dyah. 2024. Gender Disparity Analysis In English Language Learning (A Comparative Study At Smp Negeri 1 Ngasem). Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., (II) Ayu Fitrianiingsih, M.Pd.

**Kata Kunci:** gender, receptive skill, English language learning

Jenis kelamin memainkan peran penting dalam proses belajar, terutama dalam pembelajaran bahasa Inggris. Hal ini mempengaruhi hasil belajar siswa dan dipengaruhi oleh perilaku, karakteristik biologi, dan konvensi sosial. Penelitian telah menunjukkan bahwa pria lebih cenderung untuk lebih memilih mode konseptualisasi pembelajaran abstrak, sementara siswa perempuan memiliki keterampilan bahasa yang unggul dibandingkan dengan siswa laki-laki.

Keterampilan bahasa terbagi menjadi keterampilan reseptif dan produktif. Keterampilan reseptif memungkinkan siswa untuk mendengar dan memahami bahasa tanpa harus menggunakannya, sedangkan keterampilan produktif melibatkan menggunakan apa yang telah mereka pelajari. Mengajar keterampilan reseptif adalah tantangan karena tidak mengetahui metode siswa gunakan. Untuk meningkatkan kemampuan mendengarkan, guru harus menyediakan materi yang tepat, menggunakan catatan, dan menawarkan berbagai contoh bahasa alami dari berbagai sumber.

Penelitian yang peneliti dilakukan di SMP Negeri 1 Ngasem Bojonegoro menemukan bahwa jenis kelamin secara signifikan mempengaruhi pembelajaran bahasa Inggris siswa, terutama dalam keterampilan reseptif. Kelas laki-laki memperoleh nilai rata-rata 68.65, yang menunjukkan 'cukup baik', sedangkan kelas perempuan memperoleh nilai rata-rata 80.38, yang menunjukkan 'baik', dan kelas campuran memperoleh rata-rata nilai 80. Studi ini menyoroti pentingnya memahami keterampilan penerimaan siswa dari jenis kelamin yang berbeda untuk meningkatkan pembelajaran bahasa Inggris mereka.

## **MOTTO**

*“Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.”*

**“HENRY FORD”**

*“The purpose of education is to replace an empty mind with an open one.”*

**“MALCOLM S. FORBES”**



## **DEDICATION**

Thank to Allah Subhanahu wa Ta'ala for all His mercy, guidance and grace, I was give the opportunity to finish this thesis with all the shortcomings. And I humbly dedicated this thesis especially to:

1. My beloved grandmother who has passed away, who always supports me and loves me abundantly. Grandma, I'll make your dream come true.
2. My dearest mama. Who has put a lot of effort and worked hard into my brother's and my education. She, with her unending love and prayers, has always supported me. A single parent who works hard for her children. May Allah give her health and always take care of her. Forgive me if I make you difficult, my mother. Hopefully this little gift will be the beginning of my success. Thank you from the bottom of my heart.
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6. All my best friends and family at English Language Education Department batch 2020, who always motivate and inspire, and provide many of the best memories.
7. All those who have helped the researcher to complete the thesis which may not be mentioned one by one.
8. I thank to myself, thanks for being strong! Life can be difficult at times, and occasionally things don't go as to plan. You are amazing because you never give up on yourself in order to endure and handle these trying circumstances. I appreciate that you persisted until the storm passed.

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May Allah give good reply to all. For the sake of further improvement, suggestions and constructive criticism he author will be happy to accept. Last but not last, only to Allah, the author, to surrender to everything, may be useful, especially for writers in general and for us all.

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The Researcher

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## TABLE OF CONTENT

<b>TITLE PAGE</b> .....	<b>i</b>
<b>APPROVAL SHEET</b> .....	<b>ii</b>
<b>LEGITIMATION</b> .....	<b>iii</b>
<b>STATEMENT OF AUTHENTICITY</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>ABSTRAK</b> .....	<b>vi</b>
<b>MOTTO</b> .....	<b>vii</b>
<b>DEDICATION</b> .....	<b>viii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENT</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xii</b>
<b>LIST OF FIGURES</b> .....	<b>xiii</b>
<b>LIST OF PICTURES</b> .....	<b>xiv</b>
<b>LIST OF APPENDIXES</b> .....	<b>xv</b>
<b>CHAPTER I INTRODUCTIONS</b>	
A. Background of the Research .....	1
B. Research Problem.....	4
C. Objectives of the Research.....	4
D. Significance of the Research .....	5
<b>CHAPTER II THE REVIEW OF LITERATURE</b>	
A. The Concept of Gender Disparity .....	7
B. English Language Learning .....	15
C. Receptive Skills.....	21
D. Listening.....	25
E. The Conceptual of Framework.....	36
<b>CHAPTER III RESEARCH METHODE</b>	
A. Design of Research .....	39
B. Variable and Indicators .....	40
C. Population and Sample.....	42

