

**AN ANALYSIS OF GENDER DIFFERENCES
IN LEARNING ENGLISH
(A COMPARATIVE STUDY AT SMPIT AR RAHMAH)**



A THESIS

Submitted to the Faculty of Teacher Training and Education

*Muhammadiyah University of Makassar in Partial Fulfillment of the
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MOTTO

“Janganlah kamu berduka cita, sesungguhnya Allah selalu bersama kita”. Ketika menghadapi suatu ujian, tak perlu bersedih hati, kebahagiaan dan kesedihan kadang datang silih berganti tergantung bagaimana kita menghadapinya dan mengambil pelajaran darinya. Kembalikan segalanya pada sang pencipta bahwa segala yang terjadi adalah ketetapan yang terbaik dari Nya”

“If you do not aid the Prophet - Allah has already aided him when those who disbelieved had driven him out [of Makkah] as one of two, when they were in the cave and he said to his companion, "Do not grieve; indeed Allah is with us." And Allah sent down his tranquillity upon him and supported him with angels you did not see and made the word of those who disbelieved the lowest, while the word of Allah - that is the highest. And Allah is Exalted in Might and Wise.” (Q.S AT Taubah 40).

I dedicate this thesis to:
my parents, my sisters and brothers, my sisters in-law,
my best cousin and all my best friends,
for your sincerities and lots of prayers in supporting
the researcher making her dream come true

ABSTRACT

Rezky Khairunnisa, 2018. *An Analysis of Gender Differences in Learning English (A Comparative Study at SMPIT AR Rahmah Makassar)* under the thesis of English Education Department, the Faculty of Teacher Training and Education, University Muhammadiyah of Makassar, guided by Hj Andi Tenri Ampa and Andi Asri Jumiatiy.

This research aimed to find out the students' ability in learning English especially in receptive skill by male class (1) to find out students' ability in learning English especially in receptive skill by female class (2) to find out students' ability in learning English especially in receptive skill by mixing class. The research was conducted at SMPIT AR Rahmah Makassar.

This research used a descriptive quantitative method and the instrument was questionnaire by using reading and listening test. The test was distributed to the students at second class semester at SMPIT AR Rahmah Makassar.

The findings of this research showed that the students' ability in receptive skill by male class is good with 81,1 based on their mean score and there was 42% who got very good, the female class is also good with 85,2 based on their mean score and there was 58 % who got very good score, and meanwhile the mixing class is also got 83,3 based on their mean score with 45 % who got very good score

Based on the result above, it could be concluded if the students' receptive skill based on their gender differences were good even though there was a different between the three classes. The female class got the highest score, the next is mixing class, and the last is male class at SMPIT AR Rahmah Makassar.

Keywords: Gender, Gender Differences, students' ability, receptive skill, reading, listening, class room.

ABSTRAK

Rezky Khairunnisa, 2018. *Analisis Perbedaan Gender dalam Belajar Bahasa Inggris (Perbandingan Studi di SMPIT AR Rahmah Makassar).* Departemen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Hj Andi Tenri Ampa dan Andi Asri Jumiaty.

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam belajar bahasa Inggris terutama dalam keterampilan reseptif oleh kelas pria (1) untuk mengetahui kemampuan siswa dalam belajar bahasa Inggris terutama dalam keterampilan reseptif oleh kelas perempuan (2) untuk mengetahui kemampuan siswa dalam belajar Bahasa Inggris terutama dalam keterampilan reseptif oleh kelas campuran. Penelitian ini dilakukan di SMPIT AR Rahmah Makassar. Penelitian ini menggunakan metode kuantitatif deskriptif dan instrumen berupa angket dengan menggunakan tes membaca dan mendengarkan. Tes didistribusikan kepada siswa pada kelas tiga di SMPIT AR Rahmah Makassar.

Hasil penelitian ini menunjukkan bahwa kemampuan siswa dalam keterampilan reseptif oleh kelas pria ialah baik dengan 81,1 berdasarkan nilai rata-rata mereka dan ada 42% yang mendapat hasil sangat baik, kelas wanita juga baik dengan 85,2 berdasarkan skor rata-rata mereka dan ada 58% yang mendapat skor sangat baik, dan sementara itu kelas campuran juga mendapat 83,3 berdasarkan skor rata-rata mereka dengan 45% yang mendapat skor sangat baik.

Berdasarkan hasil di atas, dapat disimpulkan jika keterampilan reseptif siswa berdasarkan perbedaan jenis kelamin mereka baik meskipun ada perbedaan antara tiga kelas. Kelas perempuan mendapat skor tertinggi, berikutnya adalah kelas campuran, dan yang terakhir adalah kelas pria di SMPIT AR Rahmah Makassar..

Kata kunci: Gender, Perbedaan Gender, kemampuan siswa, keterampilan menerima, membaca, mendengarkan, ruang kelas.

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Researcher

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CHAPTER I

INTRODUCTION

A. Background

Gender is an element of both socially and culturally constructed men and women. Gender is also has some important role which is influenced by some factors in order to give impact in learning process. In some facts, there are some phenomena where gender influences the result of aspect of life. For example in learning English.

Gender constitutes one of element which takes important role in learning process. Gender sometime influences the learning process especially in the result or students of learning. The differences in gender between men and women are influence with some factors. One of the factors is behaviour others believe that behavior is influenced by biological universal factors to some extent, with social conventions having a major effect on gender differences.

Gender differences indirectly affect students' English learning. Gender differences also exists in the use of language for language learning process, that men and women are different in their ways in learning and understanding the lesson. It can affect the students' result in learning English. Gender difference also can influence student in English learning process. Such as student skill in accept the material from teachers, their motivation in learning, their psychology aspect, and the attitude of student.

The classification of gender in schools is divided into two, there are men and women. Gallagher (in Sugihartono, 2012: 37) states that although men and

women have differences in physical, emotional, and intellectual development. Learning styles are also influenced by gender because gender is the sociocultural and psychological dimension of men and women. For more, Severiens and Dam (2005:1) had studied the close relationship between gender differences and learning styles and found that 'men were more likely than women to prefer the abstract conceptualisation mode of learning. There are many factors that can influence the skill of student in receiving material, in this context is about reading and listening skill.

Reading and listening skill are included in receptive skill. Receptive skill is the ways in which people extract meaning from the discourse they see or hear. That's why reading and listening are included in receptive skill. Receptive skill also takes a role in students' English learning process.

Some researchers found that gender influences some aspects in intellectual development which is related to learning process. As the result of the influence of gender to the learning process, it can be found from the learning result it self where there are differences between male and female students' in some aspects of interest in learning achievement. Moreover, Lynn Liben from Pennsylvania State University found that a study that separate students in learning based on their gender not be the best way for students to learn and develop their self. In that research was conducted students who go to school in one gender are not more educated than students in public school.

On the other hand, another study named "The Good School Guide" by Leonard Sax, et al found that majority of the 71.286 womens who attended at

the Secondary Education (CGSE) program at females school between 2005 and 2007 were better. Meanwhile, more than 647.942 womens who took exams in mixed school (male/female) were 20 % worse than expected.

In addition based on the study by Dr. Diana Halpern (2007), she published that female students are more excellent or better in language skill than male students. Then, especially in receptive skill include reading and listening, According to some experts, they state that female has a better reading than male studentss because their brain development is also different.

Therefore, the researcher is interested or decided to conduct a research about gender differences in learning English at SMPIT Ar Rahmah Makassar because the researcher thinks that the topic about gender in learning is really seldom and intersting to know the difference between the gender in learning,about how are their achievement if male study in the same class? How are female's achievement if their study in the same class and how are students' achievement if male and female are mixed in the same class and especially in this case about receptive skill .

The researcher choose receptive skill usually students are more like and interisting with skill in receprive,these are reading and listening. Student are more like receive than product and also as subjective reason,even the researcher think that reading and listening are more fun tahn writing and speaking. Last is this research is conducted in SMPIT AR Rahmah Makassar because this school divided their class base on their gender. There are male class,female class,and mixing class.

B. Problem statement

From the background above, the problems are formulated as follows:

1. How is the students' receptive skill by male class at SMPIT AR Rahmah Makassar?
2. How is the students' receptive skill by female class at SMPIT AR Rahmah Makassar?
3. How is the students' receptive skill by mixing class at SMPIT AR Rahmah Makassar?

C. Objective of the Research

Based on the problem statement above, the aims of this study are formulated as follows:

1. To find out the students' receptive skill by male class at SMPIT AR Rahmah Makassar.
2. To find out the students' receptive skill by female class at SMPIT AR Rahmah Makassar.
3. To find out the students' receptive skill by mixing class at SMPIT AR Rahmah Makassar.

D. Significance of the Research

1. Theoretically, the result of the research can contribute useful information for the future descriptive research with the similar problem.
2. Practically, the result of this research can be used as information to the English teacher to evaluate their method in teaching also for the teacher who

teach in school that divided their class based on the gender, it can help them to make a learning strategy to maximize students' ability.

E. Scope of the Research

This research is limited to analyze the gender differences in students' receptive skill focus with intensive reading (close reading, reading for understanding, reading for ideas, and literary reading) and intensive listening (top-down and bottom-up listening activities) which the students are asked to find out the certain information in the text at SMPIT AR Rahmah Makassar.

CHAPTER II

REVIEW RELATED OF LITERATURE

A. The Concept of Gender Differences

1. Gender

According to FAO (1997) as the relations between men and women both perceptual and material, gender is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially. This means that gender is not aspect that perfectly adressed for relation between woman and man biologically like sex, gender has different role. Gender is developed by the process of sociality.

Robert Stoller (1960:2) has drawn that 'gender' be used in connection to the behaviour and cultural practices of men and women. It means that gender related with behaviour of women and men in their society. So, sometime, we can see that there are some differences between women and men in their life. The way they think and the way they decide something. Include how their process in learning and the result.

In addition, according to Moore (1994) gender has been defined as: "The commonly shared expectations and norms within a society about appropriate male and female behavior, characteristics and roles. That means that gender can be considered a social and cultural construct that

differentiates females from males and thus defines the ways in which females and males interact with each other.

On the other opinion, Zimmerman (1987:34) states that gender is not something we are born with, and not something we have but something we do .That means gender is about characteristics, aptitudes and likely behaviours of both women and men in their life and thus create some differences between them.

Meanwhile, Sugihartono et al (2007: 35) states that sex and gender are two different things. But still interrelated. In general, gender is defined as individual differences based on biological factors brought about by birth, namely the differences between male and female sex, while gender is a psychosocial aspect of men and women. This means that gender is psychology aspect in woman and men, aspect whose can influence their behaviour or their aptitudes. One of the example in their learning result. While sex is biological aspect that both of women and men bring since they born.

In addition, Dwi Nurwoko (2004: 334) says that gender is the difference that we can see in men and women when from their values and behavior. Gender is a term used to describe the differences between men and women socially. That means that gender is a group of behaviors culturally which come from women and men and also gender is one of the indicator or aspect to make a differences between men and women in their social life. Growing individual differences by gender is growing rapidly as

a result of the continuous differences in treatment between men and women. This distinction appears in terms of role, behavioral trends, traits, and other attributes that explain the meaning of being male or women.

Therefore, gender can be defined as a concept is the result of human thought, formed by society so that the dynamic can be different because of differences in customs, culture, religion, value system of the nation,society, and certain ethnic groups. In addition, gender can change due to the course of history, political, economic, social, and cultural change, or because of developmental progress.

2. Gender Differences

In the early 1980, psychologists thought that the differences observed between males and females were “socially constructed,” which meant that differences in the genders were due to the way children were raised (Sax, 2006). Males and females are biologically different, and these differences may spill over into how students learn. The current author’s review of the literature shows that there is considerable information regarding characteristics of effective teaching for strengths and need areas of each gender in regards to educational preference and performance (NASSPE, 2006)

According to Husinga (2001:15), men and women have different knowledge about the same things and may organize their knowledge in different ways. In addition, Kanfer (1990:4) stated there are differences

between male and female students based on their gender that can influence their achievement in learning. They are academic performance, confidence in learning, motivation in learning, and physical differences in learning.

The first difference is academic performance. According to Francis et al (2004), Leman (2001), Metcalf (1993). The national academic performance grades in the UK is not the same for male and female students, male students reliably more likely to achieve lower grades and in some instances getting more first class degrees.

