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A THESIS

Submittedas a requirement for obtaining a Bachelor's degree in Undergraduate Education (S1) English Language Education Program, Tarbiyah Faculty and Teacher Education

WRITTEN BY :
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198909202321203 2

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The undersigned author:

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ADILYA RAMADINNY
NIM. 2319035

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Thesis entitled " **A Case Study on Male and Female Writing Ability in Descriptive Text at Grade XI of SMAN 1 Mandah** " compiled by **Adilya Ramadinny** with **NIM. 2319035** English Language Education Study Program, Faculty of Tarbiyah and Teacher Training (FTIK) Sjech M.Djamil Djambek State Islamic University Bukittinggi academic year 2024/2025, has met the scientific requirements and is approved to be submitted to the Munaqasyah session.

This approval is given so that it can be used properly.

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ELSI AMIZA M.Pd

ABSTRACT

Adilya Ramadinny: 2319035, " A Case Study on Male and Female Writing Ability in Descriptive Text at Grade XI of SMAN 1 Mandah", A Thesis, State Islamic University of Bukittinggi, 2025.

The study discussed the defferences in descriptive writing skills between male and female students at SMAN 1 Mandah. The main problem in this study was the difference in writing skills between the two groups of students, which was contrary to several previous studies that stated that female students tend to have better writing skills. Therefore, this study aimed to identify the factors that influence these differences and provide recommendations for appropriate learning strategies.

This study used a qualitative method with a case study approach. Data were collected through interviews with teacher and students, as well as observations of classroom learning activities. Analysis will not make you a loser Miles and Huberman analysis model, which consists of data reduction, data presentation, and drawing conclusions.

The results of the this study indicated that there were several main factors that influence students' descriptive writing skills, namely motivation, learning environment, teacher-student relationships, use of digital technology, and assessment and feedback. Female students tend to have high intrinsic motivation, pay attention to detail in writing, and are more responsive to teacher guidance. Meanwhile, male students are more motivated by challenges and competition, prefer a dynamic learning environment, and use digital technology more often to explore creative ideas in writing.

Based on the results of the research that has been conducted, it can be concluded that there were differences in descriptive writing skills between male and female students in SMAN 1 Mandah. The main factors that influence these differences include motivation, learning environment and the use of digital technology. Meanwhile, the relationship between teachers and students and assessment and feedback were not the main factors because they only affect some students.

Keywords: Case Study, Writing Ability, Gender.

ABSTRAK

Adilya Ramadinny: 2319035, "Studi Kasus Kemampuan Menulis Pria dan Wanita pada Teks Deskriptif Kelas XI SMAN 1 Mandah", Skripsi, Universitas Islam Negeri Bukittinggi, 2025.

Penelitian ini membahas perbedaan keterampilan menulis deskriptif antara siswa laki-laki dan perempuan di SMAN 1 Mandah. Permasalahan utama dalamHal ini bertentangan dengan beberapa penelitian sebelumnya yang menyatakan bahwa siswa perempuan cenderung mempunyai kemampuan menulis lebih baik. Oleh karena itu, penelitian ini bertujuan untuk mengidentifikasi faktor-faktor yang mempengaruhi perbedaan tersebut dan memberikan rekomendasi strategi pembelajaran yang tepat.

Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara terhadap guru dan siswa, serta observasi aktivitas pembelajaran di kelas. Analisis data dilakukan dengan menggunakan model analisis Miles dan Huberman yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa terdapat beberapa faktor utama yang mempengaruhi keterampilan menulis deskriptif siswa, yaitu motivasi, lingkungan belajar, hubungan guru-siswa, penggunaan teknologi digital, serta penilaian dan umpan balik. Siswa perempuan cenderung memiliki motivasi intrinsik yang tinggi, memperhatikan detail dalam menulis, dan lebih tanggap terhadap bimbingan guru. Sedangkan siswa laki-laki lebih termotivasi terhadap tantangan dan persaingan, lebih menyukai lingkungan belajar yang dinamis, dan lebih sering menggunakan teknologi digital untuk mengeksplorasi ide-ide kreatif dalam bentuk tulisan.

Berdasarkan hasil penelitian yang telah dilakukan dapat disimpulkan bahwa terdapat perbedaan keterampilan menulis deskriptif antara siswa laki-laki dan perempuan di SMAN 1 Mandah. Faktor utama yang mempengaruhi perbedaan tersebut antara lain motivasi, lingkungan belajar dan penggunaan teknologi digital. Sementara itu, hubungan antara guru dan siswa serta penilaian dan umpan balik bukan merupakan faktor utama karena hanya mempengaruhi sebagian siswa saja.

