



The Achievement in Learning English between Gender at Junior High School (A Case Study at MTs Al Burhan Kota Bandung)

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ABSTRACT

In learning, there are no differences between male and female, both male and female have the same opportunity in developing knowledge and skills. In MTs Al Burhan Kota Bandung there is specific phenomenon, in learning English, achievement of female students is higher than male students. The method that is used by the writer is using descriptive research with stratified proportionate random sampling. The population of the research is the students of the second grade of MTs Al Burhan Kota Bandung, as the sample, takes 30 male and 30 female students. Both groups are given opportunities to do exercise and practice in speaking and writing, next their result of the study will be scored and used as data to be processed and analyzed. Based on the result findings, some conclusion as the effort to recapitulate the essential meanings from the result of this study can be draw that the learning English achievement between male and female students at MTs Al Burhan Kota Bandung has differences though they taught by the same teacher. Beside the conclusion, also leads to some suggestions especially for the teachers of English and for all parties ; 1). For the institutional ; the school has to be effective in learning process if the teacher has to handle many classes by him self, 2). The students share their interest, the materials should be interesting, 3). The students have to aware that English language is important for developing their knowledge and their future. 4). The teacher has to know the students' interest and needs and not force the students what the teacher wants.

Keywords: Achievement , learning, English

INTRODUCTION

Recently, Language and gender become interesting research objects. This phenomenon has developed and becomes an academic interest and a popular matter. Based on the Islamic assumption, there are no differences between male and female in learning. Both male and female have the same opportunity in developing knowledge and skills. Moreover Bloom says that it is not useful if we are thinking about superior and inferior of sexes (Bloom in Hamalik,2002;9). The sex doesn't influence science and skills development.

In MTs Al Burhan Kota Bandung, there is specific phenomenon. In learning English language, achievement of female students are higher than male students. In second grade, there are six classes. In learning English, female students are more active than male student. Because of that the writer necessary to conduct an observation and analyze this problem. The writer will observe female and male students and looking for the causes of differences.

Fadillah, Indri Astuti Journal of Education, Teaching and Learning 2018/9/23 "The development of natural knowledge science learning module to improve student learning achievement in primary

school". his study aims to describe (1) the design of the development module for the preservation of living natural resources in the study of natural science;(2) the process of developing modules for the conservation of living natural resources in the learning of natural science; and (3) student learning about the preservation of living natural resources in the learning of Natural Sciences in the fourth grade of SD Negeri 01 Hulu Sungai. This research is descriptive qualitative research to study" the development of learning modules with data collection techniques for interviews, observation, document study

This research is directed toward three purposes below:

- a. To identify and describe the learning achievement in English between gender at junior high school
- b. To identify, describe, and categorize factors that cause differences in English between gender.

LITERATURE REVIEW

Gender is a basis for defining the different contributions that man and woman make to culture and collective life by dint of which they are as man and woman (Wilson, 1989:2), Achievement is a thing done successfully with skill and effort (Hornby, 1984:8). The statement means that achievement might be reached through long process. To get the learning achievement optimally should be paid attention the supporting factors and influencing factors of learning achievement.

Bloom said that in ages 7-16 years old, there is not data about intelligent test that differs between male and females (Hamalik 2002;9) , Learning language is the process of gaining knowledge about language as a result of formal instruction by a teacher, conscious effort by the learner and the practice of selected and specifying language items and structures (Cunningsworth 2984;93).

METHODOLOGY

a. Method of the Research

In this case the writer uses descriptive method. "*Descriptive method can be defined as a research that describes systematically, factually and accurately about the fact and characteristic of certain population*" (Sanjaya,2000). Take descriptive research design with stratified proportionate random sampling, because the influence of sex variable is one of the of the characteristic that investigated by the descriptive research design.

b. Technique of the Research

Questionnaire is: a list of question that should be answered by respondents according to a certain order (Sanjaya, 2000).

