

**GENDER IN A SCHOOL: CASE STUDY ON STUDENTS'  
LEARNING STYLE**

**THESIS**



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**SRN: T20186102**

**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**KH. ACHMAD SHIDDIQ STATE ISLAMIC UNIVERSITY OF  
JEMBER**

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Submitted to State Islamic University of Kiai Haji Achmad Shiddiq Jember

In Partial Fulfillment of The Requirements for Undergraduate Degree (S.Pd)

Faculty of Tarbiyah and Teacher Training

English Education Department



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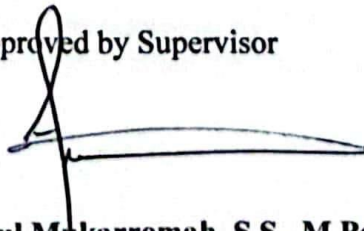
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Has been Examined and Approved in Partial  
Fulfillment of The Requirements for Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department

Day: Wednesday  
Date: April 16<sup>th</sup>, 2025

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J E M B E R

Has been approved by  
Dean Faculty of Tarbiyah and Teacher Training



## MOTTO

يٰۤاَيُّهَا الَّذِيْنَ اٰذٰهَبُوْا فَتَحَسَّسُوْا مِنْ يُۤوسُفَ وَاَخِيْهِ وَلَا تَاَيَّسُوْا مِنْ رَّوْحِ اللّٰهِ اِنَّهٗ لَا يَآئِسُ مِنْ رَّوْحِ اللّٰهِ اِلَّا الْقَوْمُ  
الْكَافِرُوْنَ

“O my sons, go and search (news) for Yusuf and his brothers, and do not lose hope in the mercy of Allah. Indeed, for no one loses hope in Allah’s mercy except those with no faith.” (QS. Yusuf: 87)<sup>1</sup>



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<sup>1</sup> Kemenag, “Mushaf Al-Qur’an,” 2022, <https://quran.kemenag.go.id/>.

## DEDICATIONS

Praise to Allah who has given us a chance for living this world with health, strength and knowledge. Blessing and salutation may always be given to our noble prophet Muhammad, peace be upon him, who has the best inspiration of human being life all of century.

With gratitude, the researcher dedicated the results of my thesis to:

1. My parents, especially my beloved mother, who always supported and always pray for my best.
2. My beloved brothers, and all of my family, who always supported and motivated me.
3. My beloved friends, Yiyin, Ndut, Riri, Inute, Vhata, Rinai, Piki, and Fifi who always comfort me, and become the place where I always tell my problems.
4. Myself, for choosing to not give up.

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## ACKNOWLEDGMENT

All praises and gratitude the researcher to the presence of Allah SWT, because of his mercy, grace, guidance and permission, the planning, implementation, and completion of this thesis entitled, “Gender in A School: Case Study by Using Sociolinguistics Approach” can be completed. Blessing and salutation may always be given to our noble prophet Muhhamad SAW, who has the best inspiration of human being life all of century.

This success can be achieved by the researcher because of the support of many parties. Therefore, the researcher relizes and expresses her deepest gratitude to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. As the rector of KH. Achmad Shiddiq State Islamic University of Jember, who has provided facilities during my studies.
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Finally, the researcher relized that this thesis still has many shortcomings, so it needs to be improved. Therefore, the researcher expected a good criticism and suggestions for the perfection of writing this thesis. May Allah SWT always give his grace and guidance, and the researcher hopes that this scientific work can be usefull for all of us, *aamiin ya Rabbal alamin*

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Jember, 14 Februari 2025

Reseacher

**Qotrunnada Rasyifatul I.**

## ABSTRACT

**Qotrunnada Rasyifatul Imaniyah, 2025:** Gender in A School: Case Study on Students' Learning Style

**Keywords:** gender differences, learning style, case study

The succes of English teaching in Indonesia cannot be freed from the students' cultural backgrounds, values, customs, and beliefs as well as the political standpoint of the government regarding this foreign language. Apart from that, teaching English cannot be separated from the influence of gender on it, because gender differences greatly influence teaching and learning activities in the classroom. This is also influences their understanding of a lesson or material which have an impact on their learning achievement. This research focuses on differences of learning styles between students' male and female in the classroom and its affect to their achievement. There have been many studies on gender and its influence on students' learning styles, but there are still few studies on how gender in schools influences students' learning styles, students' habit, interactions that occur in class, and how gender influences students' English language skills in the classroom.

This research used qualitative. The kind of method used case study design. This research project was conducted in the one of junior high school located in Jember. The participants were recruited from students at 9th grades, consist of 16 students' male and 12 students' female. The data were gathered from three stages including, classroom observation of students' learning activity, semi-structured interview and document review.

To analyze data, the researcher used data analysis techniques from Miles, Saldana and Huberman. The stage of data analysis were: (1) condensation data, including: selecting, focusing, abstracting, simplifying and transforming data, (2) data display, and (3) conclusion.

The findings of this study is gender status influenced students' learning style. Drawing of the findings of the study, it can be concluded there are some significant differences in study, abilities, interaction and learning style between students men and women in English learning and teaching activities in the classroom. Moreover, the researcher found out that students' gender influenced students' learning style, and it impact to students' learning achievement. As a result, this study suggest that teacher must increase the understanding of students' learning style, then teachers will educate, teach, guide, and direct students, so that the best teaching activities are created.



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# CHAPTER 1

## INTRODUCTION

### A. Research Background

English learning has become the subject which is compulsory to learn. Because English is an universal language and used by most countries in the world as the main language. In addition, English is one of important international language that is very important to be mastered or learned. In several countries, such as England, put English as the second language that must be mastered after the native language of the country.<sup>2</sup> Although in Indonesia English is a foreign language, it occupied an important position in our society. This is clearly seen in the world of education in Indonesia. English is one of the subjects taught to the students from elementary to university. But still there are a lot of students found themselves not capable in this subject, and also think that English is difficult, such as difficult in pronounciation, grammar, spelling, memorized vocabulary, difficult to understand or difficult to imitate. It's because there are several factors such as wrong mindset or lack of motivations.

Mindset is a form of belief or a person's way of thinking that determines a person's behavior, opinion, attitudes, and future. According to Carson Daly on his famous podcast, Verywell Mind as Mental Health

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<sup>2</sup> Chusnu Syarifa Diah Kusuma, "Integrasi Bahasa Inggris Dalam Proses Pembelajaran," *Efisiensi - Kajian Ilmu Administrasi* 15, no. 2 (2019): 43–50, <https://doi.org/10.21831/efisiensi.v15i2.24493>.

podcast<sup>3</sup>, a mindset is a set of beliefs or thoughts that shape the way you see the world and yourself. In line, according to Adi, mindset is a beliefs that determine somebody's attitude, behavior and the way of thinking.<sup>4</sup> The mindset influenced the thoughts, feeling and actions in daily life. Besides, mindset also influenced mental and self-confidence, a person's behavior such as how a person responds to an event, mental toughness, and how a person adaptation to a new place and new situation as stated by Yudho Hutomo.<sup>5</sup> Additionally, according to Dr. Hartono, mindset also determines how we achieve our goals.<sup>6</sup> Mindset in learning was very beneficial for increasing the willingness to learn, so that also improved students' learning achievement.<sup>7</sup> It was beneficial because with the right mindset it helped students to developed a love of learning. A person's mindset is a strongly influenced by internal and external factor. Some of the external factors that influence the mindset are parents, teachers, friends and the environment. And internal factors are personality and Gender.

According to the World Health Organization (WHO)<sup>8</sup> the notion of gender is the nature of male and female, such as norms or group relations between male and female, which are socially constructed. Gender is

<sup>3</sup> Carson Daly, "What Mindset Is and Why It Matters," 2022.

<sup>4</sup> W. Adi Gunawan, *The Secret of Mindset* (Jakarta: Gramedia Pustaka Utama, 2007).

<sup>5</sup> Yudho Hutomo, "Mindset: Sebagai Penentu Kegagalan Dan Kesuksesan Binusian," *Student Development Center*, 2020.

<sup>6</sup> Hartono MM, "Changing University Students' Mindset: From Job Seekers to Job Creators," *Technium Social Sciences Journal* 18, no. 2668–7798 (2021): 318–32.

<sup>7</sup> Evi Srihastuti and Fitri Wulandari, "Urgensi Growth Mindset Untuk Meningkatkan Prestasi Belajar Siswa Di Masa Pandemi Covid 19," *Widya Genitri : Jurnal Ilmiah Pendidikan, Agama Dan Kebudayaan Hindu* 12, no. 2 (2021): 157–65, <https://doi.org/10.36417/widyaagenitri.v12i2.431>.

<sup>8</sup> World Health Organization, "Gender and Health," 2021.

behavior or characteristic that is attached to male and female and formed by social and culture. Gender influenced many things in our lives. Such as how we look to something, how we take an opinion, how we speak, how we communicate with others, and etc. Additionally, gender also influenced learning style.

Learning Style is how individuals process and manage information, or in other words, how students absorb, understand and use new information. According to De Porter and Mike Hernacki (2004) explained that is a combination of how a person receives, and organizes and manages information. And stated that learning style is the keyword for developing performance in work at school, and in interpersonal situations.<sup>9</sup> Meanwhile, according to Risa (2023) learning style defined as the way to recognize various preferred learning methods that may be more effective for the learner.<sup>10</sup>

Moreover, understanding learning styles is a consist way for students to understand, remember, think and solve problems with stimuli and information. The learning style in question is understanding the methods in learning that are very important, so that learning for learning for learners is more effective. Additionally, the appropriate learning style is the key to students' success in learning. The use of learning style among students

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<sup>9</sup> DePorter and Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan* (Bandung: Kaifa, 2004).

<sup>10</sup> Risa Zakiatul Hasanah, *Gaya Belajar (Learning Style)* (CV. Literasi Nusntara Abadi, 2023).

causes many differences in absorbing information and its impact to their learning achievement especially in English learning achievement.

Students' learning achievement is the results achieved by students after going through the learning process, whether in the form of knowledge, skills, or attitudes. According to Barbara (2007) learning achievement is the result achieved, done or worked by a student, which is often indicated by a score or number from a test.<sup>11</sup> Meanwhile, according to Winkel (1984) learning achievement is evidence of success that has been achieved by someone after making an effort to learn.<sup>12</sup> Additionally, the learning achievement influenced by learning styles, this was shown by the previous research written by Nandie Hayati and Rini Suryanti (2023). In this research, Nandie and Rini explained some factors that influenced students' learning achievement. One of the factors that influenced students' learning achievement is students' learning style.<sup>13</sup>

Moreover, the background of this research also taken from the research gap from the previous research. Based on research conducted by Nithya Dewi et al. (2019) entitled, "Learning Styles and Teaching Styles

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<sup>11</sup> Barbara Prashnig, *The Power of Learning Style: Memacu Anak Melejitkan Prestasi Dengan Mengenal Gaya Belajarnya* (PT. Mizan Pustaka, 2007), <https://books.google.co.id/books?id=7TSFe4HzGQC&lpg=PA4&hl=id&pg=PA4#v=onepage&q&f=false>.

<sup>12</sup> Winkel, *Psikologi Pendidikan* (PT. Gramedia Jakarta, 1984).

<sup>13</sup> Nandie Hayati and Rini Suryanti, "Pengaruh Gaya Belajar Terhadap Prestasi Belajar Siswa Kelas VII Di SMPN 2 Bukittinggi TA 2020 / 2021," no. 2 (2023).

Determine Students' Academic Performance.”<sup>14</sup>This research focused on the factors that impact students' learning achievement, and showed that teachers teaching styles give an impact towards the students' academic performance and have significant impacts on students' learning style.

Furthermore, according to Nur Eva and Rachmawati Putri (2018) entitled, “Pengaruh Gender Terhadap Gaya Belajar Siswa di SDN 35 Gedong Tataan, Kabupaten Pesawaran.”<sup>15</sup> This research aims to determine the influence of gender on students' learning styles and to determine the tendency of learning styles and combinations of students learning styles. This reseach showed there was the influenced of gender students' learning styles.

There have been many studies on gender and its influence on students' learning styles, but there are still few studies on how gender in schools influences students' learning styles, students' habit, interactions that occur in class, and how gender influences students' English language skills in the classroom.

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<sup>14</sup> Nithya Dewi Subramaniam Chetty et al., “Learning Styles and Teaching Styles Determine Students' Academic Performances,” *International Journal of Evaluation and Research in Education* 8, no. 4 (2019): 610–15, <https://doi.org/10.11591/ijere.v8i3.20345>.