Kata Kunci: Studi Kasus, Kemampuan Menulis, Gender.

ACKNOWLEDGMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

Praise and gratitude the author offers to Allah SWT who has bestowed His grace and blessings upon the author, so that the author can compile and complete this thesis entitled "An Analysis Male and Female Writing Ability in Descriptive Text In Second Year of Senior High School At SMN 1 Mandah ". The author also does not forget to give prayers and greetings to our great prophet, The Prophet Muhammad SAW, who built his people from the era of ignorance to an era full of light like today.

This thesis was written in order to fulfill one of the requirements to achieve a Bachelor of Education (S.Pd) degree in the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training at the Sjech M. Djamil Djambek State Islamic University Bukittinggi. Furthermore, the author himself is very aware that many parties has helped the author in completing this thesis. Therefore, the author would like to express his gratitude to

1. **Prof. Dr. Silfia Hanani, S,Ag, M.Si** as the Chancellor of Sjech M. Djamil Djambek State Islamic University Bukittinggi. **Mr. Dr. Afrinaldi, S.Sos.I, MA** as Vice Chancellor I, **Mr. Dr. Iiz Izmuddin, M.A** as Vice Chancellor II and **Mr. Dr. H. Edi Rosman, S.Ag, M.Hum** as Vice Chancellor III who have provided and given facilities and services in the lecture process from the beginning of becoming a new student until the end of the author personally being able to complete his studies.
2. **Mr. Dr. Junaidi, S.Ag, M.Pd** as Dean of the Faculty of Tarbiyah and Teacher Training, **Mr. Dr. Supratman Zakir, M.Pd, M.Kom** as Vice Dean I of the Faculty of Tarbiyah and Teacher Training, **Mrs. Dr. Fadhilla Yusri, M.Pd, Kons** as Vice Dean II of the Faculty of Tarbiyah and Teacher Training and **Mr. Dr. Supriadi, S.Ag, M.Pd** as Vice Dean III of the Faculty of Tarbiyah and Teacher Training.
3. Head of Study Program and his staff.

4. And also many thanks to **Mrs. Elsi Amiza, M.Pd** as the author's supervisor who has been very patient and has spent a lot of time, helping, guiding and giving advice and encouragement to the author so that this thesis is completed.
5. Furthermore, thank you also to the Lecturers of UIN Bukittinggi who have provided very useful knowledge for the author
6. Many thanks to the validators in this study.
7. The principal and the school of SMAN 1 Mandah who have given the author the opportunity to conduct research until this research is completed.
8. Her beloved Dad **Agusman,** and her Mom **Lismaleni,** all her sisters and brothers, **Salsabilla Gusliantyna, Aldytia Agung Triananda, M. Rayhan Adly Arrabi', Muhammad Billie Alfarizy** and **Muhammad Dirta Pranata**.
9. All friends of English Department, especially PBI A 19.

Finally, I hope that Allah will be pleased to repay all the kindness of all parties who have helped. And hopefully this thesis will be beneficial to the readers in the future

Bukittinggi, 2025
Author

ADILYA RAMADINNY
NIM 2319035

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Writing skills can be considered a complex language skill because it involves various aspects of language, such as grammar, vocabulary and sentence structure (Harmer, 2004). In general, writing skills are an important aspect to be developed in middle education. This is important to equip students with the competencies needed to meet future challenges. Writing is an activity that involves the process of thinking, exchanging ideas, and organizing information conveyed to readers through writing (Swales & Feak, 2004). Writing is a dynamic and essential process that allows us to convey thoughts, ideas and information in written form for different purposes and in different styles and formats. This is an important skill that allows us to communicate effectively and make our voices heard. Writing is one of the language skills and abilities that students must master. Writing skills are defined as the ability to initiate and develop ideas, then use specific revision and editing practices to develop them to maturity in a specific context (Yi, 2009). To practice writing,

skills between male and female students, there are several processes that students need to do. The first is planning (prescribing). In this phase, students must decide what they are going to write. Second is drafting (writing), after you have collected ideas for writing, you start writing without editing the text. Third, revising (reframing) is carried out to improve the content and organization of ideas. The last is editing; in this phase, students focus on cleaning up and checking grammar, spelling, punctuation, diction, generic structure, and so on (Richards & Renandya, 2002).