Based on the explanation from Francis et al, indeed there is difference between male and female in academic performance, because Francis said that male student's achievement lower than female. It means that male and female student possibly have a different result in learning or in learning result achievement.

In addition, Berliner (2004:7) in Francis's book says, female students are now almost ahead on the number of first class degrees which might be explainable through diligence and conscientiousness being traits taken up by girls as part of their construction of femininity. It means there is difference between male and female students' where the female more diligence than male which it can influence their academic performance in the class.

However, caution should be observed in offering explanations retrospectively. When males were outperforming females in the number of first class degrees, this was explained by writing style effects personality

and characteristics interacting with assessment styles. Given that females are more likely to adopt a deep approach to their learning and more likely to be interested in learning for its own sake there are other possible contributory factors (Rubin and Greene: 1992). It means that female students has a different style in learning where based on Rubin and Greene statement that female's writing style effects personality and characteristics. The female learning style also can be seen by their method in learning who can influence in their academic performance

In addition, according to Abouserie (1994:22) says this might be why female students experience more academic stress than do male students, meanwhile according Clark and Reiker (1986:1) in Brember's book, male students may be better able to cope with the stress . .

Furthermore, Hyde (2005:3) found small difference between male and female students, female slightly better at reading and literature. It means that between male and female has different capability in learning. So, it can be caused by their achievement or their result in learning.

The researcher take a conclusion based on the explanations above from some experts about students' achievement based on their gender that there are some differences in academic performances between male and female students. The male students are lower in getting achievement than female students, than the female student has more diligence, interested, and capability in learning. Female student more interested in reading and

literature learning. So, the differences above show that gender can influence students' achievement and their result learning in the class.

The second difference based on the students' gender is their confidence. According to Leman (2004:2) females generally lack academic confidence than male. It means that female student has lower confident than male students in learning.

In another explanation, Garcia et al. (1995:3) says that female students had lower self confident for avoiding negative aspects of academic study like low grades, failing or not graduating on time, all of which could be affected by external issues. It means that male students have higher confidence in avoiding negative think in learning.

In contrast, according to Greasley (1998:4) male students are more confident than female to rate their academic abilities higher than are female students and are less likely to be adversely affected because male students are more self-centered and less attuned to social interaction issues. It means that in learning female student has low confident to rate their ability in academic because they often affected with social interaction issue .On the other side, male has higher confident about academic abilities because male have more self-centered and less attuned to social interaction issues.

The third difference is students' motivation in learning. According to Kanfer (1990:4) in his book said that achievement motivation in learning is a concept that can be used for the explanation of individual

differences in achievement and success in various contexts such as the school. It means that gender is also influenced by motivation achievement of students in learning. Based on the explanation before motivation learning concept explain the individual differences in some aspects in school which is related to the learning result or students' achievement difference between male and female students.

In addition, more recent studies, such as that of Greene and Debacker (2004), show that males set fewer goals than females, but those goals are higher. It means that female students have higher motivation in deciding their goals. It's related to the learning goals where female more creative and ambitious to achieve their goals or achievement in class. Meanwhile the male students have lower ambition in setting their goals in learning. So, it can be caused why male students have lower achievement in learning.

Shelly Taylor, a professor of psychology at UCLA, published a work that demonstrated differences in the learning preferences and motivation of males and females. Female responded and were motivated to the where, why, and how of a problem before they could understand it completely. Male, however, preferred to tackle problems head-on. It means that female students more curious before starting to learning something different with the male. The male student has lower interested to know or analyze before learning something. So, the differences of

gender in motivation in learning have a possibility to affect their achievement in class.

The next difference is brain development. According to Sax (2006:12) the average female has a larger vocabulary when compared to the average male, while males tend to have better spatial rotation abilities than females. It means, in learning English, female has more capability in memorizing vocabularies than male.

In addition, Harriet Hanlon and her associates (1999) at Virginia Tech University conclude through their research that the areas in the brain associated with spatial memory language, motor coordination, and getting along with others develop at a different time, rate and order in girls as compared to boys. It means that between female and male there is difference brain development. It affects the result of the learning where the students with higher brain development are easier to memorize the material during learning. Meanwhile, students with lower development are harder to memorize the material during learning. So, brain development in male and female can influence or affect their achievement in learning or their learning result.

B. The Concept of Receptive Skill

According to Michel Lewis and Jimmy Hill (1997) language skills are divided into receptive and productive ones. The receptive skills include listening and reading while the productive ones are speaking and writing. The

explanation above means that receptive skills are the ways in which people extract meaning from the discourse they see or hear.

According to Heinemann, receptive skills can be acquired through the active involvement and effort of the learners in learning English language and learners should develop their own learning strategies in order to work with written material or the spoken word.

In addition, according to Reves and Levine (1988) indicates that listening and reading are distinct but similar skills sharing commonalities in integrated and holistic comprehension of the message. Further research studies have suggested crossover and overlap between listening and reading abilities beyond their unique trait of skill operation and function (Bae & Bachman, 1998).

On the other opinion, Kethelin M. Bailey (1975) adds that the receptive skills are listening and reading. It means the learners do not need to produce language, they receive and understand it.

According to Jeremy Harmer, receptive skills are the ways in which people extract meaning from the discourse they see or hear and should be taught by using active method. It for the receptive skill teachers have to create a real communicative situation by correct material to achieve a useful knowledge.

In addition, according to Heinemann (1974) receptive skills include understanding when you listen and when you read. You receive the language

and decode the meaning of understand the message and understandings and ways of interpreting the world around students. It means that learning in this sense is focused on achieving the power of thought and action quality to solve problems that are now and will be faced by students. According to Kethelin M. Bailey (1975) the receptive skills divided into two skills, they are listening and reading.

1. Reading

Hunt (2004:137) defines reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in. It means that is a process that readers do to get an information.

According to Alyousef (2005:144) "Reading can be seen as an interactive process between a reader and a text that leads to automaticity or reading fluency. While Grabe (1991: 377) argues" Reading can be an active process comprehending where students need to be taught strategies to read more efficiently. For example, guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc.

On the other hand, Paran has an opposite view on reading. He says "Reading as activity involves constant guesses that are later rejected or confirmed" (Paran, 1996: 25). The sentences above means students do not read all the sentences in reading but they find some words to get the idea of the text.

There are some types of reading material or task. First is Reading Comprehension. Grellet (1981: 3) defines reading comprehension as "Understanding a written text means extracting the required information from it as efficiently as possible" . Teachers assume that to be able to comprehend, student should do comprehension exercise in order to improve their reading skill. Student tend not to read a text for overall meaning but rather to read in a question suggests the answer may be found (Mackay,1979).

In Harisson and Dolan as cited in Mackay (1979:21) the other way to develop reading comprehension is through organized small group discussion of texts. That means the aim of the activities is to give support to the students to do close in noncompetitive atmosphere. Usually the group discussion contain six or eight students. The number of the students is enough to give the member opportunity to participate.

Harisson and Dolan as cited in Mackay (1979:112) state that the reading is not only a single skill but a set of related skills. These include:

- Word recognition and mastery of vocabulary
- The ability to see in the material the structures of the sentences, paragraphs, and longer passages that form the whole units.
- The intelligence to follow the thought development in the results of presenting and making any relevant deductions, inferences, or critical assessments.

- The ability to concentrate on the reading task.

The second is reading skills. Reading involves a variety of skills. According to F. B. Davies (1968), reading skills involve: identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, finding answers to questions.

And also according to J. Munby (1978), reading skills can also include: recognizing the script of language; deducing the meaning, use of unfamiliar lexical items; understanding explicitly and non-explicitly stated information, conceptual meaning, communicative value of sentences, relations within the sentences and between parts of text through lexical cohesion devices; recognizing indicators and main point of information in discourse; distinguishing main idea from supporting detail; selective extraction of relevant points from the text; basic reference skills; skimming, scanning, transcoding information from diagrams/charts.

According to Brown (1989), there are several types of reading may occur in a language classroom. One way in which these may be categorized as can be outlined as follows: Oral and Silent. In silent type there are two kinds. These are Intensive and Extensive. The first distinction that can be made is whether the reading is oral or silent. Within the category of silent reading, one encounters **intensive** and **extensive** reading. Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an *end* in

itself. Extensive reading on the other hand, involves reading of large quantities of material, directly and fluently. It is treated as a *means* to an end. It may include reading simply for pleasure or reading technical, scientific or professional material. This latter type of text, more academic, may involve two specific types of reading, **scanning** for key details or **skimming** for the essential meaning. A relatively quick and efficient read, either on its own or after scanning or skimming, will give a **global** or general meaning.

First is Intensive Reading. Brown (1989) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy. Long and Richards (1987) say it is a "detailed in-class" analysis, led by the teacher, of vocabulary and grammar points, in a short passage."

Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

There are some characteristics of intensive reading. These are usually classroom based, reader is *intensely* involved in looking *inside* the text, students focus on linguistic or semantic details of a reading, students focus on surface structure details such as grammar and discourse markers, students identify key vocabulary, students may draw pictures to aid them (such as in problem solving), texts are read carefully and thoroughly, again and again, aim is to build more language knowledge rather than simply practice the skill of reading. The materials of intensive reading are usually very short texts - not more than 500 words in length chosen for level of difficulty and usually, by the teacher, and chosen to provide the types of reading and skills that the teacher wants to cover in the course.

In Dictionary of reading (1983: 160) stated that intensive reading is a program of reading activities carried out carefully. In Intensive reading, students only read one or several choices of existing reading material. Intensive reading program is one of the efforts to grow and sharpen critical reading skills. According to Brook, as quoted by H.G. Tarigan (1990: 35) intensive reading is a careful and detailed handling of a short task which is only about 2-4 pages each day. According to him, broadly reading intensive is divided into two, namely reading the contents (content study reading) and reading language studies (linguistic study reading). Reading the content review is further divided into close reading, reading for understanding, critical reading, reading for ideas. Reading language studies is divided into foreign language reading and literary reading.

First type in intensive reading based on the content study according to H.G. Tarigan is reading close reading. Close reading carefully can be said as a careful reading activity that aims to understand in detail the ideas contained in the reading text or to see the organization of writing or the approach used by the author. Therefore, readers in addition to being required to be able to understand all the meanings of the texts they read are also required to recognize and connect the links between existing ideas, both those contained in sentences and in each paragraph. One of the supporting activities that will be very helpful in this careful reading process is by marking the parts of the book that are considered important.

The next is reading for understanding. According to H.G. Tarigan (1986: 56), it is a type of reading that aims to understand literary standards, printed reviews, printed dramas, and patterns of fiction. The third type is critical reading. According to Albert as quoted by H.G. Tarigan (1986: 89) critical reading is a type of reading activity carried out wisely, full of grace, depth, evaluative, and analytical, and not just looking for mistakes. And the last type is reading for ideas. According to H.G. Tarigan (1986: 116) reading for ideas is a type of reading activity that aims to find, obtain and utilize the ideas contained in the reading. Then according to Anderson (1972) as quoted by H.G. Tarigan (1986: 117) reading for ideas is a reading activity that aims to find answers to the following questions from a reading such as : why it is a good title or topic, what problems are

discussed or unfolded in the reading, and things that are learned and done by the character.

The next is the types of intensive reading based on the language study or linguistic study. First is foreign language reading. Reading a foreign language at a lower level generally aims to increase the power of the word (increasing word power) and to develop the developing vocabulary, while at a higher level it certainly aims to achieve fluency. The second is literary reading. Literary reading is an activity of reading literary works, both in relation to the interests of appreciation and in relation to the interests of study or the importance of study.

Intensive reading exercises may include looking at main ideas versus details, understanding what is implied versus stated, making inferences, looking at the order of information and how it effects the message, identifying words that connect one idea to another and identifying words that indicate change from one section to another.

John Munby (1979) suggests four categories of questions that may be used in intensive reading. These include Plain Sense - to understand the factual, exact surface meanings in the text, Implications - to make inferences and become sensitive to emotional tone and figurative language, Relationships of thought - between sentences or paragraphs, and Projective - requiring the integration of information from the text to one's own background information.