<sup>15</sup> NUR EVA and RACHMAWATI PUTRI, “Pengaruh Gender Terhadap Gaya Belajar Siswa Di Sdn 35 Gedong Tataan Kabupaten Pesawaran Tahun Pelajaran 2017/2018,” *Terampil : Jurnal Pendidikan Dan Pembelajaran Dasar* 5, no. 2 (2019): 206–11, <https://doi.org/10.24042/terampil.v5i2.3437>.

## **B. Research Question**

Based on the background of this study, the researcher formulated the research questions as follows: Do the students' gender influences students' learning style?

## **C. Research Objectives**

Based on the previous research questions stated, this study aims to find out the differences of learning style between students' male and female and the impact to students' learning achievement.

## **D. Research Significant**

The result of this study expected to be beneficial both theoretically and practically. The significances of the study are explained as follow:

### **1. Theoretically**

The result of this research is expected to support previous research on context Gender on students' learning style. And hopefully this research add knowledge and insight, that by gender we know what factors that make the differences of ability between students male and female and what the effect of gender in students' achievement in studying English.

### **2. Practically**

The result of this research is expected to serve as references for further researchers who interested to conduct future research on context Gender on students' learning style.

## **E. Definition of Key Term**

### **1. Gender**

According to Hillary M. Lips (1993) gender defines as cultural expectations of male and female.<sup>16</sup> Gender to this research referred to the differences of learning styles between students' male and female. And it is also referred to the differences of abilities between students' male and female such as the interaction ability or communication skills and students' learning habits in the classroom, this is related to the social and culture based on the cultural expectation of characteristic of male and female.

### **2. Learning Style**

According to Kelli Allen, Jeana Scheve and Vicki Nieter (2010) learning styles is preferred way of thinking, processing and understanding information.<sup>17</sup> Learning styles to this research referred to the differences of learning styles and students' learning habit between students' male and female in the English learning and teaching activities in the classroom, and its effect to students' learning achievement.

### **3. Case Study**

Case study simply defined as the process inquiring or verification in depth, specified, and detailed on a certain or special phenomenon.

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<sup>16</sup> Hilary M. Lips, *An Introduction Sex and Gender* (California: My Field Publishing Company, 1993).

<sup>17</sup> Kelli Allen, Jeana Scheve, and Vicki Nieter, "Understanding Learning Styles. Making a Difference for Diverse Learners," 2011, 1–18.

And the integration of the data can be obtained from other research methods to provide more detailed and in-depth information.<sup>18</sup>

Case study to this research referred to how researcher solved cases in gender research on students learning style in school by exploring data or information more in-depth and detailed. It is how language used by in a social aspect especially between teacher and student's male and female in the classroom.



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<sup>18</sup> Bill Gilham, *Case Study Research Method* (New York: Continuum, 2000).

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

Previous study is very important to the researcher as guide in conducting this study. There are five previous that related to the present study.

The first the previous study related conducted by Aliaa Galeb Al-Shibel (2021) entitled, “*Gender Differences in Classroom Interactions and Preferences*”. This article aimed to investigate gender differences in classroom interactions and preferences by analysis data collected by a questionnaire, observations, and interviews. This article focused on the male and female attitudes towards the teacher’s gender. Additionally, the researcher used a mixed method for this study, to enable to triangulate the data and used the Explanatory Sequential Mixed methods Design which started with the quantitative data collection and analysis followed by the qualitative data collection and analysis, and continued with the interpretation of both. As a result, many similarities and differences interaction patterns in EFL classroom gender preferences.

The second, the previous study that related conducted by Hayat Bouchra Derrar and Zohra Chaalal (2022) entitled, “*Dominance of*

*Gender in Classroom Discussion*". The main aimed of this article is to find the role of gender in scientific classroom participant, in the way male and female students toke turns and participated in a mixed-gender classroom. This article used a mixed method including classroom observation and questionnaire for students and teacher. The students' gender also had an importing effect for their learning process.

The third, the previous study that related conducted by Nguyen Ti Ai Loan (2022) entitled "*Language and Gender in ESL Classroom*". This article presented the impact of language and gender in teaching English as a second language (ESL) used methods of theory analysis and synthesis. In this paper explained that male speech as a norm and female speech as defective. This theory divided male and female language and however, this is made the reason for the difference in communication styles between men and women.

Next, the previous study that related conducted by Elaf Saad Bustan and Husein Alakrash (2020) entitled, "*Gender Analysis Among Male and Female Malaysian Travelling Blogs*." This article examined the main differences between male and female travelling Malaysian bloggers in terms of descriptive and main vocabularies. It was focused on how young people expressed themselves using language as a tool on social media blog.

The last one is an article journal written by Syafrizal and Fianika Sya'bana Putri (2020) entitled, "*Linguistics Politeness: An Analysis of*

*Gender Differences in Speaking Classroom.*” This article aimed to explore whether there is any linguistic politeness through gender differences in speaking classroom. It was focused on how students used language in classroom based on gender differences. It showed how the different male and female speak, interactions and their attitudes in classroom.



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**Table 1.1**

The Similarities and Differences

Previous Research and Researcher's study

No	Researchers' name and title	Similarities	Differences
1.	An article Journal written by Aliaa Galeb Al-Shibel (2021) entitled, “Gender Differences in Classroom Interactions and Preferences”	a. Both of articles investigated the process of study in classroom based on gender differences	a) Research focus.  The previous study focused on student's attitudes toward the teacher's gender and the present study focus on the student's ability based of gender differences.  b) Research collected data.  The previous study collected data by a questionnaire, observations, and interviews. And the present study uses the observation, interview

			<p>and documentation as collecting data.</p> <p>c) Research method.</p> <p>The previous study used a mixed method.</p> <p>d) Research design.</p> <p>The previous study used the Explanatory Sequential Mixed methods design with qualitative and quantitative to analysis data. And the present study used the case study as design of research with qualitative method.</p>
2.	<p>An article journal written by Hayat Bouchra Derrar and Zohra Chaalal (2022) entitled,</p>	<p>a. Both of articles investigated gender in classroom.</p>	<p>a) Research collected data.</p> <p>The previous study collected data by questionnaire and observation. And the</p>

	<p>“Dominance of Gender in Classroom Discussion”.</p>	<p>b. Both of articles have the same participant.</p>	<p>present study used observation, interviews, and documentation as collecting data</p> <p>b) Research method.</p> <p>The previous study used a mixed method. And the present study uses a qualitative method.</p>
3.	<p>An article journal written by Nguyen Ti Ai Loan (2022) entitled, “Language and Gender in ESL Classroom”</p>	<p>a. Both of articles are criticized gender in classroom,</p> <p>b. Both of articles have the same participant.</p>	<p>a) Research method.</p> <p>The previous study used a mixed method. And the present study uses a qualitative method.</p> <p>b) Research collected data.</p> <p>The previous study collected data by a questionnaire, observations, and interviews. And the present study uses the observation, interview</p>

<p>4.</p>	<p>An article journal written by Elaf Saad Bustan and Husein Alakrash (2020) entitled, “Gender Analysis Among Male and Female Malaysian Travelling Blogs.”</p>	<p>a. Both of articles are criticized gender.</p> <p>b. Both of articles used the same method.</p>	<p>and documentation as collecting data.</p> <p>a) Research focus.</p> <p>The previous study focused on gender’s comment &amp; writing on travelling blog. And the present study focused on student’s language skill and students’ learning style based on gender differences.</p> <p>b) Research participant.</p> <p>The previous study used random people on blogs and the present study used teacher and students as the participant of the research.</p>
<p>5.</p>			

	<p>An article journal written by Syafrizal and Fianika Sya'wana Putri (2020) entitled, "Linguistics Politeness: An Analysis of Gender Differences in Speaking Classroom."</p>	<p>a. Both of articles used the same method.</p>	<p>a) The previous study just used student as the participant, while the present study used students and teacher as the research participant.</p> <p>b) Research collected data. The previous study collected data by interview and observation. The present study collecting data by observation, interview and documentation.</p> <p>c) Research focus. The previous study focused on student's linguistics politeness in speaking classroom, while the present study focuses on student's skill and students' learning styles in</p>
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			classroom based on gender differences.
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## B. Theoretical Framework

### 1. Intercultural Language Teaching and Learning

According to Chaer (2004) language is a verbal tool used to communicate, and the process of conveying information in that communication.<sup>19</sup> To help survive, humans need language to communicate with other, as Pateda (2011) stated that language is a system of arbiters used for human communication.<sup>20</sup> Language is the most effective tool in conveying messages, thoughts, feelings, goals, to others and allows for creating cooperation between humans. Ilona Lanovska (2016) stated that “language is a key to open the world.”<sup>21</sup> Because by language, everyone will be able to convey their ideas, thought, feeling to others. Apart from that, language also shapes the way we thought and determines what we thought.<sup>22</sup> So that the role of language becomes very dominant and important in various human daily activities. While in the world of education the function of language was the information resources as Plonskey (2018) stated that English not only help students to

<sup>19</sup> Chaer, *Lingusitik Umum* (Jakarta: Rineka Cipta, 2004).

<sup>20</sup> Noermanzah, “Bahasa Sebagai Alat Komunikasi, Citra Pikiran, Dan Kepribadian,” *Prosiding Seminar Nasional Bulan Bahasa (Semiba)*, 2019, 306–19, <https://ejournal.unib.ac.id/index.php/semiba>.

<sup>21</sup> Hanung Bramantyo, *Rudy Habibie* (Indonesia, 2016).

<sup>22</sup> Joseph Subbiondo, “Benjamin Lee Whorf’s Theory of Language, Culture, and Consciousness: A Critique of Western Science,” *Language and Communication*, 2005, 149–59.

communicate but also help for accessing information, absorbing and developing science, technology and art and culture.<sup>23</sup> Besides, language also improved students' learning ability and open educational opportunities.

Moreover, apart from communicating with other people, language is also a cultural heritage that is passed down from generation to generation, and also become the national identity in this country. The existence of language made human as social creatures. Our society is created by language, built and developed with language. Lindgren (1972) refers to language as "the glue of society."<sup>24</sup> Means, language and culture have a very close relationship, because both aspects influenced and complimented each other and worked side by side. Additionally, Broom and Selznik (1973) call it a factor determinant in the creation of human society.<sup>25</sup> It means language and culture cannot be separated and continue to be a unit that forms society, because in essence language plays an active role in cultural developments include ideas in science. Therefore, we need study intercultural language to communicate with other individuals from different cultural backgrounds.<sup>26</sup> So language skill, especially foreign languages are very important.

Intercultural language learning aims to contribute to research on the teaching and acquisition of communicative competence thereby focusing on

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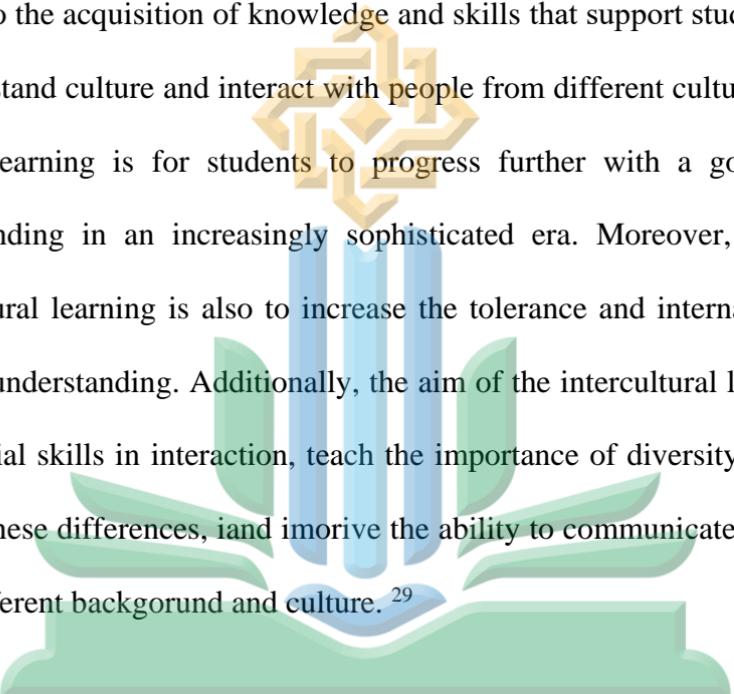
<sup>23</sup> Luke Plonskey, "Studies in Second Language Acquisition" 40 (2018).

<sup>24</sup> Henry Clay Lindgren, *An Introduction to Social Psychology* (New York: Wiley and Son, 1972).

<sup>25</sup> Leonard Broom, *Sociology: A Text with Adapted Readings* (New York: Harper and Row, 1973).

<sup>26</sup> Stewart L. Tubbs, *Human Communication: Prinsip-Prinsip Dasar, Pengantar Deddy Mulyana* (Bandung: Remaja Rosdakarya, 1996).