There are currently many research topics related to writing skills, including writing skills based on gender and language. Gender and language describe the differences between men and women in interacting with other people. In writing, gender plays an important role as one of

the most important variables of learning. According to Anindya et al (2022), gender is a person's meaning and interpretation of 'male' and 'female'. Gender is therefore always associated with sex. In fact, gender is not an anatomical product of sex; gender indicates male and female; while gender is socially, culturally and psychologically constructed as male and female. Gender is a condition in which individuals are born biologically as male and female and subsequently acquire social categorization as male and female through the characteristics of masculinity and femininity, which are often supported by the value system or symbols of the society in question.

According to Santrock (2003), gender equality can result in differences in expectations of success depending on the activities performed. Teaching from the secondary school level onwards, especially with regard to specialized skills and other support work, including language-related classes, is considered a feminine activity in both adolescence and adulthood. Also supported by the magazine Zulaikha Al-saadi (2020), which states that women outperform men in writing skills and text quality. These findings also show that women's superiority in writing skills and text quality is a consequence of their superiority in English language skills.

Santrock further stated that the differences that occur between men and women are caused more by biological, socio-cultural factors or both. Although there are generally more similarities between men and women, there are also more differences due to the influence of social context. According to Santrock, men tend to speak directly, while women are more sympathetic in written form. Knowing gender differences is important for writing skills because men and women use language differently and acquire unique vocabulary. In the context of middle education, the ability to write, especially descriptive text, is one of the skills that students must master. The ideal condition expected is that every student, both male and female, can write good descriptive texts in English (Hedge, 2000). However, in reality, skills between male and female students, so this needs to be studied more deeply.

Previous studies have often shown that female students tend to perform better than male students in writing tasks. This is supported by research that highlights how female learners are generally more detail-oriented, expressive, and careful in language use (Arndt, 1993; Hidi & Boscolo, 2006). These differences are also associated with learning styles, motivation, and psychological factors (Oxford, 1993).

Based on the results of preliminary research and observation in class XI IPA at SMAN 1 Mandah on March 1, 2024, it was found that students' ability in writing descriptive text was generally better for female students than male students. This pattern was seen in four of the five classes observed. However, there was one class that was different, namely class XI Science 1 (IPA 1), where male students scored higher than female students. This result was surprising given the trend in the other classes. The scores were obtained from the students' writing assignments, which were recorded by the English teacher. For ease of comparison, a table showing the scores of each class was also prepared (see Appendix 1).

Table 1. 1 Results of Male and Female Students' Writing Skills Training in Descriptive Text at SMAN 1 Mandah

No.	Male Score	Female Score
XI IPA1	84,57	76,93
XI IPA 2	79,25	85,66
XI IPA 3	75	81,66
XI IPS 1	70	81,22
XI IPS 2	72,28	82,16

The data got from teacher SMAN 1 Mandah

This result contradicts the commonly accepted view that female students outperform males in writing. It raises questions about what factors may contribute to this reversed pattern. Could it be the teaching method, classroom interaction, student motivation, or individual learning experiences? These questions make this case worth exploring further. Therefore, this research aims to investigate the writing ability of male and female students in writing descriptive texts and to analyze the possible factors that influence the differences in their

performance. Using a case study approach, the researcher focuses specifically on one class to provide a detailed and contextual analysis of this unique situation.

B. Identification of problems

Based on the background above, there are several problems that can be formulated, namely: defined as follow the writing ability of female students should be higher than that of male students, but in grade XI at SMAN 1 Mandah, it was found that male students had higher writing ability than female students.

C. Research Quetions

In relation to the research objectives above, the significance of this study is as follows is what are the factors that influence the ability to write descriptive texts of men are higher than women at SMAN 1 Mandah ?

D. Research Objectives

The purpose of this research was to find out the factors that influence the ability to write descriptive texts of men are higher than women at SMAN 1 Mandah

E. Significance of the Research

The theoretical significance of this study needs to be clarified, particularly regarding differences in writing skills between male and female students. This will enable teachers to develop teaching strategies that emphasize writing skills in both male and female students, as well as teaching methods for specific student categories in English as a Foreign Language Teaching.

The results of this study can contribute to the practical significance of this study regarding the writing skills of male and female students. Due to the importance of pedagogical aspects, this study can be used as a reference. this research is a reference for teachers relates to students' abilities in subjects and their psychological state mental state of students. It is useful for

reference, introspection and evaluation Improve the way you teach when you understand the problems students face.