D. Research Instrument.....	42
E. Data Collecting Procedure .....	43
F. Method of Data Analyzis .....	44
<b>CHAPTER IV FINDING AND DISCUSSION</b>	
A. Research Site.....	46
B. Finding .....	52
C. Discussion .....	59
<b>CHAPTER V CONCLUSION</b>	
A. Conclusion.....	64
B. Suggestions .....	65
REFERENCES .....	66
APPENDIX.....	70

## LIST OF TABLES

Table 4.1. Data of Facilities and Infrastructure of SMP Negeri 1 Ngasem.....	50
Table 4.2. Data of the Teachers of SMP Negeri 1 Ngasem.....	52
Table 4.3. Data of the Students of SMP Negeri 1 Ngasem .....	52
Table 4.4. The Students' Receptive Skill Score by Male Class .....	53
Table 4.5. The Students' Percentage of Receptive Skill by Male Class.....	53
Table 4.6. The Students' Receptive Skill Score by Female Class .....	55
Table 4.7. The Students' Percentage of Receptive Skill by Female Class .....	55
Table 4.8. The Students' Receptive Skill Score by Mixed Class .....	57
Table 4.9. The Students' Percentage of Receptive Skill by Mixed Class .....	57

## **LIST OF FIGURES**

Figure 4.1. The Students' Receptive Skill Percentage by Male Class.....	54
Figure 4.2. The Students' Receptive Skill Percentage by Female Class .....	56
Figure 4.3. The Students' Receptive Skill Percentage by Mixed Class .....	58
Figure 4.4. The Students' Receptive Skill Score .....	58

## **LIST OF PICTURES**

Picture 2.1. The Conceptual of Framework .....	37
Picture 4.1. Geographical Location of SMP Negeri 1 Ngasem .....	48

## LIST OF APPENDIXES

Appendix 1. Research Instrumen.....	70
Appendix 2 Audio Transcript and Answer Key .....	74
Appendix 3 Mean Score of Male Class .....	76
Appendix 4 Mean Score of Female Class.....	77
Appendix 5 Mean Score of Mixed Class .....	78
Appendix 6 Score of Listening Test by Male Class .....	80
Appendix 7 Score of Listening Test by Female Class.....	81
Appendix 8 Score of Listening Test by Mixed Class .....	82
Appendix 9 Percentage of Students' Receptive Skill .....	83



## **CHAPTER 1**

### **INTRODUCTION**

The first chapter presents general background of the study, reason for choosing the topic, research questions, purposes of the study, and significance of the research.

#### **A. Background of the Research**

Men and women are socially and culturally constructed in part according to their gender. Gender plays a significant part in the learning process and is influenced by a number of elements. Gender affects the outcome of certain aspects of life in certain facts and phenomena. As an example in learning English language.

One of the factors that is crucial to the learning process is gender. Gender can have an impact on the learning process, particularly on the students' learning outcomes. A few things influence the gender disparities between men and women. One of the variables is behavior; others think that, to a certain degree, behavior is determined by biologically universal characteristics, with societal conventions playing a significant role in gender disparities.

Students' learning of English is indirectly impacted by gender disparities. Men and women learn and comprehend language in different ways, and these disparities are also present in the way that language is used during the language learning process. It may have an impact on how well

pupils learn English. Students' experiences learning English can also be impacted by gender differences. such as the students' ability to receive the material from teachers, their motivation to study, their psychological makeup, and their mindset.

There are two categories used in school gender classification: men and women. According to Gallagher (in Sugihartono, 2012: 37), there are distinctions between the physical, emotional, and intellectual growth of men and women. Gender is a factor that affects learning styles as well because it represents the sociocultural and psychological aspects of both men and women. More specifically, Severiens and Dam (2005:1) discovered that "men were more likely than women to prefer the abstract conceptualization mode of learning." Their research examined the tight connection between gender differences and learning styles. Numerous elements can impact a student's ability to receive material; in this case, the focus is on reading and listening comprehension.