English learners in various sociolinguistics.<sup>27</sup> Intercultural language is a learning that connected the study of culture to language, linguistics into sociolinguistics learning and the process of becoming more aware and more understand other cultures around the world. Besides, intercultural language is very important due to the process of globalization, increased mobility and technological development.<sup>28</sup> Additionally, intercultural language learning referred to the acquisition of knowledge and skills that support student's ability to understand culture and interact with people from different cultures. The aim of this learning is for students to progress further with a good level of understanding in an increasingly sophisticated era. Moreover, the aim of intercultural learning is also to increase the tolerance and international cross cultural understanding. Additionally, the aim of the intercultural learning is to train social skills in interaction, teach the importance of diversity and how to respect these differences, and improve the ability to communicate with people from different background and culture.<sup>29</sup>



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<sup>27</sup> Eva Alcon Soler, *Intercultural Language Use and Language Learning*, Fifth (Spain: Springer Science and Business Media B.V., 2008).

<sup>28</sup> Antony J. Liddicoat and Angela Scarino, *Intercultural Language Teaching and Learning* (United States: Wiley-Blackwell, 2013).

<sup>29</sup> Thao Quoc Tran and Thang My Duong, "The Effectiveness of The Intercultural Language Communicative Teaching Model for EFL Learners," 2018.

## 2. English Language Teaching (ELT)

Teaching is the process of conveying or transferring knowledge from teacher to students and also guiding and facilitating learning. As H. Douglas Brown said that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>30</sup> Teaching also defined as governing principles for choosing methods and technique. Moreover, teaching and learning activities are the process or activity of interactions between two human elements, students as the part who learns and teachers as transformers of knowledge that exist in one inseparable unit of activity to achieve certain goals.<sup>31</sup>

English language teaching (ELT) is the teaching of English to people whose first language is not English, and refers to the industry of teaching English to speakers of other language.<sup>32</sup> Additionally, Richard said that language teaching is hence a complex issue, encompassing socio-cultural linguistic, psycholinguistics, as well as curriculum and instructional dimensions.<sup>33</sup> Concerning to the foreign language teaching, there are some experts point out that second language or foreign language teaching is any

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<sup>30</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, Pearson Education Inc., Fifth Edti (United State of America: Pearson Education, 2006), <https://doi.org/10.1017/cbo9781139062398.015>.

<sup>31</sup> Maria Helena Esteves, "Gender Equality in Education: A Challange for Policy Makers" 4, no. 2 (n.d.): 893–905.

<sup>32</sup> Silsila Setiawati, "Guest Speaker: Current Trend in English Language Teaching" (Banjarmasin, 2023).

<sup>33</sup> Jack C. Richards, *The Context of Language Teaching* (Cambridge: MA: Cambridge University Press, 1985).

activity on the part of one person intended to facilitate the learning by another person of a language which is not his native one.

The purpose of English language teaching is to develop English language skills contextually and gratefully according to the context and daily conditions and situations of students. And the aim of language learning and teaching is to enable the students to read English and comprehend and interpret the text. English will not only help students get around, meet new people and understand other culture, but it will also help them to communicate in an emergency<sup>34</sup> Means English language Teaching is indispensable, it is caused the English language is one of the foreign language that is considered important and must be mastered by the Indonesian people because English has very strategic position. Besides for communication tool, English become a “lingua franca” between nations and considered important for the purposes of accessing information, absorbing and developing science, technology, and art and culture.<sup>35</sup>

Moreover, in teaching and learning activities, motivation factors play an important role to influence learning, especially English learning. Motivation is a very important role in human efforts to achieve the desired goals, in the field of education and other purposes. And motivation is one of the factors that influences students' success. According to Purwanto (1996) motivation is impetus, it means there is a conscious effort to influence one's behavior to move

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<sup>34</sup> Plonskey, “Studies in Second Language Acquisition.”

<sup>35</sup> Plonskey.

his heart to act to do something to achieve certain result or goals.<sup>36</sup> In line with Purwanto, Engkoswara (1989) in Tabrani Yusran (2009)<sup>37</sup> motivation is one of the factors that greatly determines the achievement of student of education, therefore high motivation is needed to be able to achieve good achievement. Additionally, according to Sardiman (2018) learning motivation is the activator or the mover within students which gives rise to learning activities, which ensure the continuity of learning activities and provides direction to learning activities, so that the desired goals are achieved.<sup>38</sup> Apart from that, there are differences of motivation level between students' male and female, as Rizqi and Luthfiatuz (2023) they argued that students' female achievement is higher than students' male, because the learning motivation of students' female is higher than students' male.<sup>39</sup> In line with Rizqi and Luthfiatuz, Indah (2018) also stated that students' female have higher motivation level than students' male and students female showed a more focused goal to improve their knowledge than students' male.<sup>40</sup>

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<sup>36</sup> Ngalim Purwanto, *Psikologi Pendidikan*, Cet. 25 (Bandung: Remaja Karya, 2011).

<sup>37</sup> Tabrani Yusran, *Pendekatan Dalam Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2009).

<sup>38</sup> Sardiman A.M., *Interaksi Dan Motivasi Belajar Mengajar*, 1st ed. (Depok: Rajawali Pers, 2018).

<sup>39</sup> Achmad Risqi Fanani Fanani and Luthfiatuz Zuhroh, "Perbedaan Motivasi Belajar Peserta Didik Laki-Laki Dan Perempuan," *Psikodinamika: Jurnal Literasi Psikologi* 3, no. 1 (2023), <https://doi.org/10.36636/psikodinamika.v3i1.997>.

<sup>40</sup> Indah Yuni Astuti, S Sudadio, and S Sholih, "Perbedaan Motivasi Belajar Warga Belajar Perempuan Dan Laki-Laki Dalam Mengikuti Pendidikan Kesetaraan Paket C," *Journal of Nonformal Education and Community Empowerment* 2, no. 1 (2018): 57–71, <https://doi.org/10.15294/pls.v2i1.23311>.

### 3. Students' Learning Styles to English Language Teaching (ELT)

Learning styles is different way to approach that is done by someone in the learning process. As Joko Susilo (2006) learning style defined as the potential and reference or tendency that someone uses in learning.<sup>41</sup> According to Ghufon and Risnawati (2014) learning style is an approach that explained how individuals learn or way each person concentrates on the process.<sup>42</sup> Meanwhile, according to Gavin (2005) learning style is assumed referred to the personalities, beliefs, and behavior that individuals use to help them learn in a condition<sup>43</sup>. Additionally, according to DePorter and Hernacki (2004) learning styles is a combination of how a person receives, and organizes and manages information.<sup>44</sup> In boarder discussion, if learning style is weak in the students; it is possible that the students concerned is unable to absorb the teaching material that have been given. The students can grasp the lesson well through several methos that are in accordance with absorption ability of the sense in the form of visual, auditory and kinesthetic learning style.

Moreover, important for teacher to understand students' learning style. According to Honey and Mumford (1982) there are several reasons that important of knowing students' learning style, such as: (1) help students to create a more effective learning environment, (2) increase students' motivation,

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<sup>41</sup> Muhammad Djoko Susilo, *Gaya Belajar Menjadikan Makin Pintar* (Yogyakarta: Pinus, 2006).

<sup>42</sup> S. M. Nur Ghufon & Rini Risnawita, "Gaya Belajar Kajian Teoretik," *Gaya Belajar Kajian Teoretik*, 2012.

<sup>43</sup> Gavin Reid, *Learning Styles and Inclusion* (Edinburgh, Scotland: Sage Publications, 2005).

<sup>44</sup> Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan*.

(3) maximize each individuals' learning potential.<sup>45</sup> Therefore, teachers must know and understand the learning style of each student in order to create comfortable and enjoyable learning. Differences in students' learning style can be seen from the way they learn or how students understand the information given by the teacher. Teachers' understanding of differences in students' learning style is very important, because if teachers already kniw students' learning styles, then teachers will educate, teach, guide and direct students, so that the best teaching activities are created. In addition, by knowing and understanding students' learning styles will certainly make it easier for teachers to design learning based on how students learn.

Furthermore, students' learning style influenced students' learning achievement. As stated by Eka and Agnes (2024) that students' learning styles affected students' learning achievement.<sup>46</sup> By understanding students' learning styles, students can choose the learning methods that are most effective for them, so that improving students' learning achievement. The use of the right method to students' learning styles helps students absorb information well, optimally and effectively, so that also help them to improve their learning achievement.

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<sup>45</sup> Peter Honey and Alan Mumford, *Manual of Learning Styles* (London: P. Honey, 1982).

<sup>46</sup> Eka Darma Putra Talaumbanua & Agnes Renostini Harefa, "Pengaruh Gaya Belajar Terhadap Hasil Belajar Siswa," *Journal of Education Research* 5 (2024), <https://jer.or.id/index.php/jer/article/view/873>.

#### 4. Gender Differences in English Language Teaching and Learning

According to Mansour Fakih, gender is the distinction between women and men in roles, functions, behaviors that are shaped by social and culture.<sup>47</sup> Gender refers to the roles constructed by society and learned behaviors and expectations associated with male and female. In line with Mansour, according to Topamahu (2020) in Nurhasanah and Zuriatin, gender is a cultural concept used to differentiate roles, behaviors, mentalities, and emotional characteristics between male and female that develop in society.<sup>48</sup> Additionally, gender arises as a result of socio-cultural and habits that develop in society.<sup>49</sup> Moreover, gender influences our social life including behavioral patterns, roles, habit and experience of individuals. It caused gender influenced the way of thinking, the way of speaking, interaction, communication, attitude, and learning styles. As Suharnik (2023) said, that gender influences social life, including behavioral patterns roles and experiences of individual.<sup>50</sup> In line with Suharnik, Jhon Grey in his book revealed that differences between men and women due to gender differences.<sup>51</sup>

<sup>47</sup> Mansour Fakih, *Analisis Gender Dan Transformasi Sosial*, Cet. 10 (Yogyakarta: Pustaka Pelajar, 2006).

<sup>48</sup> Nurhasanah and Zuriatin, "Gender Dan Kajian Teori Tentang Wanita," *Edusociata Jurnal Pendidikan Sosiologi* 6, no. 1 (2023): 282–91.

<sup>49</sup> Dio Septiawan, Herlina Helmy, and Salma Taqwa, "Pengaruh Gender, Budaya, Dan Faktor Lingkungan Terhadap Ethical Beliefs," *Jurnal Eksplorasi Akuntansi* 1, no. 1 (2019): 90–108, <https://doi.org/10.24036/jea.v1i1.65>.

<sup>50</sup> Suharnik, "Sosiologi Gender," in *Buku Ajar Sosiologi Gender* (Surabaya: UWKS Press, 2023).

<sup>51</sup> Jhon Gray, *Men Are from Mars and Women Are from Venus* (United States: Harper Collins, 1992).

Gender relations in schools are closely related to learning achievement in schools. This was proven that there is a direct influence of gender on student learning achievement. This is because the differences in the brain structure of men and women are different. The effects caused by differences in brain are different in thought patterns so that many studies stated that students' female achievements have more positive relationship to learning achievement compared to students' male. Students male tend to be more active in learning but their activity is used to make noise in class while students female tend to be more motivated to do assignment.<sup>52</sup>

According to Baron and Byrne (2008) gender indirectly influence the formation of attitude and motivation to learn<sup>53</sup>. And according to Putra (2018) there is a significant difference in motivation learning between students men and women<sup>54</sup>. In line with Putra, Sihwari (2014) also revealed there is different motivation levels of education between men and women, and found out that females' academic motivation is higher than males' academic motivation.<sup>55</sup> Other findings found that female's motivation is higher in all subscales of academic motivation than male.<sup>56</sup> The gender factor is taken because it is

<sup>52</sup> Yuliani Nurani Sujino, *Konsep Dasar Pendidikan Anak Usia Dini*, ed. Bambang Sarwiji (Jakarta Barat: PT. Indeks, 2013).

<sup>53</sup> Robert A. Baron and Donn Byrne, *Social Psychology* (United State of America: Pearson Education, 2008).

<sup>54</sup> Muhammad Putra Dinata Saragi and Rina Suryani, "Perbedaan Motivasi Belajar Siswa Berjenis Kelamin Perempuan Dan Laki-Laki Smk Swasta Bandung," *Jurnal Penelitian Bimbingan Dan Konseling* 3, no. 1 (2018), <https://doi.org/10.30870/jpbk.v3i1.3197>.

<sup>55</sup> T.D Sihwari, "A Study of the Relationship Between Motivation, Self-Concept and Academic Achievement of Students at a University in Limpopo Province, South Africa," *International Journal of Education Sciences* 6, no. 1 (2014): 19–25.

<sup>56</sup> Guluzar Eymur and Omer Geban, "An Investigation of Relationship Between Motivation and Academic Achievement of Pre-Service Chemistry Teachers," *Giresun University*, 2011.

suspected that there are differences in achievement between male and female students. Hoang (2008) revealed that men with all their innate characteristics are different from female<sup>57</sup>. These differences were thought to affect the aspects of students' learning motivation experience.