This research will be useful for students to find out the extent of theirability in writing English, and how they can solve problems and can think critically.

F. Definition of Key Terms

1. Male and Female

According to Feldman (2011), male and female are a type of human or gender. In other words, male and female in this research referto the male and female who study at school, especially second year of senior high school at SMAN 1 mandah

2. Writing Ability

Writing ability is an individual's ability to produce text that is not only meaningful and coherent, but also has appropriateness and accuracy in word choice, grammar, and text structure. Writing ability is the ability to express ideas, thoughts, and feelings to others in written symbols. The ideas in this study will be expressed in descriptive text.

3. Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Theory

a. The Nature of Writing

1. Definition of Writing

According to Ernawati (2017) Writing is a complex activity because it involves linguistic elements and elements outside the language that will become the content of writing. These elements will produce coherent and cohesive writing. In order for communication through written symbols to run smoothly as expected, the writer must be able to pour his ideas into precise, organized and complete language.

In the Big Indonesian Dictionary, the definition of writing is giving birth to thoughts or feelings (such as composing, making letters) with writing. Writing means putting the researcher's ideas into writing, so that the researcher'sintentions can be known to many people through the writing that is written. A person's ability to put their ideas into writing is very different, influenced by the researcher's background. Thus, the quality of each writer's writing is different from one another. However, one important thing is that when it comes to writing, a writer must pay attention to the abilities and needs of the readers.writer must pay attention to the abilities and needs of their readers

Based on some explanations above, the researcher concludes that writing skills are skills to express ideas, feelings, or opinions in written form. By using writing, people can communicate with other people in written form to deliver information, contents, purposes and suggestions. It is also good process and creative process to create ideas to the reader.

2. Process of Writing

Harmer (2004) explains the process of writing, as follows:

1. Planning, Planning is the first step in writing. It is very important because talking about planning what is going to write in the paper. For some researchers, this may involve making a detailed note. For another, a few jotted words may be enough
2. Drafting, A draft is a basis for most successful researcher's (Reid, 1988). Drafting is a step at which to begin to put the ideas and everything following the topic. As the writing process into editing, several drafting may be produced on the way to the final version.
3. Editing, Editing is a process to revise after drafting. The writer should read and see what have written. So, it is important to know the writing is clear or not, and the way ambiguous or confusing.
4. Final version, The final version is a process to revise and edit the draft, making the change that considers being necessary. This could look significantly completely different from both the original plan and therefore the first draft as a result of things that have modified within the writing process. In the step, the researcher omits some important things also sometimes add some necessary one. In the process, we should pay attention to the text as a whole.

Meanwhile, according to Laksmi in Faraj & Avan (2015), there are three stages in the writing process, namely;

1) Planning, planning is the first process which focuses the students in planning and organizing ideas in writing. This stages is useful to help students to determine the outline of their writing. This process consists of three cognitive planning: generating ideas, organizing and setting the goal. In this case, generating ideas means that the writer produce sentences that relevant

with the topic. Than organizing means choosing the material that fits the topic and organizing process allows the writer to identify and classify material that relevant to the topic. The last is setting goal, setting goal is an important process in writing and it created by the writer to integrated the content and purpose

2) Translating, during the writing, there is a translating process. According to Hayes in Lu states that translating process is the process of developing or transforming the information, ideas and plans into written text. In translating process, the writer can putting their ideas and translate it so it becomes a sentence that has a good sentence structure.

3) Reviewing, according to Hayes in Lu states (2010) that reviewing process is the process of reading, editing, analyzing, and evaluating the result of the writing that has been produce to get quality text. During the writing, there is reviewing process because reviewing is used by the writer to checking the errors. Reviewing takes place when the writer senses the error or illogical aspects during the translating.

From several theoretical opinions above, it can be understood that this writing process is related to the analysis of the writing abilities of men and women in descriptive texts because the writing process has stages that must be carried out by researcher in writing descriptive texts, so as to produce descriptive texts must be in accordance with the appropriate writing process. This writing process is important in this discussion because from several opinions expressed above that the writing process can provide an overview of describing an object, place, person or idea with words so that readers can imagine clearly. not only listing facts but also about creating an experience for the reader.