Assessment of intensive reading will take the form of reading tests and quizzes. The most common systems of questioning are multiple-choice and free-response. Mackay (1968) , in his book *Reading in a Second Language*, reminds teachers that the most important objective in the reading class should NOT be the *testing* of the student to see if they have understood. Teachers should, instead, be spending most of the time *training* the student to understand what they read.

According to Nuttall (1986) Intensive reading can provides a base to study structure, vocabulary and idioms,provides a base for students to develop a greater control of language and provides for a check on the degree of comprehension for individual students. But there is little actual practice of reading because of the small amount of text.In a class with multi-reading abilities, students may not be able to read at their own level because everyone in the class is reading the same material.The text may or may not interest the reader because it was chosen by the teacher.There is little chance to learn language patterns due to the small amount of text. Because exercises and assessment usually follow intensive reading,

Meanwhile extensive reading is next type beside intensive reading. Brown (1989) explains that extensive reading is carried out "to achieve a general understanding of a text." Long and Richards (1971, p.216) identify extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words. It means the aims of extensive

reading are to build reader confidence and enjoyment and always done for the comprehension of main ideas, not for specific details.

Harold Palmer (1917) in Britain and Michael West (1926) in India were the first to pioneer the theory of extensive reading as an approach to foreign language teaching and to reading, in particular. Palmer chose the term "extensive reading" to distinguish it from "intensive reading". In the 1929 Coleman Report on "Modern Foreign Language Study", introducing the Reading Method, recommended the inclusion of *extensive* reading in its Method (as distinct from *inclusive* reading). He said that students were to read in the second language without a conscious effort to translate. Emphasis was placed on developing independent silent reading and increasing reading rate of individual students. Then, frequency word counts were developed and used as a basis for graded readers.

Krashen (1984) supported Extensive Reading because he felt it automatically gave rise to competence in writing. In 1993, he termed it "free voluntary reading". Mean while, David Eskey (1995) drew the analogy of reading instruction to teaching swimming strokes to people who hated the water. It means, it would be only through their discovery of the rewards of reading by actually doing it, that they would become people that can and do read..". The other theory according to Dupre (1997) in French supported the theory that Extensive Reading is more pleasurable and beneficial for language acquisition. It means that extensive reading fit better with language acquisition than grammar instruction and

practice. Although research strongly suggests that extensive reading can boost second language acquisition, few second language learners engage in voluntary reading at their own initiative, (i.e. Reluctant Readers) and require guidance in the form of Extensive Reading programs. According to Krashen, Extensive reading may appear as any a complement to an intensive reading program, an extra-curricular activity where students read out of class, and the main focus of a reading course (termed an Extensive Reading Program) where students work with a class set of books, individual reading of material, of their own choice, with follow-up activities such as reading logs, reading journals, book reports or projects. Although it is less common for extensive reading to form an *entire* reading course, there are well-established Extensive Reading Programs operating around the world. They have been carried on in many countries, at varying levels of education from Elementary School to College, and in different languages.

Day and Bamford (1998) put forward ten characteristics identified in successful Extensive Reading Programs. Students read as much as possible. First, a variety of materials on a range of topics is available, second Students select what they want to read ,third the purposes of reading are usually related to pleasure, information and general understanding. Fourth, reading is its own reward. Next, reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Sixth, reading is individual and silent. Next is

reading speed usually faster than slower. Then, teachers orient students to the goals of the program. Last is the teacher is a role model of a reader for the students.

In extensive reading, the teacher gives recommendations on reading materials, based on student's interests. The teacher guides students in choosing appropriate levels of material, beginning with easy books. The teacher guides students in choosing a variety of materials of their interest. This may especially be necessary for students that choose the same type over and over. The teacher guides students in setting specific goals for amounts read. The teacher provides modeling. If class time is given for reading, the teacher reads at the same time. The teacher overlooks if students are not aware of the exact meaning of each word. The teacher should not jump in and explain. The teacher leads pre-reading activities to build interest in the text, such as in the characters, places, themes, and actions. The teacher must be careful to provide just enough to stimulate curiosity but not so much that the need to read is removed.

Meanwhile the student assumes total responsibility for developing reading ability. The student reads without the use of a dictionary and usually chooses their own material and moves along at their own pace but must push themselves in order to show greater progress.

According to Broughton (1978), by extensive reading, the students may develop a "reading habit", gain more confidence in reading, improve

their attitude towards reading and become more motivated to read , feel more autonomous over their own learning and more likely to take more initiative. It means students can become more "independent readers", being able to read for different purposes and being able to change reading strategies for different kinds of texts and more aware of what's available to them to read and how to access materials .

a. Skimming

According to Brown (2001: 308), Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. It gives the readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and maybe some of the developing or supporting ideas. It means that reading a text or passage by using skimming skill can help the student in answer some questions which are related witt the text.Skimming is a quick reading to know the general meaning of a . Skimming is a more complex task than scanning because it requires the reader to organize and remember some of the information given by the author, not just to locate it.

Skimming is used when reading some some general question in mind. It is used in making decisions on how to approach a text such as when determining if a careful reading is deserving and build student

confidence and an understanding that it is possible to gain meaning without reading every word in a text.

Pugh et al (1987) suggests that to assess skimming, after the students have read and completed the assigned questions, further questions may be asked, "beyond the scope of the purpose originally set" (p.70). If students can answer these questions correctly, it indicates they have read the text too closely. It means the readers should read more and more rapidly, to form appropriate questions and predictions and then read quickly.

When skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer. Therefore, skimming is a more thorough activity which requires an overall view of the text and implies a definite reading competence.

b. Scanning

According to Brown (2001: 308) scanning is a quickly searching for some particular pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. It means that the purpose of scanning is to extract information without reading through the whole text.

We only try to locate specific information in scanning. We just let our eyes scan the text until we find the information we are looking for, such as a name, date, or less specific piece of information. Therefore, scanning is far more limited since it only means retrieving what information is relevant to our purpose (Grellet, 1981:19) .

According to Day (1997) scanning is a quick reading, focusing on locating specific information. Scanning involves quick eye movements, not necessarily linear in fashion, in which the eyes wander until the reader finds the piece of information needed. It means scanning is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required. The reader knows what the item looks like and so, knows when he has located what he was searching for. It is assumed then, that very little information is processed into long-term memory or even for immediate understanding because the objective is simply matching.

Scanning is used often with technical, scientific or professional materials to locate specific information. It is a valuable skill for second language learners to develop because often they do not require a detailed read of a text. There are many everyday uses for scanning, relevant to a purpose, such as reading a schedule.

Pugh (1978) suggested that since scanning is a less complex style of reading it can be introduced first. Skimming requires greater fluency and more practice is required, so it should be introduced later.

c. Summarizing

According to Duke and Pearson (2002), summarizing is a difficult task because students should read the text, identify important and unimportant ideas, and combine ideas to create a new text that is the same as original.

From the same source, we get the two strategies of summarizing. First, after reading, students choose from the list of the best summarize the text. The second, students make a hand note to help them. Students use the information from the hand to write a short summary of the identify the most important details. And the last is student use the information from the hand note to write a short summary of the text.

Barnes et al (1980) state the purpose of summarizing is to help the students' condense written information and present its substance in their own words, concisely and without distortion. It means that information is being summarized in order to make it easier to handle and understand.

Barnes et al (1980:9-10) also state that summarizing is an important skill in every study area. A scientist must summarize his or her observations carefully. A writer should summarize his or her

experiences to make a good writing. While students must summarize what they are reading or learning in order to better understand and remember it when reading and learning new material.

d. Identifying the main idea and supporting details

According to Anderson (2003:86) “Every paragraph has a main idea, or topic that tells us what the characters are, you can find the main idea in the first sentence or paragraph. Supporting ideas usually follow the main ideas” It means that sentences containing supporting ideas explain or give us more information about the main idea.

Barnes,et all (1980) state the purpose of identifying the main idea is to help students learn the core ideas of the paragraph. It means that the main idea is the most important elements presented in paragraphs It is the foundation upon which all the other sentences are built.

In addition, Hennings in her book Reading with Meaning (1999:66) states sometimes the writer state their main idea, sometime in the beginning, in th middle, or at the end of a paragraph .At others time ,they include a sentence in which they are almost state the main idea but they still give a clear about it.

2. Listening

Listening is one of the most important language skills. Listening is the part in communication through listening we can share our ideas

with other people. Listening is the most frequently used language skill in everyday life.

The importance of listening is acknowledged by Brown (2001:247) who stated that “Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking.” It means that, listening is the important thing in daily activities through listening we can interpret the meaning.

As defined by Oxford (1993: 206), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Hasyuni (2006: 8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create a significance. Listeners must cope with the sender’s choice of vocabulary, structure, and rate of delivery.

Russel in Hasyuni (2006:8) also says that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading.

Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words.

As mentioned in Nunan (2003:24) "Listening is an active, purposeful process of making sense of what we hear." It means that, we should interpret the meaning from what we hear, therefore listening is an active skill.

So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Listening is the active process because listening is not just matter of hearing, listening include many process. Listening is determining the meaning and the message of the sound.

In listening there are some materials. The material is very important for the students to improve their listening skill. A suitable material can make the students want to learn. The material which suitable with the students have to interesting, in the right level of students' difficulty, and presented in various activities (Puspita in

Hasyuni 2006: 4). The interesting materials that are familiar meaningful and various should be provided for the students. It can help them to understand more easily.

According to Urestiney (1984: 22) some characteristic of the kind of listening exercise that will give maximally effective and relevant practice in the classroom. The first is producing suitable discourses. It means that listening comprehension exercises as such are usually based on text prepared in advance and read aloud by the teacher or on tape. The material must be suitable level.

The second is using recordings. Recordings should be used for definite specific purposes: to make available types of discourses, accent or listening situations that are difficult to present live, to make students concentrate or aural perception of the foreign sounds, intonation or stress patterns, or for testing.

Beside of that, the material should be as natural as possible in order that students can practice and imitate the original voice from the speakers. As mentioned by Paulston in Hasyuni (2008: 4), listening materials should consist of sample of natural language from as many different sources as possible, so the students will have experience with many varieties of topics and situations.

Beside a material in listening skill there is also a process in learning situation. According to Buck (2001), language process has a

definite order, it means from the lowest level of detail to the highest level. The same view is directly applied in listening, precisely in the Bottom – up and top down processing, to assume that in this process the listener focuses and gives much importance to the smallest units of speech than the individual words and after to phrases to combine them in order to achieve understanding and build a whole (Harmer,2001).

Nation and Newton (2009: 40) state that there are two kinds of listening processes, these are bottom-up process and top-down process. Bottom-up Processes are the processes the listener uses to assemble the message piece-by piece from the speech stream, going from the parts to the whole. It means that bottom-up process more focus on grammatical relationship in the words. So the listeners understand with the sounds, words, intonation, grammatical structure, and other components of spoken language.

Harmer Jeremy (2001:201) says "Without a good understanding of a reasonable proportion of the details gained through some Bottom-up processing, we will be unable to get any clear general picture of what the text is about. It means that the ability in understanding of student really important in bottom up process.

Meanwhile, Top-down processing according to Brown (1995) is the opposite of Bottom-up, students start from their background knowledge". To explain this process more, (Harmer,2001) indicates that in this

processing , the listener tends to get the message' general view and absorb the overall picture of the listening passage .This is helped if the listener has the ability to have appropriate expectations of what is going to come across.

Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. In top-down process the listeners should have other background information that they bring to the text. The listeners can predict what kind of information from the text if they have prediction about the text that they will hear before.

As a conclusion, to successfully realize the process of listening, it is better to suggest a combination between the two processing "Bottom-up, top-down", and many specialists argue that this interaction is the case almost immediately.

The next thing about listening skill is types of listening.Extensive and intensive listening. According to Harmer (1998) Different situations require different types of listening. In the classroom situation, students can improve their listening abilities and gain valuable input by being engaged in the listening process through a combination of extensive and intensive listening.

Harmer (1998) said that the two types of listening can help students to develop their pronunciation and acquire good speaking habits they absorb. The two types are described by Harmer (1998) to have a special importance. They provide students with the perfect opportunity to listen to other speakers than their teacher's

Harmer (1998) states that extensive listening occurs in a situation where the teacher encourages students to choose for themselves what they listen to, using their own materials for the purpose of pleasure and language improvement. It means it usually takes place outside the classroom and done for its own sake, this doesn't mean that the teacher is not interested in this type at all, but he is attributed the general guidance in the process.