## 5. Case Study in Gender Differences

In the tradition of qualitative research, the terminology case study is known as a type of research. According to Sugiarto (2017) case study is defined as a method or strategy in research to uncover a particular case<sup>58</sup>. In line with Sugiarto, Creswell (2003) said case study is research that explores in-depth a program, an event, an activity, a process or one or more individuals. Furthermore, as common in qualitative research data acquisition, case study data can be obtained from all parties involved, either through interviews, observation, participant observation, and documentation.<sup>59</sup> Additionally, Ary, Jacobs and Sorensen, they define that case study as a type of qualitative research study that focuses on in-depth description of single unit. It means that unit can be individual, a group, a site, a class or community.<sup>60</sup>

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<sup>57</sup> T.N Hoang, "The Effect of Grade Level, Gender, and Ethnicity on Attitude And Learning Environment in Accounting Ni Highschool," *Nternational Journal of Accounting Education* 3 (2008).

<sup>58</sup> Sugiarto, *Metodologi Penelitian Bisnis* (Yogyakarta: Andi, 2017).

<sup>59</sup> John Creswell, "Research Design Qualitative, Quantitative, and Mixed Methods Approach" (London: Sage Publications, 2009).

<sup>60</sup> Donald Ary, Lucy Cheser Jacobs, and Chris K. Sorensen, *Introduction to Research in Education*, Eight Edit (United State of America: Wadsworth, Cengage Learning, 2010).

Moreover, in general, case study will answer one or more research question, that begin with the word “how” or “why”.<sup>61</sup> That’s why this research required a case study design, because with case study the cases in this research can be explained more in-depth and detailed. As Herdiansyah explained, that case study research is comprehensive, intense, detailed, and in-depth research design, and is more directed as an effort to examine contemporary problems or phenomena. Case study is exploratory<sup>62</sup>, this research is directly related to English language teaching and learning activities in class.



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<sup>61</sup> Dedy Mulyana, *Metodologi Penelitian Kualitatif: Paradigma Baru Ilmu Komunikasi Dan Ilmu Sosial Lainnya*. (Bandung: Remaja Rosdakarya, 2013).

<sup>62</sup> Hadi Sabari Yunus, *Metode Penelitian Wilayah Kontemporer* (Yogyakarta: Pustaka Pelajar, 2010).

## CHAPTER III

### RESEARCH METHOD

#### 1. Research Design

This study used qualitative method with a case study research design. Ary, Jacobs and Sorensen, they define that case study as a type of qualitative research study that focuses on in-depth description of single unit.<sup>63</sup> With case study we can get the answer of “why” and “what happened” by looking at process. Additionally, case study research depended on how the researcher conducted to investigate on particular phenomenon or case study while also produces an in-depth description by exploration multiple perspectives. While Creswell is also defined case study into: 1) observation, 2) interview, and 3) documentaton.<sup>64</sup> The writer did not use participant for this observation.

Grounded in the previous statements, the researcher focused on one object gender in a school, which was analyzed in-depth and detail with data obtain from various sources and from all related parties. So that the researcher got detailed information and be able to understand what other people felt as well, and being able to understand the mindset or point of view of other people concerned. Besides, it also found the relationship patterns from various aspects or phenomenon. And then presented in descriptively so as to provide a comprehensive and clear picture of phenomenon.

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<sup>63</sup> Ary, Jacobs, and Sorensen, *Introduction to Research in Education*.

<sup>64</sup> Creswell, “Research Design Qualitative, Quantitative, and Mixed Methods Approach.”

## 2. Research Setting and Participants

### 1. Research Setting

This research conducted at one of the Junior Schools located in Sumberbaru, Jember, East Java. The school was purposively chosen for several reasons, including: (1) the school has good accreditation, (2) the school has specific facilities that helped to learn English such as language laboratory and LCD, (3) the use of English language and its application are still unfamiliar. Therefore, the researcher wanted to conduct this research at that school because the researcher also hoped to learn a lot about to teach English but also finding the phenomenon or problems in the learning process at the school.

### 2. Research Participants

Determining research subjects used a purposive technique, is a technique for collecting information with certain considerations, this consideration considered as the person who knew best about what we expected, or perhaps the participant in the authority so that it will make easier for researcher to explore the situation or object under study<sup>65</sup>

The research participant chosen by the researcher in the research are,

1. Totok Prasetyo S.Pd, as the English teacher of SMPN 1 Sumberbaru. He chose to be the speaker because he is the person who knew best all the English learning activities in SMPN 1 Sumberbaru.

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<sup>65</sup> Sugiyono, *Penelitian Kualitatif, Kuantitatif Dan R & D* (Bandung: Alfabeta, 2012).

2. Some of students, they chose to be the speaker because they participate in the class and knew about English education learning activities in SMPN 1 Sumberbaru.

### 3. Data Collection

In data collection, the researcher used several methods to get the data. These data were collected in three methods which included observation, interview and documentation.

#### 1. Observation

Observation is the process of collecting data in research where the researcher looked at the research situation. This technique was used to observe closely in an effort to find and explore data through direct and in-depth observation of the subject or object being studied.<sup>66</sup>

The observation technique used in this research is non-participant observation, means the researcher was not involved in daily activities and the researcher only involved acts as an independent observer. On the observation process, the researcher came to the school and saw directly the students' activities in the classroom. The observation process carried out by researcher to aim and to obtain data regarding learning differences and differences of abilities between students' male and female.

Data obtained at the observation stage are:

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<sup>66</sup> Paizaluddin and Ermalinda, *Penelitian Tindakan Kelas* (Bandung: Alfabeta, 2016).

1. There are differences in studying English between male and female students in SMPN 1 Sumberbaru.
2. There are different interactions in class during English learning between male and female students in SMPN 1 Sumberbaru.
3. There are differences in English language skills between male and female students in SMPN 1 Sumberbaru

## 2. Interview

Interviews are a technique used by researcher to dig up information through research subjects to obtain information that is valid and relevant to the research.<sup>67</sup>

In the present study, researcher makes use of the semi-structured interviews. According to Eileen (2019), semi-structured interview is where the questions are pre-planned before the interview but the interviewer gives the interviewee the chance to elaborate and explain particular issues through the use of open-ended questions.<sup>68</sup> On the interview process, the researcher used a recording device, and asked for permission to be interviewed with a recording device to obtain the results accurately and not to lose information. Before asking the questions, the researcher explained first about research problems and guidelines carried out during the interview activities.

A. The form of semi – structure interviews for teacher as below:

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<sup>67</sup> Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2015).

<sup>68</sup> Eileen M. Ahlin, *Semi-Structured Interviews with Expert Practitioners: Their Validity and Significant Contribution to Translational Research* (London: Sage Publications, 2019).

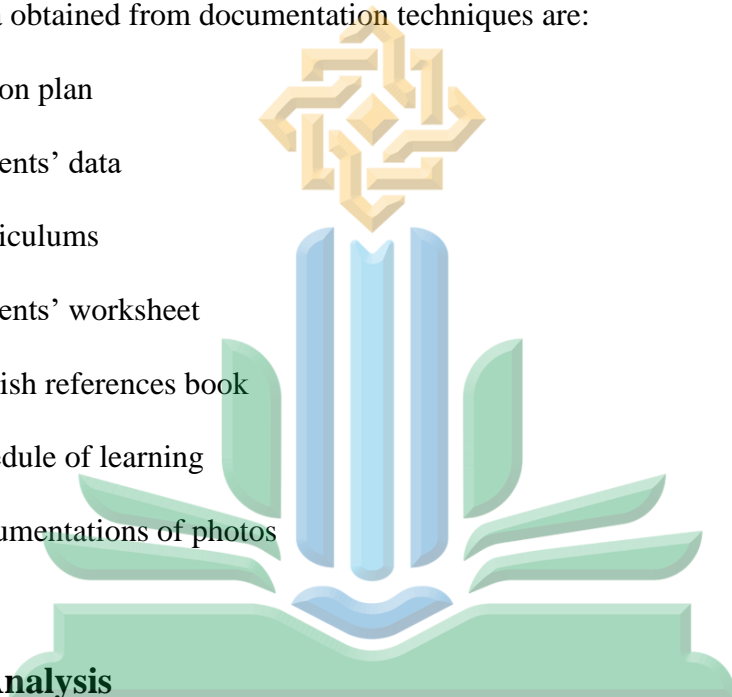
1. Is there any difference in studying English between student men and women?
  2. Is there any difference of ability in studying English between students' men and women?
  3. What factors can make the difference of ability in studying English between students' men and women?
  4. Is there different of gender status can affect students' achievement?
- B. The form of semi – structure interviews for students as below:
1. What do you think about English Subject?
  2. If it is difficult, what makes you think that English is difficult?
  3. How did you study so you can understand English material well?
- C. Data obtained at the interview stage are:
1. There are differences between men and women students in studying English in SMPN 1 Sumberbaru.
  2. There are differences of ability in studying English in SMPN 1 Sumberbaru.
  3. Knowing that gender can affect students' achievement in SMPN 1 Sumberbaru
  4. Knowing some of the factors that can make the learning differences between men and women students in SMPN 1 Sumberbaru.

### 3. Documentation

Documentation techniques were carried out by collecting various documents or archives which can be used as secondary data sources to complement the data that has been extracted through observation and interviews.<sup>69</sup> On the documentation process, the researcher collected data through the form of documents or archives, notes and photos related to the research focus.

The data obtained from documentation techniques are:

1. Lesson plan
2. Students' data
3. Curriculums
4. Students' worksheet
5. English references book
6. Schedule of learning
7. Documentations of photos



### 4. Data Analysis

After gathering data for the research project through observation, document analysis and interviews, the following stage was analyzing the data. In addition, Neuman (2014) emphasized that data analysis in the context of qualitative research includes the systematic organization, integration, and analysis of data. In line with the previous sentence, analytical activities help

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<sup>69</sup> Farida Nugrahani, *Metode Penelitian Kualitatif* (Surakarta, 2014).

researcher got a through comprehension of their research subjects while also broadening their theoretical and intellectual horizons.<sup>70</sup>

In this research, researcher used data analysis by using the steps from Miles, Huberman and Saldana. The stages of data analysis are 1) data condensation included: selecting, focusing, abstracting, simplifying, and transforming data, 2) data display, 3) conclusion.<sup>71</sup>

#### 1. Data Condensation

Condensation included the process of selecting, focuses, simplifying, abstracting and transforming data.

##### a. Selecting

The researcher selected some data and information selectively. The researcher did not use data that were not related to the problem discussed.

##### b. Focusing

The researcher compiled and organized data according to the research focus from the most important data.

##### c. Abstracting

The researcher summarizes the content by evaluating the data that has been collected, then the data is used to answer the problem being studied.

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<sup>70</sup> Yanyi K. Djamba and W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches, Teaching Sociology*, vol. 30, 2002, <https://doi.org/10.2307/3211488>.

<sup>71</sup> Miles, Huberman, and Saldana, *Qualitative Data Analysis* (America: Sage Publications, 2014).

d. Simplifying and Transforming data

The last stage, the researcher concludes and transforms data into a short summary and classify the data.

## 2. Data Display

After the data goes through the condensation stage, the next stage is presenting data. The presenting data were done by organization, unification and collection of inferred information. Data display were done by narrative descriptions, charts or diagrams. The purpose is to make her data display to be easier to understand what happened and planed further work base on what had been understood. On this step, the researcher tried to compile relevant data so that the information obtained is concluded and had a certain meaning for answer research problems.

## 3. Conclusion

This conclusion was taken based on the data that had been selected by the researcher, then the researcher discussed by using theories used.

## 5. Credibility

Credibility in an empirical study referred to the truthfulness of the data in the report of research findings. And every research required standards to see the degree of trust or truth of the research results. Checking the validity of the data is a step to reduce errors in the process of obtaining research data which of course has an effect on the validity of the final result of a study. Checking the

validity is carried out by researcher with the aim of producing data that can be scientifically justified, trustworthy and meets a high level of credibility.

The validity of the data used in this research is source triangulation and technical triangulation. Source triangulation is a data validity check carried out by researcher using data obtained from several sources to test the credibility of the data. Triangulation of source in this research was carried out by comparing the data from the English teacher and cross-checking for correctness with students. Technical triangulation is checking the validity of data obtained through interview techniques and cross-checking the truth with observation and documentation.

## **6. Research Stages**

At this stage the researcher described the process of carrying out the research, starting from preliminary research, design development, actual research, and up to writing report.

### **1. Pre-research stage**

The researcher submitted of the research title and research background. Then the researcher made a research proposal with the title has been approved. Researcher prepared research permits and other research requirements before entering the research location.