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3. Purpose of Writing

According to Tarigan (2008) the purpose of writing is as a means of communication in the form of writing. Every type of writing certainly has a purpose. The purpose of writing is the response or answer that the writer expects to get. writing is the response or answer that the writer expects to get from the reader. from the reader. Tarigan divides the purpose of writing seen from the inexperienced writer as follows the inexperienced writer as follows:

1) Informing or teaching (informative discourse)

A writer can disseminate information through his writing such as journalists in newspapers, tabloids, magazines or other printed mass media. The writing that exists in the print media often contains information about events or happenings, be it facts, tabloids, magazines or other print media. events, whether it is facts, data or events including opinions and views on facts, data and events so that readers gain new knowledge and understanding about various things.

2) Convince or urge (persuasive discourse)

Through writing, a writer can influence the beliefs of his readers and expects readers to determine their attitude, whether to agree or support what is stated. The writer must be able to persuadeand convince readers by using a persuasive language style. Therefore, the persuasion function of a writing will be able to produce if the writer is able to present with an interesting, familiar, friendly, and digestible language style.

3) Entertaining or fun (aesthetic)

The function and purpose of entertaining in communication,not the

monopoly of the media monopoly of mass media, radio, television, but print media can also play a role in entertaining its reading audience. Writings or readings "light" writings or readings thatare rich in anecdotes, funny stories and experiences can also be a comfort reading or to release tension after a busy day of activities. a busy day of activity.

4) Expressing or expressing fiery feelings and emotions (expressive discourse).

Through reading the results of a person's knowledge insight will continue to increase, intelligence continues to be honed, which in turn will determine a person's behavior. Educated people, for example, tend to be more open and tolerant, more respectful of other people's opinions, and of course tend to be more rational. From this statement itcan be concluded that writing must have a real purpose. Where writers must be able to convince, inform, entertain and express emotions.

According to Ernawati (2017) says that everyone who wants to write has an intention or intention in their heart or mind what theywant to do of course has an intention or intention in his heart or mind what he wants to achieve by writing it. That intention is called writing purpose.

The general purpose of writing is the purpose of people writing are as follows:

a) To tell something

Everyone has life experiences, thoughts, feelings, imaginations, and intuitions that should be communicated to others in the form of intuition that should be communicated to other people in the form of writing with the intention that the reader shares the experience orknowledge experienced by

the writer.

b) To provide guidance or direction

In everyday life, many writings are found whose purpose is to give instructions or directions about something, for example to giveinstructions or directions about something, such as how to study well, instructions on how to make cakes, etc. how to study well, instructions on how to make a cake, and others.

c) To explain something

Everyone can write a written work whose purpose is to explain something to the reader so that the reader can understand it knowledge is increased, and the reader's understanding is improved. the reader so that the reader's knowledge is increased, and the reader's understanding of the the reader's understanding of the topic becomes better.

d) To convince

Sometimes people write to convince others of their opinions or views about something because people often differ in their opinions or views about something because people often have differentopinions about many things. about many things. At times, a person wants to persuade others to believe in his views because he feels that what he thinks and does is the right thing to do.

e) To summarize

This kind of writing purpose is commonly found among students in students, whether they are in elementary school, middle school, or college students. students who are in college. Summarizing is not only done when reading, but also when listening to something such as a lecture or writing important experiences experienced that day.

From several theoretical opinions explained above, researcher can understand that in writing descriptive texts, of course, there is a purpose of writing so that the descriptive text that is composed can be directed and in accordance with the writing procedure. This purpose of writing is important in descriptive texts because it is a reference for the writer so that the description produced does not lose focus and is able to achieve its targets. Because without a clear purpose, descriptive text can be a text that confuses the reader, on the other hand, with this purpose of writing, every word, phrase and sentence chosen will be easy to achieve the desired goal.

5) Component of Writing

According to Jacob (in Annisya, 2018) there are some elements that should be masterd by writer when they are writing.

1) Content, it is very important for the writer that must be have a ability to think creatively and develop the thought.
2) Organization, the written form should be full of fluent expression, clearly stated ides, well organized, logically, sequenced and cohesive.
3) Vocabulary, in writing, vocabulary needs to be mastered by thewriter. It should be sophisticated range, the effectiveness in using word idiom, the suitable of word choice and the appropriate of its usage.
4) Language use, it‟s very important because writing well is not easy. It takes practice, as well as revision and editing. In academic and business writing, it is important to be as clear and concise as possible, it should be considered because the written form is made for the reader.
5) Mechanics, esay writing is mechanically good if the writerdemonstrates the mastery of conventions, good spelling, punctuation, capitalization and

paragraph.