“To give students more and more reasons to listen, if they can share their information with colleagues, they will feel they have contributed to the progress of the whole group” (Harmer:229). It means consequently, extensive listening is an appropriate way for learners to be provided by extra chances for the reason of constructing their linguistic bank.

Extensive listening materials are different, they can be found from different resources such as recordings of stories, passages taken from books, television, and radio. From what is clearly stated before, taped

authentic materials can be considered as a good tool for learners when dealing with extensive listening.

On the other hand, the other type of listening is the intensive listening. Rost (2002:138) refers to "the process of listening for precise sounds words, phrases, grammatical units and pragmatic units. It means that it is practiced in every day situations the, ability to listen intensively is considered to be an essential part of listening proficiency.

EFL teachers in dealing with the intensive listening according to Harmer (1998), prefer to use audio tapes as their favourite material in classroom since it gives students the opportunity to listen to a variety of voices with different accents, different topics with different genres, as well as it provides the learner with a significant source of language input. As far as intensive listening is concerned, it invites the learners to meet different characters specially when real people are talking in real life situations, interact with speakers, interrupt them and why not asking for clarification this is what is named "live listening".

According to Stephen and Lucas (1998), one of the way listening can serve us is by enhancing our skills as a critical thinkers. We can identify four kinds of listening. It means based on objective and manner in which the listener takes and responds to the process of listening, there are some types of listening. First is appreciative listening. Lucas and Stephen (1998) come to define this type of listening to be: "Listening for pleasure

or enjoyment, as when we listen to music, to a comedy, or to an entertaining speech"

That's why appreciative listening includes listening to music for enjoyment to speakers because you like their styles, to your choices in theatre, television, radio, or films. It is the response of the listener not the source of the message that defines appreciative listening. Generally speaking we use appreciative listening when we seek information which we will appreciate for example that which helps meet our need and goals.

Next is empathetic listening. According to Lucas and Stephen (1998:58) Empathic listening provides emotional support for the speaker, as when a psychiatrist listens to a patient or when we lend a sympathetic ear to a friend in distress.

Listening empathetically means that the listeners is seeking to understand beliefs, emotions of other people in order to get them to expose these deep parts of themselves to us, so we need to demonstrate our empathy in our demeanour towards them, by asking them sensitively to encourage self disclosure

Then comprehensive listening, after the stage of discriminating between the different sounds of a message, come this type of listening which is the comprehensive one; seeking to make sense of these sounds. To comprehend, the meaning requires first having a lexicon of words, all rules of grammar and syntax in addition to the visual components of

communication. According to Stephen and Lucas (1998) "Comprehensive listening is devoted for understanding the message of a speaker, as when we attend a classroom lecture"

And the last is Critical listening. There is practically no place you can go where critical listening is unimportant. This type of listening deserves much more attention; it is listening to evaluate a message for purposes of accepting or rejecting it (Stephen, Lucas, 1998). It means that the ability to listen critically is essential everywhere, we use in different contexts; family, community.

There are some classroom technique and activities that can be used to teach listening: First is Total Physical Response (TPR) activities. According to Asher (1977) in Linse (2005: 30), he studied the way very young children acquire language. He wondered why very young children were so good at developing language skills when students in college and university classes had so much difficulty. He observed that babies spent the first year of their life just listening to language. He noticed that although infants aren't speaking, they are still active users of the language because they are physically responding to what has been said.

Asher took his finding and developed a method which is known as Total Physical Response (TPR). Learners physically respond to oral commands which are given. Just as with babies, learners are expected to respond nonverbally to commands before they are expected to speak.

The teacher usually gives an oral command while she demonstrates it. For example, she may jump while she says the word *jump*. The learners follow along with the commands and only speak when they are ready. When they first begin to speak, they repeat the commands given by the teachers. TPR has several positive aspects. First, it utilizes the auditory, visual, and tactile learning channels. The learners listen and watch as the commands are given. Second, TPR helps to teach children to follow directions and listen attentively two important skills for academic success. Third, in keeping with developmentally appropriate notions or thoughts, children are allowed to listen and then choose when they feel comfortable to start speaking. Fourth, this method can easily be adapted in many different ways for young learners.

The second technique is TPR songs and finger plays. TPR can be used with songs and finger-plays. Finger-plays are little chants that children say while moving their fingers and /or hands. One of the most popular finger-plays is "Head and Shoulders". At first, you chant the finger-play as the children use their hand and their fingers to point to the correct body parts. After they understand the chant, the children can chant and point the finger-play.

The third is TPR Story telling. TPR can also be used in conjunction with story telling. It works especially well with stories where sentence patterns are repeated, and tell the story using puppets or story telling

pieces. Story telling pieces are pictures of characters and different items in a story that children manipulate or move around as the story is told.

The next technique is YES / NO Card. When using TPR YES/NO cards, we can easily measure children's listening capacity. When using YES/NO cards, children are asked questions and then respond by showing a yes or no card. As a teacher, we can look around and see how many children were able to comprehend the question and answer it correctly. We can then adjust our questioning to meet the needs of the learners in the classroom by making the subsequent questions easier or more difficult. Another advantage to using yes/no card is that the adjustment to instruction can take place instantaneously unlike written assignments where it is necessary to wait and look at everyone's work before adjusting the language level and questioning level to meet the needs of the learners.

Fifth is TPR Drawing. All of the children can be given the same instructions but should be given latitude in how they carry out the instructions.

Next is Syllable Clapping. One way to help children learn the way that words are broken into syllables and into separate words is to chant the words while you clap them in syllables. This is useful for the tactile learners as well as auditory learners. And the last is Minimal

Pairs. Minimal pairs are two words that differ in only one sound. For example, bat and pat are minimal pairs.

In order to help students and facilitating the improvement of their listening abilities in classroom, it is helpful to divide a listening activity into three distinct stages: the pre-listening, the while listening and the post listening.

First is the pre-listening stage. According to Hedge (2000), it is vitally important if we want our students to get as much as possible out of listening. It means that the choice of listening is the first thing. Teachers shouldn't inflict on their students topics they believe will be of little or no interest. In this stage called "introductory or preparatory", students are required to bring their attitudes, previous knowledge about the topic that they are going to tackle. They should be given a reason to listen, a chance to discuss and predict what they are going to hear since the teacher can not let his student do a listening blind of information and without any point of reference, in addition to the pre-teaching of some vocabulary which may be problematic can also be a useful part of this pre-listening stage.

The next stage is the while listening stage. This phase refers to the time of listening in classroom. Most teachers use tape recorders for their classroom listening practice. During performing the listening activities, Students are denied all the physical and visual clues that make

face to face communication easier, and they are left with only disembodied voice on what may be a technically poor piece of equipment, sometimes video can cover these difficulties but still in other cases, teachers when using tape recorders must be encouraged to offer visual clues to help students (flashcards, white board...).

While- listening, activities guide the students to collect or catch the necessary information for an overall listening comprehension, those activities ensure the active nature of the process in the fact that grasping every word when listening is not necessary, as well as involving the students to develop good listening habits, which consists in getting the information and immediately performing something with it.

The last stage is the post listening stage: The feed back to a listening activity in general is important. It is good for students to realise they have been doing something useful and interesting. For that reason, post listening activities refer to all activities which can be practiced after the second phase. Those listening activities are used as a springboard onto other language skills such as reading, speaking and writing. Hedge (2000) states that Post listening activities are considered to be a source of motivating. It means that students are given the opportunity to get more information about the topic (this interest is not confined only to the original passage but it tends to include student's impressions, opinions, attitudes...)

This phase of post listening may include, multiple choices or true false questions to be done by students to reflect their comprehension of the passage, Summarizing the passage depending on student's notes which had been taken during the while listening stage, Check answers to any comprehension tasks in pairs or groups which are less motivating for many students who find listening difficult, or push different groups to listen to different passages might be linked together after which they exchange information to complete the whole original text or passage.

C. The Conceptual Framework

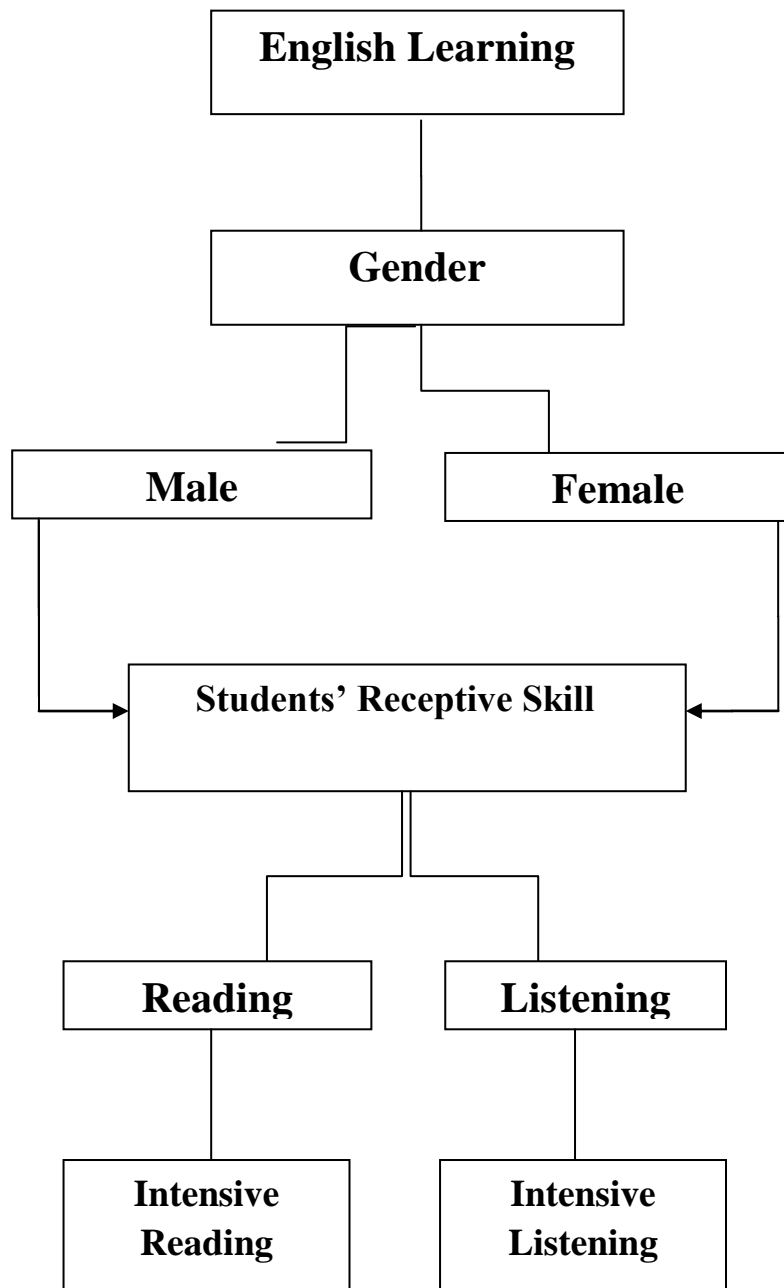


Figure 3.1. The Conceptual Framework

In this research, the researcher will analyze the gender differences in English learning whether the differences in learning English influences male students or female students' in their receptive skill, where receptive skills consist of two skills. They are reading and listening skills. The kind or type of reading and listening that the researcher chooses are intensive reading and intensive listening where the students were asked to find out one or some certain information at the second grade at SMPIT AR RAHMAH by giving the test based on the students' English learning. From that test, the researcher collects the data and then analyzes how is the students' receptive skill based on the gender differences of students.

CHAPTER III

RESEARCH METHOD

This chapter discussed the research method in this study. It covered discussion about research design, variable and indicators, population and sample, research instrument, data collection procedure and technique of data analysis.

A. Research Design

As stated in problem statements in this research, the research conducted to find out the gender differences in students' learning achievement. Thus, in this study the researcher used descriptive quantitative research method to collect data related to learning objectives.

B. Variables and Indicators

The variable of this research was gender differences. While the sub variable were intensive reading and intensive listening and the indicator of this research was finding certain information correctly.