## 2. Research implementation stage

In this stage, the researcher began to go directly to the research location to obtain and record data that were written in a research report using observation, interview and documentation techniques.

## 3. Data analysis stage

This stage is the final stage of the research process, at this stage the researcher managed data that had been obtained from various sources during the research, researcher also made conclusions which is compiled into a research report.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

The finding and discussion are the two aspects of the researcher projects resulted that are presented in this chapter. The information regarding the research findings and analysis were offered as follows.

#### A. Research Findings

The current study attempts to look the differences of study based on gender differences and its affect for students' achievement. Based on data gathered via observation, semi – structured interview, and documentation, the research's conclusions are presented and arranges contextually. The transcripts of the interviews used as proof to show the research observed. Main topic of the finding is gender status influenced students' learning style.

- **Gender status influenced students' learning style**

Based on observations result, every students have their own learning style. Here are some differences between student male and female during class.

**Table 2.1**

Indicator	Students' male	Students' female
1. Study	<p>a) There was not preparation for study</p> <p>b) Not paying attention to the teacher</p> <p>c) Don't take a notes</p>	<p>c) There was preparation before study, such as reviewing yesterday's material, memorizing vocabularies, reading yesterday's material.</p> <p>d) Fully paying attention to the teacher during class</p> <p>e) Note down all the material and vocabularies given by the teacher, whether written on the white board or just read.</p>
2. Interaction	<p>a) Very interactive in class</p> <p>b) Very confident</p> <p>c) Interaction with teacher is very good</p> <p>d) Interaction with friends is very good</p> <p>e) Can adapt well</p>	<p>a) More active in study</p> <p>b) Shy</p> <p>c) Interaction with teacher is very good</p> <p>d) Often make a group by themselves and sometime awkward with each other</p> <p>e) Less adaptable</p>

3. Skills/ abilities	a) Listening: low b) Speaking: low c) Reading: medium d) Writing: good e) Vocabularies: low	a) Listening: medium b) Speaking: low c) Reading: good d) Writing: good e) Vocabularies: good
4. Learning style	a) Tend to have a visual learning style, such as interested in learning by seeing, such as pictures, diagrams, or video. b) Tend to have kinesthetic learning style, male students often prefer more explanatory and intuitive approach to learning, where they can experiment and figure things out for themselves.	a) Female students tend to prefer learning styles that focus on detail, are thorough and involve more social aspects of learning English. b) Tend to have an auditory learning style, such as listening, reading aloud, recordings, or group discussions.

Based on the data above, it concluded there are many differences between students' male and female in term of study, interaction, ability and learning styles. This data was strengthened by the result of interview, which

shown there are differences between students' male and students' female in terms of study, abilities, and interaction in the classroom. This strengthened by the Interview with the English teacher.

**Researcher:**

*Is there any difference in studying English between students' male and female?*

**Teacher:**

*Yes, each student had a different learning style during the learning process, there were some students more enjoying the learning that is done visually, there are those who enjoy listening to the teacher explain and etc.*

**Researcher:**

*Is there any difference of ability in studying English between students' male and female?*

**Teacher:**

*Yes, students' women had advantages in terms of taking tests that involved the use of rote memorization, reactions, and social problems. Meanwhile, student's men had advantages in terms of abstract reasoning, reactions, and social problems. Meanwhile, student's men had advantages in terms of abstract*

*reasoning, mastery of mathematics, mechanics, or structural skills.* <sup>72</sup>

This was also strengthened by the statements of several students, consist of 4 students' male and 4 students' female.

**Researcher:**

*How did you study so you can understand English material well?*

**Student male 1:**

*by reading and watching youtube videos.*

**Student male 2:**

*by reading repeatedly.*

**Student male 3:**

*by watching youtube videos.*

**Student male 4:**

*by reading repeatedly.*

**Student female 1:**

*translating the material and reading repeatedly.*

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<sup>72</sup> Interview English teacher, 25 July 2024 at teacher's room, Sumberbaru, Jember

**Student female 2:**

*by translating the material and comprehend it.*

**Student female 3:**

*by watching the material explanation on youtube and translating it.*

**Student female 4:**

*by translating, note down the vocabularies, and study the grammar.<sup>73</sup>*

These data shown the differences of learning style between students' male and female. Moreover, in this case, there are some factors that can make the differences of study between students' male and female.

**Researcher:**

*What factors made the difference of study and ability in studying English between students' male and students' female?*

**Teacher:**

*1) Personality differences, also play a key role in each individual's learning process. Because of the personality, it influenced individual learning preferences too. Additionally, it is very important for educators to recognize the differences*

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<sup>73</sup> Interview some students of IX D, 26 July 2024 in front classroom of IX D, Sumberbaru, Jember

*in personalities in the classroom and try to provide a variety of learning approaches that allow each individual feel comfortable and successful in their learning process.*

- 2) *Differences in learning styles is also an important factor that influence how individuals approach the learning process. Such as visual, auditory or kinesthetic learning. Some individuals may learn better as through pictures or diagrams, while others prefer auditory learning through hearing and discussion.*

Furthermore, strong motivation is also the one of the important things to do if we want to learn something. Many people hasitated to learn English because they did not have a clear goal for what they are learning. Because they did not have a clear and strong motivation, of course learning English became a difficult and boring process. And it is strongly can effect students' achievement and learning.

**Researcher:**

*Is there different of gender status can affect students' achievement?*

**Teacher:**

*Yes, due to significant differences in motivation between students' male and female. There is new study challenges many*

*people's belief that men are better at these subjects than women. The results of the research show that there is a significant difference between the learning motivation of male and female students.<sup>74</sup>*

This statement strengthened by the statements of several students, that consist of 4 students' male and 4 students' female.

**Researcher:**

*What do you think about the English subject? If it's difficult, why do you think the English subject is difficult?*

**Student male 1:**

*Englsh subject is difficult, may be because it not used in our daily life, so we difficult to understand it.*

**Student male 2:**

*I don't know why, but English subject id very difficult to understand*

**Student male 3:**

*English subject is difficult, because the pronunciation and the writting is very different.*

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<sup>74</sup> Interview English teacher, 25 July 2024 at teacher's room, Sumberbaru, Jember

**Student male 4:**

*English subject is difficult, I don't know why, but it really difficult.*

**Student female 1:**

*I like English subject, because when I used it, I feel cool. And besides that, English is international language, so I must learn about it.*

**Student female 2:**

*English subject is quite difficult especially in speaking and grammar, but still, I try to study hard to study English, because with study English I can offer lots of oppurtunities, like study abroad.*

**Student female 3:**

*English subject is quite difficult, especially in speaking, but I really enjoy with this subject, it gives me satisfaction.*

**Student female 4:**

*English subject is very fun, I really enjoying every English lessons. But I really struggle to speak with English language.<sup>75</sup>*

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<sup>75</sup> Interview some students of IX D, 26 July 2024 in front of classroom of IX D, Sumberbaru, Jember.

From these statements, all students men answered English subject is difficult and it show that they are lack of motivation.

## **B. Discussion**

Gender differences in junior high school was evaluated in the most recent case study research design. Additionally, this study examined how mindset and gender affects students including personalities, characteristics, the way of thinking, interactions and the way to communicate with others. Based on the findings, the researcher came on one finding, gender status influenced students' learning style.

According to the research that has been done, based on the finding, it was found that there were significant differences between students male and students' female, especially in English language learning. Such as different in study, interaction, ability, communication, learning styles and etc. From the result of observation, in terms of study, students' female has the habit of preparing themselves before study, such as reviewing yesterday's material by reading and memorizing vocabulary. Moreover, students' female also listening and taking notes on all the materials on that day, while students' male did not have that kind of habits. Habits were influenced by gender as Dio dkk. (2019) stated that gender arises because of habits that develop in society.<sup>76</sup> And also supported by Topamahu (2020) that stated gender is cultural concept used to

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<sup>76</sup> Septiawan, Helmy, and Taqwa, "Pengaruh Gender, Budaya, Dan Faktor Lingkungan Terhadap Ethical Beliefs:"

differentiated roles, behaviors, mentalities and emotional characteristics.<sup>77</sup> In addition, the results of interviews with several students consist of 4 students' male and 4 students' female, also showed that there were differences in learning styles between students' male and female. Most of students' male learns only by reading, while students' female learn by translating, rereading the material, taking notes of vocabularies and some of them learn by watching Youtubes videos. In this case, differences of learning style caused by mindset and behavior, and that happens because influenced by gender, this was supported by Mansour Fakhri (2006) that stated gender is differences between women and men in roles, behavior, and functions.<sup>78</sup> This was also supported by Suharnik (2023) that gender influenced behavioral patterns.<sup>79</sup> And Jhon Gray (1992) that revealed the differences between male and female due to gender differences.<sup>80</sup>

From other observation results, there were differences in terms of interaction between students' male and female. In this case, students' male adapt more easily to new friends or new teacher that they just met. In addition, students' men also had very different personalities than students' female. They were more confident than students' women, meanwhile students' women had shy personalities, they were embarrassed to start the conversation with new friends, especially friends with the opposite sex, the same goes for teachers, they were very hesitant to ask questions that they want to ask the teacher, not infrequently they often don't bother to ask, just because they were embarrassed.

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<sup>77</sup> Nurhasanah and Zuriatin, "Gender Dan Kajian Teori Tentang Wanita."

<sup>78</sup> Fakhri, *Analisis Gender Dan Transformasi Sosial*.

<sup>79</sup> Suharnik, "Sosiologi Gender."

<sup>80</sup> Gray, *Men Are from Mars and Women Are from Venus*.

This happens because gender influenced their characteristics. This statement was supported by Topamahu (2020) which stated that gender influenced behaviors, mentalities, and characteristic between male and female.<sup>81</sup> And also supported by Suharnik (2023) which stated gender influence social life, including behavioral pattern, roles, characteristic and experiences of individual.<sup>82</sup> Accordingly it was also supported by Hoang (2008) revealed that men with all their innate characteristics are different from female.<sup>83</sup> And John Gray (1992) stated that differences between men and women due to gender differences.<sup>84</sup>

Apart from that, students' female were also not as good at adapting as students' male in classroom. This happened because there was differences of characteristics between students' male and female. Students' female were more emotional than students' male. Students' female tend to chose teachers who were nice to talk to and also chose friends. Therefore, in the results of observations, it was found that female students tend to form their own groups, while students' men didn't do that, they didn't chose friends and chose their teachers either, so they adapted easily to new environments. The differences of characteristics were influenced by gender as Topamahu (2020) stated that gender influences characteristics and behavioral pattern.<sup>85</sup> And also supported by Suharnik (2023) that stated gender influences our social life including

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<sup>81</sup> Nurhasanah and Zuriatin, "Gender Dan Kajian Teori Tentang Wanita."

<sup>82</sup> Suharnik, "Sosiologi Gender."

<sup>83</sup> Hoang, "The Effect of Grade Level, Gender, and Ethnicity on Attitude And Learning Environment in Accounting Ni Highschool."

<sup>84</sup> Gray, *Men Are from Mars and Women Are from Venus*.

<sup>85</sup> Nurhasanah and Zuriatin, "Gender Dan Kajian Teori Tentang Wanita."

behavior and characteristics.<sup>86</sup> Additionally this statement also supported by Hoang (2008) that revealed the characteristics of men are different from women.<sup>87</sup>

In term of interaction, from the observation results, language used was important, as Chaer (2004) explained that language is a verbal tool used to communicate.<sup>88</sup> This was also supported by Pateda (2011) stated that language used for human communication.<sup>89</sup> Additionally also supported by Ilona Lanovska (2016) that explained by language everyone will be able to convey their ideas, thought, and feeling to others.<sup>90</sup> This was also supported by Benjamin Lee Whorf (2005) stated that language shapes the way we thought and determines what we thought.<sup>91</sup> But there was differences in language used between students' male and students' female. Students' female speak gently than students' male, while students male speak louder than students' female. The used of language and the manner of speaking were a habit that influenced by culture. As explained by Lindgren (1972) that language and culture influence each other, complement each other and work side by side.<sup>92</sup> And also supported by Broom and Selznik (1973) that explained language and culture cannot be separated and continue to be a unit.<sup>93</sup> Still discussing the language used in

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<sup>86</sup> Brown, *Principles of Language Learning and Teaching*.

<sup>87</sup> Hoang, "The Effect of Grade Level, Gender, and Ethnicity on Attitude And Learning Environment in Accounting Ni Highschool."

<sup>88</sup> Chaer, *Lingusitik Umum*.

<sup>89</sup> Noermanzah, "Bahasa Sebagai Alat Komunikasi, Citra Pikiran, Dan Kepribadian."

<sup>90</sup> Bramantyo, *Rudy Habibie*.