Meanwhile according to Haris (in anamaryanti et all, 2014), there are five general component in writing :

1) Grammar, the employment of grammatical pattern.
2) Content, the substance or writing ideas express the unity.
3) Organization, the organization of content or the ideas it iscoherence or not, it is unified or not.
4) Vocabulary, the selection word that suitbale with the content.
5) Mechanic, the use of graphic conversation of the language.

Based on the explanation above, the researcher choose Jacob explanation. Jacob axplanation more clearer and easier to understand. According to Jacob, there are five elements in writing, namely content, organization, language use, vocabulary, and mechanics.

6) Types of Writing Assesment

There is one kind of writing assessment. There is formative assessment. It consist self assessment, peer assessment and teacher assessment. Self-assessment is the involvement of students in identifying standards or criteria to be applied to their work and making judgments about the extent to which they have met those criteria and standards. Peer assessment, also known as peer review, is a teaching and learning activity in which students receive comments and suggestions for correcting their writing from classmates with similar competencies. Finally, teacher assessment, also referred to as teacher feedback, has played a central role in EFL (English and Foreign Language) writing. Teachers have traditionally been considered the sole authority on education and its assessment. They provide information, both verbally and in writing, to help students understand their learning process and improve their learning

outcomes (Chen & Zhang, 2017).

It can be conclude that in writing there is formative assessment.It consist self assessment, peer assessment, and teacher assessment. These assessment can used to know how far students mastered the writing. Also to know students process in writing and help them improve their writing.

2. Descriptive Text

1) Definition of Descriptive Text

Descriptive text is part of the factual genre. Its social function is to describe certain people, places, or things (Wardiman, 2008). Description in writing is the process of creating visual images and sensory impressions through words. Often, description is part of another piece of writing and is used to inform the audience about how something or someone looks or to persuade the audience to see something from the writer's point of view. Description recreates sensory impressions by translating into words, feelings, sounds, tastes, smells, and the appearance of things. Emotions can also describe feelings such as happiness, fear, loneliness, gloom, and joy.

According to (Wishon & Burks, 1980), descriptive text is text that helps readers, through their imagination, to visualize a scene or a person, or to understand sensations or emotions (Wishon & Burks, 1980).

From the two opinions above, it can be understood that the opinion put forward by Wardiman has a difference, namely that this Descriptive text is a type of factual text that functions to describe certain people, places, and objects. Meaning, the purpose of this descriptive text is to provide a clear picture detailed description of a clear subject so that the reader can imagine and understand the object as if it were real.as if they see it.

Meanwhile, the opinion put forward by Wishon & Burks explains that an object

in detail, be it a living creature, place, or an event, its purpose is to provide a clear picture based on the researcher's point of view, making the reader feel as if what is described.As Barbara Fine Clouse says in her book, The Student Writer, Description adds an important dimension to our lives because it stirs our emotions and expands our experiences (Clouse, 1980).

Descriptive text is a type of text that aims to describe or depict an object, place or event in detail and clearly. So that the reader can see, hear, feel or experience directly what is described. The goal is to create a vivid mental image in the reader's mind as if they were at the location and dealing directly with the object. According to Semi's opinion, descriptive text is a writing that aims to provide details or details about an object. This text is expected to have an influence on emotions and objects and create the reader's imagination as if seeing, hearing, feeling directly what the researcher conveys. Semi emphasizes the detailed aspects of emotions and imagination that arise in the reader. (Semi, 2020)

while the opinion put forward by Pardiyono, he explains that descriptive text comes from Latinto describe which means describing something as a form of composition that describes a condition or actual situation through the five senses. (Pardiyono, 2007) the opinion put forward by Dalman he explains that descriptive text is a composition that describes and illustrates a certain object or event with words clearly and in detail so that the reader seems to feel or experience directly what the researcher describes. In emphasizing the details and capabilities of the text to make the reader feel or experience it directly.

From the explanation above and some theoretical opinions, it can be concluded that this descriptive text is a text that describes an object, person, thing and place in detail. This descriptive text is not just a list of object characteristics but an attempt to

create an emotional experience for the reader through the power of words.

2) Language Features

In descriptive text, the language features are contained four mainly features. It also stated by Gerot and Wignel (2003), the grammatical features of descriptive text are composed into four parts, such as follow:

1. Focus on Specific Participants

It means that descriptive text should be focused in describing a current participant, such as “My English Teacher”, “My Cat”, “My favorite place” and so on. It is suggested to make the text easy to conclude. It also helps the reader to focus in one subject liberally.