C. Population and Sample

1. Population

The researcher took in the second grade students of SMPIT Ar Rahmah Makassar as a population. It consist of 74 students, they were from 3 classes; they are VIII A, VIII B, VIII C. Which VIII A is female class, VIII B is male class, and VIII C is mixing class. Those class consist of 26, 26, and 22 students.

2. Sample

In this study, the researcher used cluster sampling technique. The researcher took 74 students as sample. The sample is consisted from three classes where those three classes consisted of difference gender; a class for male, a class for female, and a class for mix between male and female. In taking sample, the researcher gave a test to the sample.

D. Research Instrument

Ary Kunto (2000:134) said that instrument in collecting data was a tool that is used by the researchers to help them in collecting data in order to make it more systematic and easy.

In this research, the researcher used reading and listening test as an instrument. The test is multiple choice with 40 questions, 20 questions for reading test and 20 questions for listening test. The instrument was used to collect data about the gender differences in students' receptive skill in their learning process.

E. Data Collection Procedure

In collecting data of test the researcher made some procedures, those are:

- (1) The researcher decided the population and the sample.
- (2) The researcher chose the method which is cluster sampling method.
- (3) Then, the researcher chose the sample by applying cluster sampling method.
- (4) The researcher gave the test to sample.

- (5) The researcher gave the reading test first to student and asked the student to answer the test for 1 hours.
- (6) The researcher collected the test from the student
- (7) The researcher gave the listening test with used speaker and then gave the question paper to the student
- (8) The researcher play the audio twice
- (9) The researcher asked the student to answer the question
- (10) The researcher collected the test.
- (11) The researcher assessed the mean score and the percentage about the gender differences in students' receptive skill for each class.

F. Technique of Data Analysis

The data were analyzed by using quantitative analysis.

1. Collecting the mean score of the students' ability in answer the questions

by using the following formula:

$$\bar{X} = \frac{\sum x}{n}$$

Where:

\bar{X} =The mean score

$\sum x$ =The total raw score

N =The number of students

(Gay,2014:35)

2. To calculate the presentage of the students' score, the formula used as follows:

$$P = \frac{F}{N} \times 100$$

Notation:

oP : Rate Percentage

F : Frequency of the Correct Answer

N : The Total Number of Students

(Sudjana,2014:36)

3. To identify the students' score,there are seven classifications which are used as follows :

No	Classification	Range
1	Excellent	96-100
2	Very Good	86-95
3	Good	76-85
4	Fairly Good	66-75
5	Fair	56-65
6	Poor	36-55
7	Very Poor	0-35

(Lyman,1971:216)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explained about the result of students' work. It aimed to know the students' receptive skill by male, female, and mixing class. At the end of this chapter, the researcher discusses the findings of the data.

The data gained through test, where test was reading and listening test. The data got from the third grade of SMPIT AR Rahmah Makassar.

A. Findings

1. Students' Receptive Skill by Male Class

There were 26 students in male class who have joined the test. The test included reading and listening test. The mean score of reading test of this class was 69 and the mean score of the listening test was 93,1. So, the mean score of the receptive skill by male class was 81,1

Table 4.1. Score of Students' Receptive Skill by Male Class

No	Receptive Skill	Mean Score	Classification
1.	Reading	69	Good
2.	Listening	93.1	Very Good
	Mean Score	81.1	Good

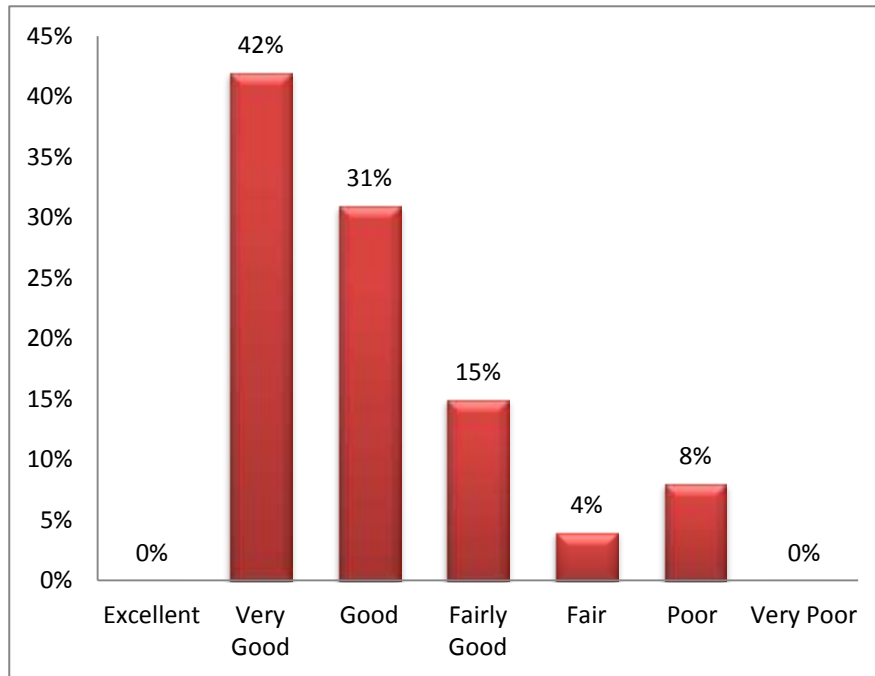
Based on the table above, we knew that the students' receptive skill by male class was 81.1 for their mean score totally. For those score, based on the score classification by Lyman (1971), it was included **good** category for students' receptive skill.

Table 4.2 The Percentage of Students' Receptive Skill by Male Class

Category	Frequency	Percentage
Excellent	0	0%
Very Good	11	42%
Good	8	31%
Fairly Good	4	15%
Fair	1	4%
Poor	2	8%
Very Poor	0	0%

Based on the table above we knew that 26 students answered the test. There is no student got excellent and very poor score. Meanwhile there are 11 students who got very good score with percentage 42%, 8 students got good score with percentage 31%, 4 students got fairly good score with percentage 15%, a student got fair score with percentage 4%, and 2 students got poor score with percentage 8%.

Figure 4.1 The Percentage of Students' Receptive Skill by Male Class



Based on the figure above, we can see the highest score that male class got is very good category with 42 % then good category with 31 %, fairly good category 15 %, poor category with 8 % and the last position is fair with 4 %. Among the three classes, the male class got the lowest score in very good category and got the highest in poor category with 2 students.

2. Students' Receptive Skill by Female Class

There were 26 students in female class who have joined the test. The test included reading and listening test. The mean score of reading test of this class was 80 and the mean score of the listening test was 90,4 So, the mean score of the receptive skill by female class was 85,2

Table 4.3. Score of Students' Receptive Skill by Female Class

No	Receptive Skill	Mean Score	Classification
1.	Reading	80	Good
2.	Listening	90.4	Very Good
Mean Score		85.2	Good

Based on the table above, we knew that the students' receptive skill by female class was 85.2 for their mean score totally. For those score, based on the score classification by Lyman, it was included **good** category for students' receptive skill

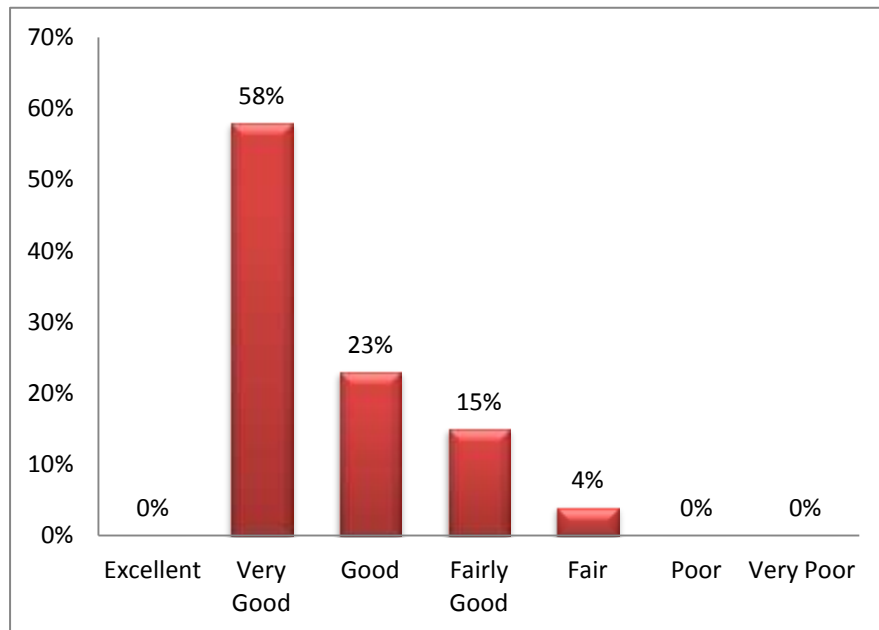
Table 4.4 The Percentage of Students' Receptive Skill by Female Class

Category	Frequency	Percentage
Excellent	0	0%
Very Good	15	58%
Good	6	23%
Fairly Good	4	15%
Fair	0	0%
Poor	1	4%
Very Poor	0	0%

Based on the table above we knew that 26 students answered the test. There is no student got excellent, fair, and very poor score. Mean while there are 15 students who got very good score with percentage 58 %, 6 students got good score with percentage 23 %, 4 students got fairly

good score with percentage 15 %, a student got poor score with percentage 4 %.

Figure 4.2 The Percentage of Students' Receptive Skill by Female Class



Based on the figure above, we can see the highest score that female class got is very good category with 58 % then good category with 23 %, fairly good category 15 %, the last position is fair with 4 %. There is no students from female class got excellent, poor, and very poor score. Among the three classes, the female class got the highest score in very good category with 15 students and got the highest in poor category with 1 student.

3. Students' Receptive Skill by Mixing Class

There were 22 students in mixing class who have joined the test. The test included reading and listening test. The mean score of reading test of this class was 79,8 and the mean score of the listening test was 86,8. So, the mean score of the receptive skill by male class was 83,3.

Table 4.5. Score of Students' Receptive Skill by Mixing Class

No	Receptive Skill	Mean Score	Classification
1.	Reading	79.8	Good
2.	Listening	86.8	Very Good
Mean Score		83.3	Good

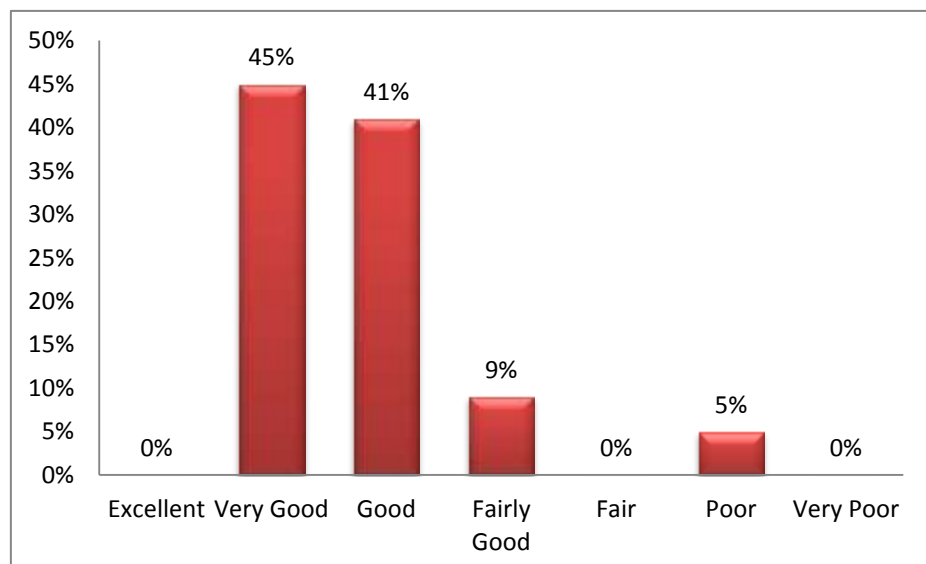
Based on the table above,we knew that the students' receptive skill by male class was 83.3 for their mean score totally. For those score, based on the score classification by Lyman,it is included **good** category for students' receptive skill .