<sup>91</sup> Subbiondo, "Benjamin Lee Whorf's Theory of Language, Culture, and Consciousness: A Critique of Western Science."

<sup>92</sup> Lindgren, *An Introduction to Social Psychology*.

<sup>93</sup> Broom, *Sociology: A Text with Adapted Readings*.

classroom, this was closely related to sociolinguistics. Sociolinguistics was important in this case because it was the subject that study the relationship between language and society. As Janet Holmes (2013) explained that sociolinguistics is the study that related to language and society.<sup>94</sup> And also supported by George Yule (2020) that stated sociolinguistics is a subject toward the relationship between language and society.<sup>95</sup> Besides, sociolinguistics also has an important role in language teaching because it consists of the study of the link between language and society, of language variation, and the attitudes about language. Moreover, sociolinguistics also able to lead learners to speak in appropriate language, not only fluent in it. This statement was supported by Broesma (2001) that stated sociolinguistics lead learners to speak in appropriate language in social context.<sup>96</sup>

Next, there were differences in ability in learning English between students' male and students' female. Students' female have higher abilities than students' male in terms of listening, speaking, writing, reading and vocabulary. And seen from their abilities, students' female have more determination and strong desire to learn than students' male. This was shown from the way students' male learn, students' male often learn carelessly, if they have finished reading, they definitely would say they have finished learning. This gives the

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<sup>94</sup> Janet Holmes, *An Introduction to Sociolinguistics*, Fourth Ed (London: Routledge Taylor and Francis Group, 2013).

<sup>95</sup> George Yule, *The Study of Language*, Seventh Ed (England: Cambridge University Press, 2020).

<sup>96</sup> Ahmad Faizin HS, "Sociolinguistics in Language Teaching," *Mabasan* 9, no. 2 (2019): 66–77, <https://doi.org/10.26499/mab.v9i2.159>.

impression that they only want to finished quickly and didn't want to understand the material. Even though, learning English was important, it was useful for communicating with various people around the world from different cultural background. This is why learning English was important, especially learning intercultural language. This was supported by Luke Plonskey (2018) which stated that English not only help students to communicate, but also help for accesssing information, absorbing and developing science, technology, and art and culture.<sup>97</sup> This was also supported by Antony and Angela (2013) which stated that intercultural language language is important due to the process of globalization, increased mobility, and technological development.<sup>98</sup> Furthermore, this was supported by Eva Alconsoler (2008) which explained the aim of intercultural language learning for students to progress with a good level of understanding and to increase the tolerance and international cross cultural understanding.<sup>99</sup> And this was also supported by Thao and Thang (2018) that explained intercultural learning also help to train social skills in interactions, teach the importance of diversity and how to respet to these differences and improve the ability to communicate with people from different background and culture.<sup>100</sup>

Moreover, the differences of abiltiy between students' men and women happens due to the lack of motivation in learning. In another study, it was stated

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<sup>97</sup> Plonskey, "Studies in Second Language Acquisition."

<sup>98</sup> Liddicoat and Scarino, *Intercultural Language Teaching and Learning*.

<sup>99</sup> Soler, *Intercultural Language Use and Language Learning*.

<sup>100</sup> Tran and Duong, "The Effectiveness of The Intercultural Language Communicative Teaching Model for EFL Learners."

that there was significant difference in motivation between students' men and women. This was supported by Rizqi and Luthfiatuz (2023) that stated students' women learning motivation was higher than students' men.<sup>101</sup> This was also supported by Indah (2018) which explained that students' female have a higher motivation level than students' male.<sup>102</sup> Moreover, this was also supported by Purwanto (1996) that emphasized motivation is impetus.<sup>103</sup> Its mean, motivation has an important role in human efforts to achieve the desired goals, in the field of education and other purposes. This was also supported by Tibrani (2009) who explained that motivation is one of the factors that greatly determines the achievement of student of education.<sup>104</sup> Accordingly this was also supported by Sardiman (2018) stated that learning motivation is the activator or mover within students.<sup>105</sup> And also supported by Guluzar and Omer (2011) found that female's motivation is higher in all subscales of academic motivation than male.<sup>106</sup>

Furthermore, the differences of motivation were influenced by gender. This statement was supported by Baron and Byrne (2008) explained that gender indirectly influence the formation of attitude and motivation to learn.<sup>107</sup> And Putra (2018) that stated there is significant difference in motivation learning

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<sup>101</sup> Fanani and Zuhroh, "Perbedaan Motivasi Belajar Peserta Didik Laki-Laki Dan Perempuan."

<sup>102</sup> Astuti, Sudadio, and Sholih, "Perbedaan Motivasi Belajar Warga Belajar Perempuan Dan Laki-Laki Dalam Mengikuti Pendidikan Kesetaraan Paket C."

<sup>103</sup> Purwanto, *Psikologi Pendidikan*.

<sup>104</sup> Yusran, *Pendekatan Dalam Proses Belajar Mengajar*.

<sup>105</sup> A.M., *Interaksi Dan Motivasi Belajar Mengajar*.

<sup>106</sup> Eymur and Geban, "An Investigation of Relationship Between Motivation and Academic Achievement of Pre-Service Chemistry Teachers."

<sup>107</sup> Baron and Byrne, *Social Psychology*.

between students' male and female.<sup>108</sup> Moreover, this was also supported by Sikhwari (2014) also revealed there was different motivation levels of education between students' male and female.<sup>109</sup>

Furthermore, the factors that made the difference of study and abilities between students' male and female. In the results of interviews with teacher, it was found that differences in learning and abilities between students' male and female were caused by many things such as personality differences. Personality differences was one of the factors that also play an important role in the learning process of each student. Personality included various aspects such as extroverts, introvert and neoriticism. Students with extrovert personalities tend to be comfortable in social situations, interacted well and adapted in class more easily. And they also have no problem learning in a crowded situation and more confident to ask questions to the teacher. In the other hand, students with introvert personalities needed more time such as study alone in the quite place in order they can study effectively and a lot of time to adapted to their classmates or their teachers. Neoriticism factors also influenced stress and anxiety levels in learning, which also play a role in learning performance. These causes differences in their learning styles. However, outside the context of extrovert, introvert and neoriticsm, personality itself was influenced by gender, this was shown by the results of the observations that show students' female were more embrassed to ask and to answer the questions from teachers, even

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<sup>108</sup> Dinata Saragi and Suryani, "Perbedaan Motivasi Belajar Siswa Berjenis Kelamin Perempuan Dan Laki-Laki Smk Swasta Bandung."

<sup>109</sup> Sikhwari, "A Study of the Relationship Between Motivation, Self-Concept and Academic Achievement of Students at a University in Limpopo Province, South Africa."

though they actually knew the answer. While students male were more confident to ask and to answer the questions from teachers even though they didn't know the answer. This was supported by Suharnik (2023) which stated that gender influences characteristic and personalities.<sup>110</sup> In addition this was also mentioned in previous study which also showed there are differences between students' male and female in terms of speaking, nteractions, learning styles, and their attitude in classroom.<sup>111</sup> This was also supported by Jhon Grey that said differences between male and female due to gender differences.<sup>112</sup>

The second factor was differences in learning styles. This was also very important factor that influenced students learning and abilities. Some students might have a more analytical learning style with an emphasis on problem solving and detailed understanding. While others might be holistic, focusing on the big picture and general concepts. These differences also influenced the preferences in learning methods and understanding of subject materials. Teh differences of learning style also influenced by personality of individual. Personality influences a person's learning style and attitude. In this case personality also influenced by gender, as supported by theory from Mansour Fakh (2006) which emphasized that gender influenced behavior, mentalities and characteristic between men and women.<sup>113</sup> And also supported by Topamahu (2020) that gender influenced the way of thinking, the way of speak,

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<sup>110</sup> Suharnik, "Sosiologi Gender."

<sup>111</sup> Syafrizal Syafrizal and Fianika Sya'bana Putri, "A Linguistic Politeness: An Analysis of Gender Differences in Speaking Classroom," *English Education : Journal of English Teaching and Research* 5, no. 2 (2020): 169–78, <https://doi.org/10.29407/jetar.v5i2.14436>.

<sup>112</sup> Gray, *Men Are from Mars and Women Are from Venus*.

<sup>113</sup> Fakh, *Analisis Gender Dan Transformasi Sosial*.

interaction, communication, attitude and learning styles.<sup>114</sup> And Suharnik (2023) explained that gender influences many thing in our life including behavior, characteristics and personality.<sup>115</sup>

For the last phase, gender affected students' achievement, it concluded from interview and documentation data that show students' female had a higher average score than students' men. On the data, there are 28 students consist of 16 students' male and 12 students' female. The 12 students' female had a higher score in reading, listening, writing and speaking than 16 students' male. On students data showed that students' female were more active in learning in the classroom, while students' male were more active in learning outside the classroom which involves physical and action. As Yuliani (2013) said about students' female and students' male achievement.<sup>116</sup> Students' male tended to be more active in learning beside that, they tended more active to make the situation of the class crowded, while students' female tended to have motivated to do assignment. Additionally, based on interview result, one of the factors was lack of motivation, women students overall had an average learning motivation score that were in the high category. Thus, students' female had a higher motivation than students' female. This finding supported by Baron and Byrne (2008) about gender indirectly influences the formation of attitude and motivation.<sup>117</sup> Those differences were thought to influence the aspects of students' learning motivation experience. This statement also supported by

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<sup>114</sup> Yusran, *Pendekatan Dalam Proses Belajar Mengajar*.

<sup>115</sup> Suharnik, "Sosiologi Gender."

<sup>116</sup> Sujino, *Konsep Dasar Pendidikan Anak Usia Dini*.

<sup>117</sup> Baron and Byrne, *Social Phsycology*.

Putra (2018) there is a significant difference in motivation learning between students men and women.<sup>118</sup> In line with Putra, Sikhwari (2014) also revealed, there is different motivation levels of education between students male and female and found out that female students' academic motivation is higher than men students' academic motivation.<sup>119</sup>



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<sup>118</sup> Dinata Saragi and Suryani, "Perbedaan Motivasi Belajar Siswa Berjenis Kelamin Perempuan Dan Laki-Laki Smk Swasta Bandung."

<sup>119</sup> Sikhwari, "A Study of the Relationship Between Motivation, Self-Concept and Academic Achievement of Students at a University in Limpopo Province, South Africa."

## CHAPTER V

### CONCLUSION AND SUGGESTION

The two points, conclusion and suggestion of those final stage of research, are presented. A summary of the entire research chapter and suggestion were given in the conclusion, which should serve as a guide for the future researchers. Following are the points of conclusion and suggestion.

#### A. Conclusion

Based on the findings, the researcher discovered research results including:

- **Gender status influenced students' learning style.**

A. Differences of study, all students whether male and female students, definitely had differences in terms of study, the differences that occurred were include differences in characteristics, behavior, ways of thinking, ways of understanding to something, ways of interacting and communicating in class with teachers and friends.

B. Differences of abilities, because of differences in learning, this greatly influenced their abilities, especially in English language skills, it could not denied that students' female were superior in academic terms compared to students' male, students male tended to be active in lessons that involved action or physical activity such as sport lessons etc.

The factors are:

A. Personality differences, play a key role in each individual's learning process. Personality included various aspects such as extrovert,

introvert, neuroticism (high emotional levels), calmness etc. Individuals with extrovert personalities tended to be comfortable in social situations and interacted well in study groups. On the other hand, the introvert students needed more time such as study alone in a quiet place in order they can study effectively. Neuroticism factors can influence stress and anxiety levels in learning, which also play a role in learning performance.

- B. Differences in learning styles, was an important factor that influenced how each individual approaches learning. Differences in learning styles were influenced by habits, and these habits caused differences in learning achievement between students. From these differences also influenced the preferences in learning methods and understanding of subject materials.

Furthermore, the gender status influenced learning achievement because there were differences in learning motivation between students' male and female. Due to lack of motivation in learning English, a lot of students found themselves did not capable in English material and also thought that English is a boring lesson because it is difficult etc. This really affects to their learning activity in the classroom and impacts to their learning achievement.

## **B. Suggestion**

At the end of this study, the researcher offered the following suggestion of Gender differences by using sociolinguistics approach.

### **A. For English teacher**

Using learning methods might be one technique to achieve the learning objectives in both language learning and teaching. Researcher suggested that teachers must increase the understanding of students' learning style, then teachers will educate, teach, guide, and direct students, so that the best teaching activities are created. Additionally, researcher also suggested that teacher had to provide a lot of motivation that supported students.

### **B. For students**

Researcher suggest that students know and find a learning styles that suits them, so that students can learn well in class and get quality learning.

### **C. For further researchers**

The researcher expected that this finding to be useful to other researchers who are interested in gender on students' learning styles in school. In addition, the results of this study might be compared to these of a similar study that is being planned.