2. Simple Present Tense

Simple present tense is one of tenses that is usually used in writing descriptive text. This tense describes the habitual activities. It is also used to explain general statements of fact action. Azar states there are some forms of the simple present tense and the present progressive, such as simple present of verbal form, simple present of nominal form

3. The Use of Noun Phrase

It means in visualizing the characteristics of the subject or object, the writer should arrange noun phrase currently, such as “My teacher has beautiful hair”. From an example before, it shows that beautiful indicates as an adjective whereas hair indicates as noun than a noun word is followed with an adjective can be called adjective phrase.

4. The Use of Auxiliary Verb

It contains the use of the ownership like has or have. Each subject uses the differential ownership, has is belong to she, he, it while have is belong to I, you,

they, we. For the example: “Roni has a big house”

5. The Use of Linking Verb

It includes the use of to be (is, am, are) in writing nominal sentence. It is used to connect between the subject and the complement. For the example: “She is my best friend”.

In descriptive text, the language features are contained four mainly features. It also stated by Gerot and Wignel (2003), the grammatical features of descriptive text are composed into five parts, such as follow:

1) Focus on Spesific Participants

It means that descriptive text should be focused in describing a current participant, such as “*My English Teacher*”, “*My Cat*”, “*My favorite place”* and so on. It is suggested to make the text easy to conclude. It also helps the reader to focus in one subject liberally.

2) Simple Present Tense

Simple present tense is one of tenses that is usually used in writing descriptive text. This tense describes the habitual activities. It is also used to explain general statements of fact action.

3) The Use of Noun Phrase

It means in visualizing the characteristics of the subject or object, the writer should arrange noun phrase currently, such as “*My teacher has beautiful hair*”. From an example before, it shows that *beautiful* indicates as an adjective whereas *hair* indicates as noun than a noun word is followed with an adjective can be called adjective phrase.

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It contains the use of the ownership like has or have. Each subject uses the

differential ownership, has is belong to *she, he, it* while have is belong to *I, you, they, we*. For the example: "Roni has a big house"

5) The Use of Linking Verb

It includes the use of to be (is, am, are) in writing nominal sentence. It is used to connect between the subject and the complement. For the example: "She is my best friend".

Based on the existing language features, it can be interpreted that language features are important tools in writing, which help writers convey ideas and emotions effectively. In descriptive texts, the use of these language elements plays a very important role in creating a clear and interesting picture for readers.

Linguistic features are something that refers to specific elements of language used in a text or other form of communication. These elements include word choice, sentence structure, use of grammar, style of language and other characteristics that give a text a unique identity or function. We must know about linguistic features so that we can have a strong foundation literacy. This empowers us to become smarter readers and more skilled writers, allowing us to interact with the world of text more effectively and meaningfully. Descriptive texts with linguistic features have a very close relationship. Linguistic features are not as a complement but the main foundation that forms and defines a text as a descriptive text. It can be said that linguistic features are tools used to achieve the purpose of descriptive text, namely describing or depicting something in detail so that readers can see, hear, or feel it themselves.

3) Purposes of Descriptive Text

As social beings, we want to share our experience, so we write to others to

describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. Description enables us to :

1. Entertain, for example like an amusing description of a teenager's bedroom
2. Express feelings, for example like a description of your favorite outdoor retreat so your reader understand why you enjoy it so much
3. Relate experience, for example like a description of your childhood home to convey a sense of the poverty you grew up in
4. Inform (for a reader unfamiliar with the subject, for example like a description of a newborn calf for a reader who has never seen one
5. Inform (to create a fresh appreciation for the familiar), for example like a description of an apple to help the reader rediscover the joys of this simple fruit
6. Persuade (to convince the reader that some music videos degrade female, for example like a description of a degrading music video

While descriptions can have a variety of purposes, they are often expressive, helping writers share their perceptions. As humans, we have a strong desire to connect with others by sharing our experiences.

Through descriptive writing, a student learns to write paragraphs essays in a detailed manner. Descriptive writing makes the information more intriguing and engaging for readers. Descriptive writing style enables students to use new and different vocabulary words. This type of writing gives students an opportunity to clarify the subject matter with help adequate details. Students learn to use sensory

details in order to present the main idea (Mursyid, 2018).

According to Potradinata (2018) stated tThe purpose of descriptive text is to describe and reveal a particular person, place, or object in detail or specifically so that the reader can visualize the description. Furthermore, according to Bosede and Fakaye (2016), descriptive text presents the appearance of objects occupying space, whether in the form of objects, people, buildings, or cities. It can be concluded that descriptive text is used to describe everything the writer sees in detail.