Interview

c. The respondents of the Research

there are 6 classes in the second grade. The writer take 5 male and 5 female students from each class. The total of sample is 30 male students and 30 female students MTs Al Burhan. The totals of male and female students are balance. It means that it takes the same subjectivity. The writer decides to take it because it is

more suitable and easier to do. To find out the problem, it take 30 male students and 30 female students from the second grade of MTS Al Burhan as sample. Both groups are given opportunities to do exercise and practice in speaking and writing. Next, their result of the study will be scored and used as data to be processed and analyzed

RESULT AND DISCUSSION

Based on the the calss observations and interview with teacher and students, it was clear that there are no differences between male and female in learning process, dealing with the interview with the teacher below;

W : “mengenai proses belajar mengajar anatra perempuan dan laki-laki, apakah ibu membedakan mereka ?”

T : “membedakan gimana maksudnya ?”

W : “ya...maksudnya apakah dibedakan cara penerangan nya siswa perempuan dan laki-laki ?”

T : “ tentu saja tidak....mereka semua di satukan dalam satu kelas, jadi sama saja “

Note : *W* : Writer *T* : Teacher

It means all students, both male and female, are together in the class learning the english lesson without any differences.

From the result of pretest and score of semester test, the learning English Achivement of the students can be identified that the female students are higher are higher than male students

Table 1
The Female students’s Score of Pretest

No	Name	M/F	Aspect of evalutaion				average
			Reading	Speaking	Writing	listening	
1	A	F	5	3	4	3	4
2	B	F	6	4	6	4	5
3	C	F	4	3	5	3	3
4	D	F	4	3	5	3	3
5	E	F	5	4	6	4	5
6	F	F	5	4	4	3	4
7	G	F	5	3	4	3	4
8	H	F	6	4	6	4	5
9	I	F	4	3	5	3	3
10	J	F	4	3	5	3	3
11	K	F	5	4	6	4	5
12	L	F	5	4	4	3	4
13	M	F	5	3	4	3	4
14	N	F	6	4	6	4	5
15	O	F	4	3	5	3	3
16	P	F	5	4	6	4	5
17	Q	F	5	4	4	3	4

7							
1 8	R	F	5	3	4	3	4
1 9	S	F	6	4	6	4	5
2 0	T	F	4	3	5	3	3
2 1	U	F	5	4	4	3	4
2 2	V	F	5	3	4	3	4
2 3	W	F	6	4	6	4	5
2 4	X	F	4	3	5	3	3
2 5	Y	F	4	3	5	3	3
2 6	Z	F	5	4	6	4	5
2 7	AA	F	5	4	4	3	4
2 8	BB	F	5	3	4	3	4
2 9	CC	F	6	4	6	4	5
3 0	DD	F	4	3	5	3	3

Table 2
The Male students's Score of Pretest

No	Name	M/F	Aspect of evaluation				average
			Reading	Speaking	Writing	Listening	
1	A	F	5	3	4	3	4
2	B	F	6	4	6	4	5
3	C	F	4	3	5	3	3
4	D	F	4	3	5	3	3
5	E	F	5	4	6	4	5
6	F	F	5	4	4	3	4
7	G	F	5	3	4	3	4
8	H	F	6	4	6	4	5
9	I	F	4	3	5	3	3
10	J	F	4	3	5	3	3
11	K	F	5	4	6	4	5
12	L	F	5	4	4	3	4
13	M	F	5	3	4	3	4
14	N	F	6	4	6	4	5
15	O	F	4	3	5	3	3
			Score	Male		Female	
16	P	F	10	4	6	4	5
			9	-	-	-	-
17	Q	F	8	4	4	3	4
			7	-	-	-	-
18	R	F	6	3	4	3	4
			5	5		13	
19	S	F	4	4	6	4	5
			3	16		2	
20	T	F	2	3	5	3	3
			1	-	-	-	-
21	U	F	5	4	4	3	4
22	V	F	5	3	4	3	4
			Score	Male		Female	
23	W	F	10	4	6	4	5
			9	-	-	-	-
24	X	F	8	3	5	3	3
			7	2		6	
25	Y	F	6	3	5	3	3
			5	12		6	
26	Z	F	4	4	6	4	5
			3	12		2	
27	AA	F	2	4	4	3	4
			1	-	-	-	-
28	BB	F	5	3	4	3	4
29	CC	F	6	4	6	4	5
30	DD	F	4	3	5	3	3