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## Appendix 1: Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: IX / 1 (Ganjil)
Materi pokok	: Congratulations!
Alokasi Waktu	: 45 menit 1 x JP

#### A. Kompetensi Inti (KI)

- KI 1 – KI 2 : Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional
- KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya

KI 4 dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

: Menunjukkan keterampilan menalar, mengolah dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.



## B. Kompetensi Dasar

Kompetensi Dasar	Indikator
1.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas kebahagiaan dan prestasi, serta menanggapinya, sesuai dengan konteks penggunaannya.	<p>1.1.1 Menirukan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar.</p> <p>1.1.2 Mengidentifikasi ungkapan, harapan, do, dan ucapan selamat atas suatu kebahagiaan dan prestasi dari teks yang dibaca.</p> <p>1.1.3 Menanyakan hal-hal yang diketahui atau yang berbeda.</p>

	1.1.4 Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas kebahagiaan dan prestasi, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan harapan, doa dan ucapan selamat atas kebahagiaan dan prestasi dan menanggapinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## KIAI HAJI ACHMAD SIDDIQ J E M B E R

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Menirukan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar

2. Mengidentifikasi ungkapan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi dari teks yang dibaca
3. Menanyakan hal-hal yang tidak diketahui atau yang berbeda
4. Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa
5. Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa dan ucapan selamat atas kebahagiaan dan prestasi dan menanggapinya, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

#### **D. Pendekatan dan Metode Pembelajaran**

1. Pendekatan : Collaborative Learning
2. Metode : Diskusi
3. Model : Collaborative Learning

#### **E. Media Pembelajaran**

1. Worksheet atau lembar kerja siswa

2. Papan tulis

3. Spidol

4. Infocus

5. Laptop

#### **F. Sumber Belajar**

Buku Bahasa Inggris kelas IX, Kemendikbud, Revisi Tahun 2016

## **G. Kegiatan Pembelajaran**

### **A. Pendahuluan (10 menit)**

1. Melakukan pembukaan dengan salam pembuka dan doa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari Struktur Teks Ungkapan Harapan dan Doa atas Suatu Kebahagiaan dan Prestasi.
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh

### **B. Kegiatan Inti (30 menit)**

#### **1. Kegiatan literasi**

- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bacaan terkait materi Struktur Teks Ungkapan Harapan dan Doa atas Suatu Kebahagiaan dan Prestasi.

#### **2. Critical Thinking**

- Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus berkaitan dengan Struktur Teks Ungkapan Harapan dan Doa atas Suatu Kebahagiaan dan Prestasi.

### 3. Collaboration

- Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Struktur Teks Ungkapan Harapan dan Doa atas Suatu Kebahagiaan dan Prestasi.

### 4. Creativity

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Struktur Teks Ungkapan Harapan dan Doa atas Suatu Kebahagiaan dan Prestasi. Peserta didik kemudian diberi kesempatan untuk menanyakan hal-hal yang belum dipahami.

## C. Penutup (5 menit)

1. Peserta didik mencatat vocabulary dan membuat simpulan pelajaran tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan
2. Guru membuat rangkuman/simpulan tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

## H. Penilaian

1. Penilaian pengetahuan, berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
2. Penilaian keterampilan, berupa penilaian untuk kerja, penilaian proyek, penilaian produk, dan penilaian portofolio.



Sumberbaru, 15 Juli 2024

Mengetahui,

Kepala Sekolah


Sapto Haryono S.Pd

NIP. 196612311989011019


Guru Mata Pelajaran

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## Appendix 2: Students' Data



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
UPTD SATUAN PENDIDIKAN  
**SMP NEGERI 1 SUMBERBARU**  
*Jalan Ki Hajar Dewantara No.02 (083330119647) Sumberbaru 68156 - Jember*



**DAFTAR HADIR**  
*Tahun Pelajaran 2023 - 2024*



NO	NIS	NISN	NAMA	L/P	ABSEN (Pertemuan Ke-)												JUMLAH ABSENSI
					TANGGAL												
1	6286	0092455590	A. NAZRIEL HABIBI KAHFI GIBRAN	L													
2	6288	0102950385	ABDUL GOFUR SANDY	L													
3	6295	0107651323	AHMAD FAHRI HUZAENI	L													
4	6296	0107651323	AHMAD FIRDAUS	L													
5	6300	0104711451	AISHA PUTRI ALIFA	P													
6	6305	0093642632	ALICIA NUR ROMADONA	P													
7	6307	0108669540	AMANDA AYU WAHYUNI	P													
8	6310	0102577539	ANANDA BIMA MAULANA	L													
9	6312	0113173190	ANDIN KARISMA PUTRI	P													
10	6314	0084708491	ANGGA	L													
11	6319	0107734507	AURA AULIA	P													
12	6616	0092125925	DANDI WICAKSANA	L													
13	6327	0106146467	DEA PUTRI UMayEH	P													
14	6351	0094263385	HARNUM DESTRIA BIMANTARA	L													
15	6353	0105469571	HIDAYATUL MUDAFAH	P													
16	6362	0105854341	JULIA ANDIN PERTIWI	P													
17	6366	0093072394	M. IQBAL AUFA TSANY	L													
18	6384	0099016195	MOHAMMAD FAKHRI RIZQI ROHMAN	L													
19	6392	0093466781	MUHAMMAT LUTFI	L													
20	6394	3090651665	PUTRA CANDRA WIRAYUDHA	L													
21	6396	0109439691	PUTRI YULIA	P													
22	6398	0103509347	RAFA YANUAR INZAKI	L													
23	6409	0092645100	RIYAN HIDAYAT	L													
24	6411	0082275800	RIZKI KHOIRUMANSYAH	L													
25	6416	0107014582	SALSABILA RAMEYZA ALYA	P													
26	6424	0095797207	SYLBI AULIYAN SUWARNO	L													
27	6427	0098786805	WALIATUL RIZKI RAMADHANI	P													
28	6428	0101665065	WIDIYATUL MASRUROH	P													
				Jumlah Laki - laki =	16												
				Jumlah Perempuan =	12												
				Jumlah Total =	28												

Mengetahui  
Kepala Sekolah

**SAPTO HARYONO, S.Pd**  
NIP.19661231 198901 1 019

Sumberbaru, .....

Guru Mata Pelajaran

\_\_\_\_\_  
NIP.

## Appendix 3: Curriculums

### BAB II TUJUAN PENDIDIKAN, VISI DAN MISI SEKOLAH

#### A. TUJUAN PENDIDIKAN

Tujuan pendidikan telah digariskan dalam Undang-Undang RI No. 20 tahun 2003 tentang Sistem Pendidikan nasional (SISDIKNAS), dalam pasal 3 Undang-Undang tersebut diatas dirumuskan tujuan pendidikan sebagai berikut : "Pendidikan Nasional adalah berfungsi mengembangkan dan membentuk watak dan peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggung jawab". Jadi tujuan pendidikan adalah suatu perubahan yang diinginkan, yang diusahakan dalam proses pendidikan atau usaha pendidikan untuk mencapainya, baik pada tingkah laku dari kehidupan pribadinya atau kehidupan masyarakat serta pada alam sekitarnya, dimana individu itu hidup atau pada proses pendidikan itu sendiri dan proses pengajaran sebagai suatu kegiatan asasi dan sebagai proporsi diantara profesi asasi dalam masyarakat.

#### B. VISI

Kurikulum disusun oleh Satuan Pendidikan yaitu SMP Negeri 1 Sumberbaru disesuaikan dengan kebutuhan dan potensi sekolah. Secara khusus SMP Negeri 1 Sumberbaru memperhatikan perkembangan dan kemajuan serta tantangan masa depan. Baik pengetahuan dan teknologi, arus globalisasi informasi dan perubahan, dengan mengutamakan akhlak mulia seta ketaqwaan pada Tuhan Yang Maha Esa. Untuk itulah SMP Negeri 1 Sumberbaru merumuskan visi sebagai berikut :

**“ BERPRESTASI, TERMPIL, DAN BERWAWASAN  
LINGKUNGAN YANG BERDASARKAN IMAN DAN TAQWA “**

Visi SMP Negeri 1 Sumberbaru berorientasi pada tujuan jangka panjang, jangka menengah, dan jangka pendek. Visi sekolah menjadikan arah dan pedoman bagi setiap insan pendidikan di SMP Negeri 1 Sumberbaru , yang mencerminkan profil dan cita-cita sekolah. Visi tersebut mencerminkan profil dan cita-cita SMP Negeri 1 Sumberbaru dengan indikator dimasa yang akan datang Yaitu ;

##### 1. BERPRESTASI

Visi SMPN 1 Sumberbaru mencetak siswa menjadi anak berprestasi mempunyai hasil kerja/ belajar yang Lebih baik di bidang akademis maupun non akademis.

##### 2. TERAMPIL

Visi SMPN 1 SUMBERBARU mengembangkan ketrampilan dasar yang dimiliki siswa yakni terampil dalam menghadapi perkembangan ilmu pengetahuan dan tehnologi, informasi dan komunikasi serta mandiri dalam berkarya

#### 7. KURIKULUM TINGKAT SATUAN PENDIDIKAN ( KTSP ) 2024 - 2025

sehingga dapat berkembang sesuai dengan tuntutan jaman.

### 3. BERWAWASAN LINGKUNGAN

VISI SMPN 1 Sumberbaru berkeinginan kuat menjadikan seluruh civitas akademika sebagai pribadi – pribadi yang peduli dan cinta pada lingkungan,serta menjadikan sekolah sebagai tempat dan pembelajaran utama yang berkontribusi bagi proses pembelajaran dan pelestarian Lingkungan.

### 4. IMAN DAN TAQWA

VISI SMPN 1 SUMBERBARU merupakan bagian Lembaga Pendidikan yang bertujuan mencetak peserta didiknya melandaskan dan mengedepankan iman dan taqwa kepada Tuhan Yang Maha Esa serta berakhlak mulia.

## C. MISI

Dalam mewujudkan visi sekolah itu, diperlukan suatu misi berupa kegiatan dengan arah yang jelas. Misi SMP Negeri 1 Sumberbaru yang disusun berdasarkan Visi tersebut mencerminkan profil dan cita-cita SMPN 1 Sumberbaru dengan indikator sebagai berikut;

1. Mewujudkan pembelajaran dan bimbingan belajar yang efektif,kreatif,inovatif dan kesinambungan.
2. Melaksanakan dan mengembangkan Kurikulum Tingkat Satuan Pendidikan yang sesuai dengan potensi,karakteristik dan social budaya daerah;
3. Mewujudkan pendidik dan tenaga kependidikan yang disiplin dan berkualitas;
4. Melengkapi sarana dan prasarana Pendidikan yang memadai dan modern;
5. Mewujudkan standar dan pengelolaan sekolah berbasis MBS;
6. Melaksanakan penilaian secara berkesinambungan dan variative;
7. Mewujudkan program ketrampilan kecakapan hidup (lifeskill)
8. Meningkatkan kerja sama antara warga sekolah, orang tua, dan masyarakat
9. Mewujudkan budaya dan lingkungan sekolah yang bersih,sehat,rindang,indah,sejuk,aman,nyaman,dan mendukung dalam kegiatan pembelajaran;
10. Melaksanakan kegiatan hari -hari besar keagamaan ,dan
11. Meningkatkan pengalaman nilai – nilai agama untuk mengembangkan akhlak mulia dan perilaku luhur.

## D. TUJUAN SEKOLAH

Tujuan merupakan penjabaran dari pernyataan misi, tujuan adalah sesuatu yang akan dicapai atau dihasilkan dalam jangka waktu yang telah ditentukan . Penetapan tujuan pada umumnya didasarkan pada faktor-faktor kunci keberhasilan yang dilakukan setelah penetapan visi dan misi. Tujuan tidak harus dinyatakan dalam bentuk kuantitatif , akan tetapi harus dapat menunjukkan kondisi yang ingin dicapai dimasa mendatang (Manajemen Implementasi Kurikulum 2013, 2014 ; 10)

Berdasarkan visi dan misi sekolah di atas maka tujuan yang hendak dicapai SMP Negeri 4 Tanggul adalah sebagai berikut :

## 8. KURIKULUM TINGKAT SATUAN PENDIDIKAN ( KTSP ) 2024 - 2025

1. Sekolah mampu mencetak siswa yang beriman dan bertaqwa kepada Tuhan Yang Maha Esa
2. Sekolah mampu mencetak siswa yang cerdas dan terampil
3. Sekolah mampu memenuhi, menghasilkan standar isi Kurikulum 2013 yang dilengkapi dengan silabus, RPP, Metode/ Sistem Penilaian lengkap yang masing-masing guru memilikinya.
4. Sekolah mampu memenuhi/menghasilkan standar kelulusan yang memenuhi.
5. Sekolah mampu memenuhi/ menghasilkan standar proses pembelajaran dengan pola Project Base Learning, Problem Base Learning dan Cooperative Base Learning, dengan pendekatan Saintifik.
6. Sekolah mampu memenuhi/menghasilkan standar sarana prasarana/fasilitas sekolah yang meliputi : semua sarana prasarana, fasilitas, peralatan dan perawatan memenuhi Standar Pelayanan Minimal (SPM)
7. Sekolah mampu memenuhi/menghasilkan standar pendidik dan tenaga kependidikan yang meliputi semua guru berkualifikasi minimal S1, telah mengikuti PTBK, semua mengajar sesuai dengan bidang studi yang diampu
8. Sekolah mampu memenuhi/ menghasilkan standar penilaian pendidikan.
9. Sekolah mampu memenuhi/menghasilkan standarpengelolaan sekolah meliputi: Pencapaian standar pengelolaan, Pembelajaran, Kurikulum, sarana dan prasarana, sumber daya manusia (SDM), kesiswaan, administrasi, dll.
10. Sekolah mampu memberdayakan lingkungan sekolah yang memadai sebagai lingkungan pembelajaran yang kondusif..