Table 4.6. The Percentage of Students' Receptive Skill by Mixing Class

Category	Frequency	Percentage
Excellent	0	0%
Very Good	10	45%
Good	9	41%
Fairly Good	2	9%
Fair	0	0%
Poor	1	5%
Very Poor	0	0%

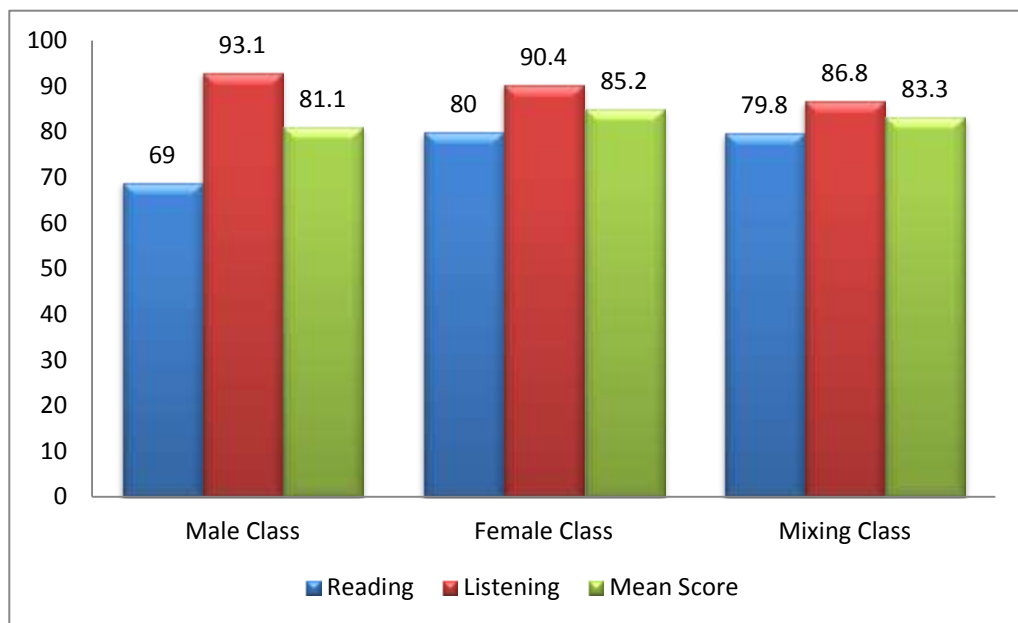
Based on the table above, we knew that 22 students answered the test. There is no student got excellent, fair, and very poor score. Meanwhile there are 10 students who got very good score with percentage 45%, 9 students got good score with percentage 41%, 2 students got fairly good score with percentage 9%, a student got poor score with percentage 5%.

Figure 4.3. The Percentage of Students' Receptive Skill by Mixing Class



Based on the figure above, we can see the highest score that mixing class got is very good category with 45 % then good category with 41 %, fairly good category 9 %, the last position is poor with 5 %. There is no students from female class got excellent, fair, and very poor score. Among the three classes, the mixing class got the second highest score in very good category with 10 students and got the highest in poor category with 1 student

Figure 4.3. Students' Receptive Skill by Male Class, Female Class, & Mixing Class



Based on the figure above we can see the difference of the score from the three classes. Male class got the lowest mean score in reading test with 69, mean while the second highest for reading test was mixing class with 79.8 and the highest mean score for reading test was from female class with 80. For the listening test, male class got the highest score with 93., the second highest was from female class with 90.4, and the lowest score came from mixing class with

86.8. Totality, for their mean score, we got the female class got highest mean score, then the second position was from mixing class and the last was male class.

B. Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings about the students' receptive skill by male, female, and mixing class. The result of the research, the students have different ability in answer the test.

1. Students' Receptive Skill by Male Class

Between of three classes, the male class got the lowest mean score. Totality, the mean score of students' receptive skill by male class was 81,1. The mean score of the reading skill was 69 and the mean score of the listening skill was 93,3. The mean score of reading skill by male class was the lowest meanwhile the mean score of the listening skill by male class was the highest.

Based on the score that male class got, the mean score of this class was good, where the frequency of excellent was nothing because there was no student got excellent score. The frequency of very good category was 11 students or 42 %. In detail, there were 10 students got 90 for their receptive skill and there was a student got 88. The frequency of good category was 8 or 31 % . In detail ,there were 3 students got 85, 3 students got 80, and a student got 78 and 83. The next, the frequency of fairly good

was 4 or 15 % where 3 students got 75 and there was a student got 73. The frequency of fair was 1 or 4 % where a student got 63. Frequency of poor was 2 or 8 % where there was a student got 55 and 45 score. And frequency of very poor is 0 or nothing because there was no student got score in very poor category.

The mean score in listening test that male class got was the highest among the three classes but contrastly the mean score that male class got in reading test was the lowest. It means the male class is better in listening skill than the female or mixing class. The result of the reading test that male class got made their mean score became the lowest among the three classes. However, actually the gap or the difference between male class, female class, and mixing class in listening skill is not big. Because the difference between male and female class were just 1 point. In answering the listening test, totally the students answered with the good result. But the number that most students were wrong in answering was in number 15 with question "What is the phone number of the school?". 6 students were wrong. It can be a proof that perhaps student were can't remembering the many numbers.

It's different with the reading skill because the gap between the male class with the others class was big enough, that's 10-11 point. It can be a proof that male students feel difficult to answer the reading test because even the percentage of students who got very good score were just 11 .

In answering the the reading test, mostly male students were wrong in questions number 4,9,13, and 16. More than a half student in that class were wrong in aswer that questions. For number 4 with question “Why did the writer ask Ryan to come to school?”, it’s a question base on the letter that student read on the paper. For that question,18 students were wrong. For question number 9 “What should Jane do after ending the phone?”,23 students are wrong in answered the question. It means that just 3 students are true. For question number 13 “In line 11 “lithe”most nearly means?,17 students are wrong in answered this question and for question number 16 “In line 8,the word öblitered”means? 16 students are wrong.

By looked the kinds of the questions above,we can saw that in reading test ,male students were difficult to find out the implied information from the text and also still difficult to interpret the words. Like what is the synonym of the words.

2. Students’ Receptive Skill by Female Class

The female class got the highest mean score between all of the three classes.Totality, the mean score of students’ receptive skill by female class was 85,2. The mean score of the reading skill was 80 and the mean score of the listening skill was 90,4. The mean score of reading skill by female class was highest meanwhile the mean sore of the listening skill by female class was the second highest.

Based on the score that female class got, the mean score of this class was also good where the frequency of excellent category was nothing because there was no students got excellent score. The frequency of very good was 15 or 58 % because there were 15 students who got very good category. In detail ,there were 6 students got 95 score for their receptive skill, 6 students got 90 and 3 got 88. Next, the frequency of Good category was 6 or 23 % where there were 4 students got 85, a student got 80, and a student got 83. Next, the frequency of fairly good was 4 or 15 %, where 2 students got 75 and 70. The frequency of fair was 0 or nothing. Frequency of poor was 1 or 4 % where there was a student got 53. And frequency of very poor was 0 because there was no student got score in very poor category.

The mean score in listening test that female class got was the second highest after the male class but fethe mean score that male class got in reading test was the highest. But it's different with male class,male class was better in listening test because the gap of the mean score of reading test of male class was lower than the mean score of their listening test. Mean while the male class got the highest in reading test but the score of listening test was higher than the score of the reading test. There is no sognifact different score for the the mean score of listening test among the three classes. In answering the listening test, totally the students answered with the good result. But the number that most students were wrong in answering was in number 6 and 15 with question "Does Mr.

Johnson and his wife like to eat healthy cereal or sweet?”and “What is the phone number of the school?”. 10 students were wrong at the number 6 and 15 students were wrong at the number 15. It explained that female students were can't analysis the dialogue and still difficult to remembering the numeric.

It's different with the reading skill because the gap between the male class with the others class was big enough,that's 10-11 point. In answering the the reading test, mostly female students were wrong in questions number 9,13, and 16. More than a half student in that class were wrong in answer that questions. For question number 9 “What should Jane do after ending the phone?”,16 students were wrong in answered the question. For question number 13 “In line 11 “lithe”most nearly means?,14 students were wrong in answered this question and for question number 16 “In line 8,the word obliterated”means? 17 students were wrong.

By looked the kinds of the questions above,we can saw that in reading test ,the case that female students got were almost same with male class where they were difficult to find out the implied information from the text and also still difficult to interpret the words. Like what is the synonym of the words.

3. Students' Receptive Skill by Mixing Class

The mixing class got the second highest for the mean score between all of three classes. Totality, the mean score of students' receptive

skill by mixing class was 83,3 which the mean score of the reading skill was 79,8 and the mean score of the listening skill was 86,8. The mean score of reading skill by mixing class was second highest meanwhile the mean score of the listening skill by mixing class was the lowest.

Based on the score that male class got, the mean score of this class was also good where the frequency of excellent was nothing because there was no student got excellent score. The frequency of very good category was 10 or 45 % because there were 10 students who got very good category which were 2 students got 93 score for their receptive skill, 5 students got 90 score and 3 got 88. The frequency of Good category was 9 or 41 % which there were 3 students got 85, 2 students got 83, 3 students got 80, and a student got 78. Next, the frequency of fairly good was 2 or 9 %, where a student got 75 and 70. The frequency of fair is 0 or nothing. Frequency of poor was 1 or 5 % where there was a student got 53. And frequency of very poor was 0 because there was no student got score in very poor category.

Based on the tables on finding above we can see that the mean score from all of the the classes were good. But there was a difference among the three classes. The female class got the highest score, the second highest was the mixing class, and the last highest was the male class. The female class got 85,2 with 58 % of student got 'very good' category, whereas the mixing class got 83,3 with 45 % of student got 'very good' category

and the score of male class is 81,1 with 42 % of student got 'very good' category.

The mean score in listening test that mixing class got was the lowest among the three classes but the mean score that male class got in reading test was the second highest after the female class. Like the other class, the mean score of the listening test that mixing class got were better than the reading test. There was no significant different score for the mean score of listening test among the three classes. In answering the listening test, over all the students answered with the good result. But the number that most students were wrong in answering was in number 6 with question "Does Mr. Johnson and his wife like to eat healthy cereal or sweet?". 9 students were wrong at the number 6. It explained that mixing student were can't analysis the dialogue, so it was making them confuse to answer the question in number 6.

It's different with the reading skill because the gap between the male class with the others class was big enough, that's 10-11 point. In answering the reading test, mostly female students were wrong in questions number 4, 13, and 16. More than a half student in that class were wrong in answer that questions. For question number 4 "The school did not have all the extracurricular activities on that day because?", 14 students were wrong in answered the question. For question number 13 "In line 11 "lithe" most nearly means?", 14 students were wrong in answered this

question and for question number 16 “In line 8, the word obliterated” means? 14 students were wrong.

By looking at the kinds of the questions above, we can see that in reading test, the case that mixing students got were almost the same with male and female class where they were difficult to find out the implied information from the text and also still difficult to interpret the words in the paragraph.

Based on the data explanation above there was a difference between those three classes even though it's not significant. That means that gender can influence the students' English learning which in this case in students' receptive skill and divided or collaborate the students based on the gender can influence in their achievement or result in learning, even though that was significant.

According to Husinga (2001:15), men and women had different knowledge about the same things and may organize their knowledge in different ways. If we looked at Husinga's statement, it related with the result or the findings of this research between the three classes, there was a different score between male and female.

For more, Francis et al (2004), Leman (2001), Metcalf (1993) stated that the academic performance was not the same for male and female students, male students reliably more likely to achieve lower grades. This statement was in line with the result of this research because the mean score of the male class was lower than the female class.

There was difference between male, female, and mixing classes. It was because of some factors that male and female face in learning english,like their motivaion in learning english,the motivation of female student is higher than male student. Then beside the motivation, the academic perfomance of female student was higher than male. Mostly female student is better in reading skill than male student. The last factor is the skill of female student in memorize the vocabulary faster than male student.

The other factors that can make a difference in female,male,and mixing class learning result was the process in their learning in class. Like their behaviour in learning. If they not understand,will they ask the teacher or not. Also the strategy leraning that teacher used in their learning process also can gave the influence in their achievment in this case in their receptive skill.