The evaluation scales that have been used :

5 = 9 - 10 (excellent)
 4 = 7 - 8 (good)
 3 = 5 - 6 (fairly good)
 2 = 3 - 4 (poor)
 1 = 0 - 2 (very Poor)

From the table above it can be inferred using the tally below :

Table 3
The tally of the students' scores

Pretest

Semester Test

According to the questionnaire and interview with the students, it describes that female students have high motivation, dealing with the interview below ;

W : “ apakah senang dengan pelajaran bahasa inggris ? ”
FS : “ senang aja sih...”

W : “ kira-kira menurut kamu kalau bisa bahasa inggris ada ketuganaan nya atau tidak ?”
 FS : “ pasti ada lah....saya senang belajar bahasa inggris, jadi ngarti kalau mendengarkan lagu-lagu atau iklan bahasa inggris jadi tahu artinya sedikit-sedikit.....”

In order time the writer observed the male students, as the interview below :

W : “ senang tidak belajar bahasa inggris ?”
 MS : “ senang sih...tapi suka susah belajar nya ...”
 W : “ susah gimana maksudnya ya...?”
 MS : “ rumus-rumusnya sama kosa katanya nya, kan itu perlu dihapal, jadi susah kalau mau ngomong nya gitu...”

Note :

W : writer
 FS : Female Student
 MS : Male Student

Table 4
TheResult of Male students Questionnaire

No	Questionaore	Yes	No
1	I like studying english	11	19
2	Difficult in learning english	28	2
3	I want to study english well	12	18
4	I have english book	10	20
5	I like speak english	4	26
6	I like english teacher	15	15
7	I have someone to help me in learning	10	20
8	My parents support me	20	10
9	My parents tell me to study extra	5	25
10	I have a englsih course	2	28

Table 5
TheResult of Female students Questionnaire

No	Questionaore	Yes	No
1	I like studying english	25	5
2	Difficult in learning english	20	10
3	I want to study english well	24	6
4	I have english book	20	10
5	I like speak english	18	12
6	I like english teacher	26	4
7	I have someone to help me in learning	25	5
8	My parents support me	26	4
9	My parents tell me to study extra	23	7
10	I have a englsih course	5	25

From teh atbel above, it can be identified that male students feel lazy and difficult in learning because they do not have mottivation to study englsih language.

The Result Of The Questionnaire to the teacher

The questionnaire that was given to the teacher, the result that the writer received was as followed:

- a. The teacher always makes a lesson plan at every meeting
- b. She always analyzes the student difficulties by during the school time or out side the school time.
- c. She help the students solving their difficulties in English lesson by giving exercises and examples, so the students can understand the lesson.
- d. She tries to improve the students achievement by supporting them to like English more. For example, she asks students to always practice speaking English in class or out side of the class. So that, the students will say that English is difficult.
- e. Based on (Hornby, 1984:8) Achievement is a thing done successfully with skill and effort, the teacher should to get good achievement for the students, she uses lecture and speaking practice in teaching.
- f. She always made the students understand that English is important for the future and to face the globalization and computerization era.

CONCLUSION

Based on the finding, some conclusions as the efforts to recapitulate the essential menaings from the result of this study can be drawn :

- a. The learing english between male and female students at MTs Al Burhan has differences though by the sane teacher. It can be seen from the students score of pretest and student score of second semester. The female students are more interested and enthutias in receving the lesson, because they have the pleasure and certain excess in language acquisition. On the other hand the male students are lzay
- b. There are many factor that influencing learning english language, there are ; students motivations, family environmnet, socio economic status, students attitudes, time for learning, and teacher proficiency. If one factor has a problem, it influences the students' learning achievement and the students will be difficult to get succes in learning the English language.

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