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9. KURIKULUM TINGKAT SATUAN PENDIDIKAN ( KTSP ) 2024 - 2025

**Appendix 4: Assesment Document**



### LKPD 1- ACTIVITY -1)

#### Situation 1:

Lina has just got the result of her Math test. She is waiting for the result of her English test. Dayu congratulates her for the result of the Math test and hope that she will get an A for the English test, too.

#### The conversation:

Lina: "Thank God, I got an A for my Math test. But, I'm not sure of the result of my English test."

Dayu: "\_\_\_\_\_."

#### Situation 1:

*Lina has just got the result of her Math test. She is waiting for the result of her English test. Dayu congratulates her for the result of the Math test and hope that she will get an A for the English test, too.*

#### The conversation:

*Lina: "Thank God, I got an A for my Math test.  
But, I'm not sure of the result of my English test."*



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Dayu: "Congratulations for the result of your Math test. I hope you will get an A for the English test too."

**Situation 2:**

Dayu is going to participate in the bike race to celebrate the Independence Day. Siti shows her hope that Dayu will get a prize.

The conversation:

Dayu: "Siti, wish me luck. I will take part in the bike race to celebrate the Independence Day."

Siti: "\_\_\_\_\_."

**Situation 3:**

Edo's father has given him permission to walk to the mountain. Beni is happy for him and expresses his hope that he will have a safe trip.

The conversation:

Edo: "Thank God. Finally my father lets me go to the mountain walk." Beni: "\_\_\_\_\_"

**Situation 4:**

Lina tells Udin that she will get a scholarship from the government to finish her SMP. Udin congratulates her and wish her for the best with her study.

The conversation:

Lina: "Udin, I will get a scholarship from the government to finish my SMP."

Udin: \_\_\_\_\_

**Situation 5:**

Beni has fulfilled all the requirements to run for the OSIS Chairman. Udin is happy for him and hope that he will be the next OSIS Chairman.

The conversation:

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Beni: "The vice principal said that I had all the requirements to run for the OSIS Chairman."

Udin: : .....

#### LKPD 1- ACTIVITY -2)

##### Situation 1:

Siti has just made a very beautiful handicraft from *pandan* leaf. Beni praises her craft and hope that she will win the national competition.

Beni: "....."

Edo: "Thank you. I hope so too."

##### Situation 1:

*Siti has just made a very beautiful handicraft from pandan leaf. Beni praises her craft and hope that she will win the national competition.*

*Beni: "That's a very beautiful handicraft.*

*I'm sure you will win the national competition."* Edo:

*"Thank you. I hope so too."*

##### Situation 2:

Lina has just finished drawing a picture of Mrs. Ani, her English teacher. She will present it to her on her birthday. Siti praises the picture and she's sure that Mrs. Ani will like it.

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Siti: “\_\_\_\_\_.”

Beni: “Thanks. I hope so too.”

Situation 3:

Udin has just finished making fried tofu for his friends. Dayu says that it looks nice and she’s sure that everybody will like it.

Dayu: “\_\_\_\_\_.”

Siti: “Thank you. I hope so too.”

Situation 4:

Beni has just finished mopping the floor of the health unit. Mr. Dani praises him. He also thanks him for that.

Mr. Dani: “\_\_\_\_\_.”

Beni: “You are welcome.”

Situation 5:

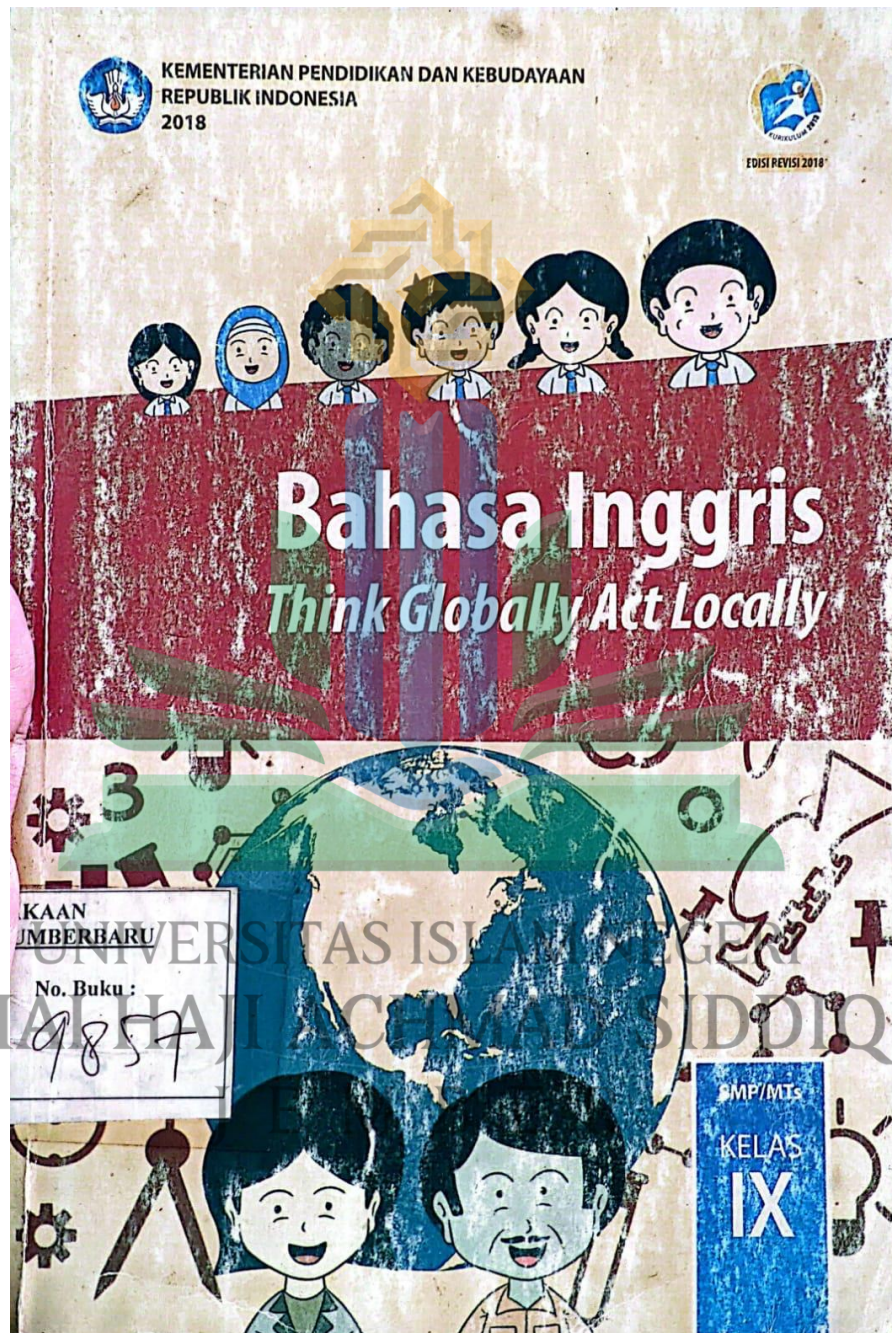
Siti has just finished practicing singing. She will sing in the celebration of the Kartini Day. Dayu praises her that she sings like a real singer, and she will get a big applause for that.

Siti: “\_\_\_\_\_.”

Dayu: “Thank you. That’s very nice of you.”

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## Appendix 5: English References Book



## KIA

Mengetahui,  
Kepala SMPN 1 SUMBERBARU

  
SATYO HARYONO.S.Pd  
NIP.19661231 198901 1019


## Appendix 7: Documentations

Photos of English learning and teaching activities in the classroom.



## Appendix 8:

### Research Completion Letter

 **PEMERINTAH KABUPATEN JEMBER**  
**SMPN 1 SUMBERBARU**  
Jl. Kihajar dewantara No. 02 Kode Pos : 68156 JEMBER  
Email : [smpnegerisumberbaru@gmail.com](mailto:smpnegerisumberbaru@gmail.com)

---

**SURAT KETERANGAN**  
Nomor : 800 / 077 / 310.31.20523909 / 2024

Yang bertanda tangan di bawah ini :


Nama : SAPTO HARYONO,S.Pd  
NIP : 19661231 198901 1 019  
Pangkat/Gol : Pembina Tk.I, IV/B  
Jabatan : Kepala SMPN 1 SUMBERBARU

**MENERANGKAN**

Nama : QOTRUNNADA RASYIFATUL IMANIYAH  
NIM : T20186102  
Universitas : UNIVERSITAS ISLAM NEGERI KH. ACHMAD SIDDIQ  
JEMBER  
Fakultas : FTIK (Fakultas Tarbiyah dan Ilmu Keguruan)  
Jurusan : Tadris Bahasa Inggris

Telah melaksanakan penelitian di SMPN 1 SUMBERBARU mulai 24 Juli sampai dengan 24 Agustus 2024 untuk Penelitian/Riset mengenai "Gender in A School: Case Study by Using Sociolinguistics Approach".

Demikian Surat Keterangan ini apabila dikemudian hari terdapat kekeliruan akan kami perbaiki sebagaimana mestinya.

 10 September 2024  
Ditandatangani oleh  
SAPTO HARYONO,S.Pd  
NIP. 19661231 198901 1 019

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-4846/In.20/3.a/PP.009/02/2025

Sifat : Biasa

Perihal : **Ujian Seminar Proposal**

Yth. Dr. Inayatul Mukarromah, S. S.,M. Pd

Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember

Mengharap kehadiran Dr. Inayatul Mukarromah, S. S.,M. Pd Pembimbing  
Skripsi dalam pertemuan yang akan diselenggarakan pada:

Hari, Tanggal : Selasa, 25 Juni 2024

Jam : 12:30 WIB - Selesai

Tempat : Gedung FTIK Lt. 4, ruang 406

Acara : Seminar Proposal Penelitian

Nama : QOTRUNNADA RASYIFATUL IMANIYAH

NIM : T20186102

Program Studi : Tadris Bahasa Inggris

Judul : Gender In A School: Case Study by  
Using Sociolinguistics Approach

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 18 Februari 2025

an. Dekan,

Nakl Dekan Bidang Akademik,



MOTIBUL UMAM

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## Appendix 9

### Turnitin Completion Letter



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**UNIVERSITAS ISLAM NEGERI**  
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Website: www.uinkhas.ac.id

#### SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Qotrunnada Rasyifatul Imaniyah

NIM : T20186102

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Gender In A School: Case Study by Using Sociolinguistics Approach  
telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (6,6%)

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Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 24 Desember 2024  
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Penanggung Jawab Turnitin  
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JEMBER  
Petugas Ruang Baca / TIK

(Ulfa Dina Novienda S.SOs.I,M.Pd)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

## Appendix 10

### DECLARATION OF AUTHORSHIP

The undersign below:

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Place, date of birth : Jember, 28 Juli 1999  
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Faculty : Faculty of Tarbiyah and Teacher Training  
Program : English Education Department

State that thesis entitled “**Gender in A School: Case Study on Students’ Learning Style**” is truly my own work. Except for those cited in the quotation and biography, it does not include any writings of publications that have already been authored or published by another individual. And the only person accountable if anyone objected is me.

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J E M B E R

Jember, 18 April 2025



Author

*[Signature]*  
Qotrunnada Rasyifatul I.

SRN T20186102

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### Educational Background

1. TK Dharmawanita (Graduated in 2006)
2. SDN Yosorati 1 (Graduated in 2012)
3. MTS of Islamic Boarding School of Al-Mawaddah (Graduated in 2018)
4. MA of Islamic Boarding School of Al-Mawaddah (Graduated in 2018)