Overall,the highest mean score for students' receptive skill was the male class while the lowest mean score was female class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In English, all of skills were important to know and understand. Include receptive skill, reading and listening skill. For SMPIT AR Rahmah, they divided their class based on the gender. There are male class, female class, and mixingg class.,After the reseacher gave the test to all o the students in the three classes and analyze the result,the researcher took a conclution that gender actually gave an influence in students' english learning and also divided the class based on their gender also gave an influence on their result in learning English especially for receptive skill because based on the findings in this research,the researcher found that:

1. The mean score of the receptive skill by male class was good with 81,1. Then the percentage of the student got very good category was 42 %
2. The mean score of the receptive skill by female class was also good with 85,2. Then the percentage of the student got very good caategory was 58 %.
3. The mean score of the receptive skill by mixing class was also good with 83,3. Then the percentage of the student got very good category was 45 %

B. Suggestion

1. For The Next Researcher

Based on the result of this research, the researcher suggested for the next researchers that they should be analyzed more deeply about the students' receptive skill based on their gender. Thus, they can find more various factors, why gender can influence on the students' english learning and researcher expects that the findings will make the readers to know more about the gender differences in learning english especially in receptive skill.

2. For Student

And for the students, they should be more aware in learning english. The students still need more practices about answer the text in reading/listening test and also can improve their ability more than before.

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APPENDIX

Appendix 1. Research Instrumen

Name :

Class :

To: Ryan

Buddy, I've just received news from Herdy. This afternoon Mrs Ida wants us to finish our projects at school. Please don't come late. Our group presentation must be good next week!

1. Why did the writer ask Ryan to come to school?
 - A. To finish their project.
 - B. To meet his teacher.
 - C. To receive Herdy's present.
 - D. To ask for his buddy's friend

2. Who give the news to the sender?
 - A. Ryan
 - B. Herdy
 - C. Noe
 - D. Wendy

ANNOUNCEMENT

SMP Pembangunan will celebrate its 17th anniversary on:

Day/ Date : Saturday, 17 February 2014

Place : Sport Hall

Time : 8.00 am – 11.00 am

To highlight this event, a special bazaar will be held together with music show of the school band featuring the Indonesian idol Cynthia. All the teachers

and students are supposed to attend this celebration. For this reason all school extracurricular activities at school such as basketball, Martial art, Football and English Sunday meeting will not be done for that day.

Principal,

Zikry Phatony SS, M.Pd

3. What did the school do to celebrate its anniversary?
 - A. To hold a special bazaar.
 - B. To have a martial art competition.
 - C. To do all extracurricular activities.
 - D. To highlight all events well

4. The school did not have all the extracurricular activities on that day because...
 - A. The sport hall would be used for the celebration of the school anniversary
 - B. All students had to attend the bazaar and buy everything sold in the event
 - C. There was an attractive music show performed by all students of the school
 - D. Nobody was interested in playing basketball in the sport hall that day

5. What should the guests mention in their email?
- A. Rebooking fee and date.
 - B. The charge and booking detail.
 - C. Booking details and rebooking date.
 - D. The fee and the service they need
6. For whom this announcement is made?
- A. To all the valued guests booked at G Hotel Davao
 - B. To all the valued customers booked at G Hotel Davao
 - C. To all the valued participants booked at G Hotel Davao
 - D. To all the valued members booked at G Hotel Davao

Kelapa Gading

Jakarta 13570

November 10, 2011

Dear Sabrina,

Please let me express my deepest sympathies to you and the children. I was shocked and shattered when I heard about Frank's horrific accident. I can't even imagine what you have been going through for the past ten days.

As you know, Frank and I have been colleagues and friends for the past eight years. His tragic loss leaves a terrible void in our office. He was so well-liked and respected by everyone who came into contact with him, both colleagues and clients alike. He had tremendous people skills, and as such, was a role model in our company and the industry at large.

I trust that, when they are older, the children will be made aware of what an outstanding person Frank was in his professional life.

Sabrina, please feel free to contact me if I can help in any way while you go through this very difficult period. I will support you in any way that I can should you reach out to me. Also, please tell the children how terribly devastated all of us are here at the company due to their Father's tragic passing.

Sincere sympathy

Darlene Francis

7. Who is the sender of this letter?
- A. Darlene Francis
 - B. Sabrina
 - C. Frank
 - D. Father
8. What's the relationship between Darlene and Frank?
- A. They were clients.
 - B. They were colleague
 - C. They were schoolmates.
 - D. They were neighbors.

Jane : Hello.

Terry : Hello, Jane. This is Terry. May I speak to Bram, please?

Jane : I'm sorry, Bram is out at the moment. Would you leave a message for him?

Terry : Yes. Could you please tell Bram that I won't be able to come for the Boy Scout activity this afternoon? I've got a problem with my eyes.

Jane : Oh, I'm sorry to hear that. I hope you'll get better soon.

Terry : Thank you, Jane.

Jane : By the way, have you seen a doctor?

Terry : Yes, I have. He asked me to take a rest for a while.

Jane : That's good then.

Terry : Thanks. Well, Jane, please tell Bram about it as soon as he comes home.

Jane : I will. Don't worry about it.

Terry : Thank you for your help, Jane.

Jane : Don't mention it. Sorry, Terry, there's someone at the door. Bye.

Terry : Bye, Jane.

9. What should Jane do after ending the phone call?

- A. To see a doctor.
- B. To tell Bram about Terry's message.
- C. To accompany Terry to see a doctor.
- D. To meet someone at the door.

10. What does Jane say when she wants to extend the talk?

- A. She says, "Don't mention it."
- B. She says, "Oh, I'm sorry to hear that."
- C. She says, "Sorry, Terry, there's someone at the door. Bye."
- D. She says, "By the way, have you seen a doctor?"

Horse owner who plan to breed one or more mares should have a working knowledge of heredity and know how to care for breeding animals and foals. The number of mares bred that actually conceive varies from about 40 to 85 percent, with the average running less than 50 percent. Some mares that do conceive fail to produce living foals. This means that, on average, two mares are kept a whole year to produce one foal, and even then, some foals are disappointments from the standpoint of quality.

By careful selection, breeders throughout history have developed various kinds of horses with a wide variety of characteristics to suit many different needs. The Great Horse of the Middle Ages, for example was bred for size and strength to carry a heavily armored knight. The massive horses of such breeds are often called “cold blooded.” The Arabs bred the desert horses that were small and swift. These animals are often referred to as “hot blooded.” Cross-breeding of hot blooded and cold-blooded horses for certain characteristics produced breeds ranging from riding horses to draft horses.

The Thoroughbred is considered by many to be the high point of elegance and fine selective breeding. Many people mistakenly apply the name Thoroughbred to any purebred horse. But a Thoroughbred is a distinct breed of running horses that traces its ancestry through the male line directly back to three Eastern stallions: the Byerly Turk, the Darley Arabian, and the Godolphin Barb. For convenience the breeds of horses are often divided into three major groups: (1) ponies, (2) heavy, or draft horses, and (3) light horses.

11. Which of the following is not an example of an Eastern stallion?

- A. Byerly Turk
- B. Darley Arabian
- C. Thoroughbred
- D. Godolphin Barb

12. Which of the following was NOT a characteristic of the Great Horse of the Middle Ages?

- A. Large size
- B. Swift
- C. Strength
- D. “Cold-bloodedness”

13. In line 11. "lithe" most nearly means??
- A. graceful
 - B. clumsy
 - C. massive
 - D. bulky
14. Which of the following is NOT one of the major divisions of horse breeds?
- A. Draft horses
 - B. Ponies
 - C. Foals
 - D. Light horses
15. According to the passage, which of the following horses is considered to be the finest purebred?
- A. Darley Arabian
 - B. Thoroughbred
 - C. Godolphin Barb
 - D. Byerly Turk

Questions 21-30 refer to the following passage.

We believe the Earth is about 4.6 billion years old. At present we are forced to look to other bodies in the solar system for hints as to what the early history of the Earth was like. Studies of our moon, Mercury, Mars, and the large satellites of Jupiter and Saturn have provided ample evidence that all these large celestial bodies had formed. This same bombardment must have affected Earth as well. The lunar record indicates that the rate of impacts decreased to its present low level about 4 billion years ago. On Earth, subsequent erosion and crustal motions have obliterated the craters that must have formed during this epoch.

Scientists estimate the Earth's age by measuring the ratios of various radioactive elements in rocks. The oldest Earth's rocks tested thus far are about 3 1/3 billion years old. But no one knows whether these are oldest rocks on Earth. Tests on rocks from the moon and on meteorites show that these are about 4.6 billion years old. Scientists believe that this is the true age of the solar system and probably the true age of the Earth.

16. In line 8, the word "obliterated" means
- A. created
 - B. destroyed
 - C. changed
 - D. eroded
17. According to this passage, how do scientists estimate the age of the Earth?
- A. By measuring the ratios of radioactive elements in rocks
 - B. By examining fossils
 - C. By studying sunspots
 - D. By examining volcanic activity
18. Scientists estimate the age of the Earth as ...
- A. 3 1/3 billion years old.
 - B. 4 billion years old.
 - C. 4.6 billion years old.
 - D. 6 billion years old.
19. According to the passage, why are scientists forced to look at other bodies in the solar system to determine the early history of the Earth?
- A. Human alteration of the Earth

B. Erosion and crustal motions

C. Solar flares

D. Deforestation

26. What is the BEST title for this passage?

A. "Determining the Age of the Earth"

B. "Determining the Age of the Solar System"

C. "Erosion and Crustal Motion of Earth"

D. "Radioactive Elements in Rocks"

Listening Section

1. Who enter the supermarket?
 - a. Mr. Billy
 - b. Mr. Johnson
 - c. Mr. Smith
 - d. Mr. Wily

2. What did Mr. Johnson get after he entered the supermarket?
 - a. a basket
 - b. a shopping cart
 - c. nothing
 - d. a paper with coupon

3. What section of the supermarket did Mr. Johnson go to first?
 - a. The frozen food section
 - b. The cereal aisle
 - c. The dairy section
 - d. The produce section

4. Which one of the following items did Mr. Johnson not get?
 - a. Fish
 - b. Eggs
 - c. Cheese
 - d. Milk
 - e. Butter

5. What aisle did Mr. Johnson go to next?
 - a. Beverages
 - b. Candy
 - c. Canned Goods
 - d. Cereal aisle

6. Does Mr. Johnson and his wife like to eat healthy cereal or sweet cereal?
 - a. Healty
 - b. Sweet

7. What did Mr. Johnson's wife want to make dessert?
 - a. Pizza
 - b. A cake
 - c. Salad
 - d. Soup

8. Which one of the following is not one of the things Mrs. Johnson needed?
 - a. Flour
 - b. Sugar
 - c. Cooking oil
 - d. Baking powder

9. Where did Mr Johnson go immediately after he was finished getting everything on his shopping list?
 - a. Cashier
 - b. Bakery
 - c. Parking lot
 - d. home

10. How much was Mr. Johson's bill?
 - a. Twenty-two dollars,fifteen cents
 - b. Thirteen dollars,fifty cents
 - c. Thirty-seven dollars,forty-one cents
 - d. Thirty-two dollars,fifty-nine cents

11. How old is Gary?
- a. Five
 - b. Six
 - c. Seven
 - d. Eight
12. What is the teacher give to the students before they go to the zoo?
- a. A pen
 - b. A piece of paper
 - c. A book
 - d. A bag
13. How many students are in Gary's class?
- a. Fifteen
 - b. Sixteen
 - c. Seventeen
 - d. Eighteen
14. Where is the address of Gary's School?
- a. 2248 Washington St.
 - b. 2345 West Market St.
 - c. 2347 West Market St.
 - d. 2247 Washington St.
15. What is the phone number of the school?
- a. 570 364 2819
 - b. 572 364 2881
 - c. 570 364 2791
 - d. 572 363 2819
16. How long was the bus ride to the zoo?
- a. Thirty minutes