Comprehension abilities encompass both reading and listening skills, falling under the category of receptive skills. Receptive skills refer to how individuals derive meaning from the spoken or written content they encounter. This is why reading and listening are classified as components of receptive skills. Moreover, these receptive skills play a significant role in students' process of learning English.

Researchers have discovered that gender affects a few areas of intellectual growth that are connected to the process of learning. Due to the

influence of gender on the learning process, disparities in specific areas of interest in learning achievement between male and female students can be found in the learning results themselves. Furthermore, Lynn Liben of Pennsylvania State University discovered that a study that divides students into learning groups according to gender may not be the most effective approach for students to grow as individuals and learn. According to that study, the students that attending schools exclusively for one gender do not have higher levels of education than those attending public schools.

However, another study titled "The Good School Guide" by Leonard Sax et al. discovered that the majority of the 71.286 women who enrolled in the Females School Secondary Education (CGSE) program between 2005 and 2007 were excellent. In that time, over 647,942 female students who took exams in a mixed-gender school performed 20% poorer than predicted.

Furthermore, based on a study conducted by Dr. Diana Halpern (2007), female students have superior language skills compared to male students. Subsequently, in particular when it comes to receptive skills like reading and listening, some experts claim that female students read better than male pupils due of differences in their brain development.

The researcher believes that the topic of gender in learning is extremely uncommon and interesting to know the difference between the gender in learning English, about how are their achievements if male study in the same class? For these reasons, the researcher is interested in or decided to conduct a research about gender disparities in learning English at SMP Negeri

1 Ngasem Bojonegoro. How do female students perform in the same class as male students, and how do students perform in the same class as both genders, particularly when it comes to receptive skill?

The receptive skills that the researcher selects are reading and listening since these are the skills that kids typically find more engaging and appealing in receptive. For subjective reasons, students prefer to be received rather than given something. The researcher herself believes that reading and listening are more enjoyable than writing and speaking. The location of this research is SMP Negeri 1 Ngasem.

## **B. Research Problem**

The problems are stated as follows considering the context of the background mentioned above

1. How effective is the students' receptive skill by male students at SMP Negeri 1 Ngasem?
2. How effective is the students' receptive skill by female students at SMP Negeri 1 Ngasem?
3. How effective is the students' receptive skill by mixing students at SMP Negeri 1 Ngasem?

## **C. Objective of The Research**

Based on the previously problem statement, the following are the objectives of the study:

1. To examine the male students' receptive skill at SMP Negeri 1 Ngasem.
2. To examine the female students' receptive skill at SMP Negeri 1 Ngasem.
3. To examine the mixing students' receptive skill at SMP Negeri 1 Ngasem.

#### **D. Significance of the Research**

1. Theoretically, the study's results could provide useful information for following descriptive studies with the related issues.
2. Practically, the result of this study can be utilized by English for evaluating their methods of teaching. Additionally, for teachers who teach in schools in the school, the results can assist them in developing a strategy for teaching that improves students' abilities.
3. Pedagogically, the result of this study is crucial for developing inclusive teaching methods, gender-inclusive curricula, and promoting equal opportunities. It helps educators understand learning preferences, address biases, and create supportive environments, contributing to a more equitable and effective language learning experience for all students.

#### **E. Definition of Key Terminologies**

1. Gender

Gender is a role between a man and a woman that is the result of a social and cultural construction. A role or attribute is attached to a person because according to custom or culture it is usually performed or owned only by men and so is the role of a woman because it is based on habits or

culture that eventually forms a conclusion that the role or character is performed by women only.

## 2. Receptive skill.

Receptive skills are the ability to understand language that is spoken or written. This includes the ability to: (1) listen to a conversation and understand the main points, (2) read a text and understand the meaning, and (3) recognise words and phrases in a text or conversation. These skills are sometimes known as passive skills.

## 3. English language learning.

English language learning is to develop the ability to speak English contextually and in accordance with the context as well as the circumstances and situations of the student's daily life. It is to produce a form of learning English that is more relevant to the language needs of the learner.