- b. Forty minutes
- c. One hour
- d. Forty-five minutes

17. How much did it cost for each student to entry the zoo?

- a. \$2.50
- b. \$5.25
- c. \$.10.00
- d. \$.3.50

18. How many zebras did Gary see?

- a. Ten
- b. Eleven
- c. Twelve
- d. Thirteen

19. How many zebras were lying under the tree?

- a. One
- b. Two
- c. Three
- d. Four

20. How many baby zebras did Gary see?

- a. One
- b. Two
- c. Three
- d. Four

Appendix 2. Mean score of Male Class

Student	Score		MEAN SCORE (MALE CLASS)
	Reading	Listening	
1	90	90	90
2	80	100	90
3	60	100	80
4	80	100	90
5	60	100	75
6	90	100	90
7	60	90	75
8	80	100	90
9	90	100	90
10	80	90	85
11	65	100	83
12	80	100	90
13	60	90	75
14	85	90	88
15	40	50	45
16	45	80	63
17	75	70	73
18	60	100	90
19	40	70	55
20	80	100	90
21	80	100	90
22	60	100	80
23	70	100	85
24	60	100	80
25	55	100	78
26	70	100	85
Mean Score	69,0	93,1	81,1

Appendix 3. Mean score of Female Class

Student	Score		MEAN SCORE (FEMALE CLASS)
	Reading	Listening	
1	80	80	80
2	60	80	70
3	25	80	53
4	90	100	95
5	85	100	95
6	100	90	95
7	90	90	90
8	70	100	85
9	90	100	95
10	85	80	83
11	90	90	90
12	80	90	85
13	90	100	95
14	75	100	88
15	70	80	75
16	60	80	70
17	80	100	90
18	70	80	75
19	85	90	88
20	85	85	85
21	95	85	90
22	80	95	85
23	90	90	90
24	80	100	90
25	85	85	85
26	90	100	95
Mean Score	80,0	90,4	85,2

Appendix 4. Mean score of Mixing Class

Student	Score		MEAN SCORE (MIXING CLASS)
	Reading	Listening	
1	90	90	90
2	85	90	87
3	80	100	90
4	90	90	90
5	90	80	85
6	85	100	93
7	90	50	70
8	90	80	85
9	85	100	93
10	80	100	90
11	80	100	90
12	75	100	88
13	30	75	53
14	75	90	83
15	70	100	85
16	70	90	80
17	70	90	80
18	85	70	78
19	90	75	83
20	80	80	80
21	75	100	88
22	90	60	75
Mean Score	79,8	86,8	83,3

Appendix 5. Score of Reading Text by Male Class

Student	READING TEST (MALE CLASS)																				TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	0	0	0	0	0	0	0	0	X	0	0	0	X	0	0	0	0	0	0	0	18
2	0	0	0	0	X	0	0	0	X	0	0	0	X	0	0	X	0	0	0	0	16
3	0	0	0	X	X	0	0	X	X	0	0	X	X	0	0	X	0	0	0	X	12
4	0	0	0	X	0	0	0	0	0	0	0	0	X	0	X	X	0	0	0	0	16
5	0	0	X	X	0	0	0	X	X	0	X	X	0	0	0	X	0	0	X	0	12
6	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	X	0	0	0	0	18
7	0	X	0	X	0	0	0	0	X	X	0	X	0	0	0	X	0	X	X	0	12
8	0	0	0	0	X	0	0	0	X	0	0	0	X	0	0	0	X	0	0	0	16
9	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	X	0	0	0	0	18
10	0	0	0	X	0	0	0	0	X	0	0	0	X	0	0	X	0	0	0	0	16
11	0	0	0	X	0	0	0	0	X	X	0	X	0	X	0	X	X	0	0	0	13
12	0	0	0	X	0	0	0	0	X	0	0	0	X	0	X	0	0	0	0	0	16
13	0	0	0	X	X	0	X	0	X	X	0	0	X	X	0	X	0	0	X	X	12
14	0	0	0	X	0	0	0	0	X	0	0	0	0	0	0	X	0	0	0	0	17
15	0	0	0	X	X	X	X	X	X	0	0	X	X	X	0	X	0	0	X	X	8
16	0	0	X	X	X	X	X	0	X	0	0	0	X	0	0	X	X	0	X	X	9
17	0	0	0	X	0	0	0	0	X	X	0	0	X	0	X	0	0	0	0	0	15
18	0	0	X	X	0	0	0	0	X	X	0	0	0	X	X	0	0	X	0	X	12
19	0	X	0	X	0	X	X	0	X	X	0	X	X	0	0	X	0	X	X	X	8
20	0	0	0	X	0	0	0	0	X	0	0	0	X	0	0	X	0	0	0	0	16
21	0	0	X	0	0	0	0	0	0	0	0	0	X	0	0	0	X	0	X	0	16
22	0	0	X	X	0	0	0	0	X	0	0	0	X	0	X	X	0	0	X	X	12
23	0	0	X	0	0	0	0	0	X	X	0	0	0	X	0	X	0	0	0	X	14
24	0	0	0	0	0	0	X	0	X	X	0	0	0	X	0	0	X	X	X	X	12
25	0	0	X	X	X	0	0	0	X	0	0	0	X	X	0	0	X	X	0	X	11
26	0	0	0	0	0	0	0	0	X	X	0	0	X	X	0	0	X	0	0	X	14

Appendix 6. Score of Reading Text by Female Class

Student	READING TEST (FEMALE CLASS)																				TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	0	0	0	X	0	0	0	0	0	X	0	0	X	0	0	0	X	0	0	0	16
2	0	0	0	X	0	0	X	0	X	X	0	0	X	0	0	X	0	0	X	X	12
3	X	0	0	X	0	X	X	X	X	X	0	X	X	X	X	X	0	X	X	0	5
4	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	X	0	0	0	0	18
5	0	0	0	0	0	0	0	0	0	X	0	0	X	0	0	X	0	0	0	0	17
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
7	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	X	0	0	0	0	18
8	0	0	0	0	X	0	X	0	X	0	0	0	X	0	0	X	0	0	0	X	14
9	0	0	0	0	0	0	0	0	0	0	0	0	X	0	0	X	0	0	0	0	18
10	0	0	0	X	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	X	17
11	0	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	0	X	0	0	18
12	0	0	0	X	0	0	0	0	X	0	0	0	X	0	0	0	0	0	X	0	16
13	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	X	0	0	0	0	18
14	0	0	0	X	0	0	0	0	X	0	0	0	X	0	0	0	X	0	X	0	15
15	0	0	0	X	0	0	0	0	X	X	0	0	X	0	0	X	0	0	0	X	14
16	0	X	0	X	0	0	0	0	X	X	0	0	X	0	0	X	0	0	X	X	12
17	0	0	0	X	0	0	0	0	X	0	0	0	X	0	0	X	0	0	0	0	16
18	0	0	0	X	0	0	0	0	X	X	0	0	0	X	0	X	0	X	0	0	14
19	0	0	0	0	0	0	0	0	X	X	0	0	0	0	0	X	0	0	0	0	17
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	X	0	0	0	0	19
21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	X	0	0	0	0	19
22	0	0	0	0	0	0	0	0	X	0	0	0	X	0	0	0	X	0	X	X	16
23	0	0	0	0	0	0	0	0	0	0	0	0	X	0	0	X	0	0	0	0	18
24	0	0	0	X	0	0	0	0	X	0	0	0	0	X	0	0	X	0	0	0	16
25	0	0	0	0	0	0	0	0	X	0	0	0	X	X	0	0	0	0	0	0	17
26	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	X	0	0	0	0	18

Appendix 7. Score of Reading Text by Mixing Class

Student	READING TEST (MIXING CLASS)																				TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	0	0	0	X	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	0	18
2	0	0	0	0	0	0	0	0	0	0	0	0	X	0	0	X	X	0	0	0	17
3	0	0	0	X	0	0	0	0	X	0	0	0	0	X	0	0	0	X	0	0	16
4	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	X	0	0	0	0	18
5	0	0	0	0	0	0	0	0	0	0	0	0	X	0	0	0	X	0	0	0	18
6	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	X	0	0	0	X	17
7	0	0	0	X	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	0	18
8	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	X	0	0	0	0	18
9	0	0	0	X	0	0	0	0	0	0	0	0	X	0	0	X	0	0	0	0	17
10	0	0	0	X	0	0	0	0	X	0	0	0	0	X	0	X	0	0	0	0	16
11	0	0	0	X	0	0	0	0	X	0	0	0	0	X	0	0	0	X	0	0	16
12	0	0	0	0	X	X	0	0	0	0	0	0	X	0	0	X	0	0	0	X	15
13	0	X	X	X	X	0	0	0	X	X	0	X	X	X	0	X	X	X	X	X	6
14	0	0	0	X	0	0	0	0	X	0	0	0	X	0	0	X	X	0	0	0	15
15	0	0	0	X	0	0	0	X	X	0	0	0	X	X	0	X	0	0	0	0	14
16	X	0	0	X	0	0	0	0	X	0	0	0	0	X	0	X	0	0	0	X	14
17	0	0	0	0	0	X	0	0	X	0	0	0	X	0	0	X	0	X	0	X	14
18	0	0	0	X	0	0	0	0	0	0	0	0	X	0	0	0	X	0	0	0	17
19	0	0	0	0	0	0	0	0	0	0	0	0	X	0	0	X	0	0	0	0	18
20	0	0	0	0	0	0	0	0	X	0	0	0	X	0	0	0	X	0	0	X	16
21	0	0	0	X	0	0	0	0	X	0	0	0	0	X	0	X	0	0	0	X	15
22	0	0	0	0	0	0	0	0	0	0	0	0	X	0	0	0	0	X	0	0	18

Appendix 10. Score of Listening Text by Mixing Class

Student	LISTENING TEST (MIXING CLASS)																				TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	0	0	0	0	0	X	0	0	0	0	0	0	0	0	X	0	0	0	0	0	18
2	0	0	0	0	0	X	0	0	0	0	0	0	0	X	0	0	0	0	0	0	18
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
4	0	0	0	X	0	0	0	0	0	0	0	0	0	0	X	0	0	0	0	0	18
5	0	0	0	0	0	XX	0	0	0	X	0	0	0	X	X	0	0	0	0	0	16
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
7	0	X	0	X	X	X	0	X	0	0	0	0	X	X	X	0	X	X	0	0	10
8	0	0	0	0	0	X	0	0	0	X	0	0	0	X	X	0	0	0	0	0	16
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
13	0	0	0	X	0	X	0	X	0	0	0	0	0	0	X	0	0	X	0	0	15
14	0	0	0	X	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	0	18
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
16	0	0	0	0	0	X	0	0	0	0	0	0	0	0	X	0	0	0	0	0	18
17	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	X	0	0	0	18
18	0	0	X	0	0	X	0	0	0	X	0	0	X	X	0	0	X	0	0	0	14
19	0	0	0	X	0	X	0	0	0	0	0	0	0	X	0	X	X	0	0	0	15
20	0	0	0	X	0	0	0	0	0	X	0	0	0	X	0	0	X	0	0	0	16
21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
22	0	X	X	X	0	0	0	0	X	0	0	0	0	X	X	0	X	X	0	0	12

Appendix 11. Percentage of Students' Receptive Skill

MALE CLASS

Category	Frequency	Percentage
Excellent	0	0%
Very Good	11	42%
Good	8	31%
Fairly Good	4	15%
Fair	1	4%
Poor	2	8%
Very Poor	0	0%

FEMALE CLASS

Category	Frequency	Percentage
Excellent	0	0%
Very Good	15	58%
Good	6	23%
Fairly Good	4	15%
Fair	0	0%
Poor	1	4%
Very Poor	0	0%

MIXING CLASS

Category	Frequency	Percentage
Excellent	0	0%
Very Good	10	45%
Good	9	41%
Fairly Good	2	9%
Fair	0	0%
Poor	1	5%
Very Poor	0	0%

Appendix 12. Documentation

Male Class



Female Class



Mixing Class



CURRICULUM VITAE



Rezky Khairunnisa is a student of English Department in Muhammadiyah University of Makassar. She was born on 17th August 1996 in Siwa, Wajo. She is the seventh daughter or the last daughter of marriage between Sahabuddin and

Nurhayana. She has some older sisters and brothers named Suriani, Leni Marlina, Hasmuddin, Marwah, Ervina Deviani, and Hernaldi.

In 2002, she started her elementary school at SDN 185 Bulete and graduated in 2008. Then, she continued her junior high school at SMPN 1 Pitumpanua and graduated in 2011. After that, she continued her senior high school at SMAN 6 Wajo and finished her study there in three years. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2018 entitle “*An Analysis of Gender Differences : A Comparative Study at SMPIT AR Rahmah Makassar*”.