Based on the purpose of descriptive text, it can be understood that the main purpose of descriptive text is to provide an in-depth experience and enrich the reader's understanding of the object or phenomenon being described. In this way, descriptive text becomes an effective tool in written communication.

4) Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

1. Description of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked,"What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

a) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable

marks (scars, birthmark) (Adelstein & Pival, 1976)

b) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits

c) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes

2. Description of a place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the

scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.

3. Description of a things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

a) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

b) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb chiseled also gives the reader a more accurate picture of the wind’s action than made does

From the various types of descriptive texts that exist, It can be understood that each descriptive text has a unique purpose and characteristics. that can enrich the reading experience. The use of appropriate and imaginative language is very

important to produce interesting and easy-to-understand descriptions.

3. Language and Gender

1) Differences in the Writing Ability of Men and Women

The differences in writing ability between men and women have been a frequently discussed topic in the fields of linguistics and psychology. In general, although there are differences in the way men and women write, social, cultural, and psychological factors influence these differences. These differences are often seen in writing style, language use, and how ideas are conveyed. Below, the differences and the theories underlying them are explained. (Deborah Tender,1990)

1. Differences in Themes and Subjects

a) Women

Women write about research shows that women tend to write about topics that are more personal, social relationships, emotions, and interactions between individuals. Women's writing is often more reflective and introspective, with a focus on personal experiences, feelings, and interpersonal relationships. This may be related to social influences that encourage women to be more expressive of feelings and build relationships.

b) Men

Men are more likely to write about facts, external events, or topics that are more analytical and objective. They tend to focus on action, adventure, or solutions to problems, with less emphasis on the emotional and relationship aspects.

c) Underlying Theory

Gender Schema Theory (Bem, 1981) suggests that individuals learn and form gender schemas based on their social experiences. These schemas

influence how they communicate and interact with others, including in writing. Women, who are more often assigned the role of caregiver and emotional communicator, tend to direct their writing toward personal relationships and emotions..

2. Writing Style and Tone

a) Women

Women are more likely to use inclusive, empathetic, and cooperative language. Their writing may use more words that describe feelings and social relationships (e.g., “love,” “happy,” “beautiful”). They also tend to use more careful phrases, such as “I think,” “maybe,” or “it seems,” which indicate an openness to others’ views.

b) Men

Men tend to write in a more direct, assertive, and objective style. They use fewer emotional words and more declarative sentences or clear statements. Men’s writing often focuses more on conveying information or arguments directly.

c) Underlying Theory

96 The Theory of Gender Differences in Communication (Tannen, 1990)
96 explains that men and women are raised in different cultures, with men more often taught to be competitive and use language to achieve goals, while women are more often taught to use language as a tool for building relationships.

3. Vocabulary Use

a) Women

Women tend to use a more varied vocabulary, especially when it comes

to emotions and interpersonal relationships. Research shows that women often use more positive and expressive words, and more often use first-person pronouns ("I," "we") that emphasize personal relationships.

b) Men

Men tend to use more technical, objective, and factual vocabulary. They use less words related to feelings or social interactions, and focus more on more concrete and specific information.

c) Underlying Theory

The Linguistic Difference Theory (Lakoff, 1975) argues that the language used by men and women differs because of the social roles they play in society. Women tend to focus more on emotional and relationship communication, while men use language more often to achieve more rational and competitive goals.

4. Writing Structure and Organization

a) Women

Women tend to use more complex and elaborate writing structures, paying close attention to context and background. They often structure their writing narratively and describe situations in greater detail, especially in creative or narrative writing.

b) Men

Men tend to be more direct and structured in their writing. They tend to use a more linear writing organization and focus on conveying information or arguments efficiently and purposefully.

c) Underlying Theory

The Differences in Narrative Construction Theory (Maltz & Borker,

1982) states that men and women construct narratives differently. Women tend to use narratives to share experiences and describe relationships, while men more often use narratives to demonstrate actions or achieve goals.

5. Grammar and Syntax

a) Women

Women tend to use more complex sentence structures, with more adjectives, adverbs, and subordinate clauses. This gives the impression that their writing is more descriptive and attention to detail.

b) Men

Men tend to write in simpler, more direct sentences, using clearer main clauses and subject-verb clauses, and using fewer subordinate clauses or complex connectives.

c) Underlying Theory

Feminist Linguistic Theory (Cameron, 2005) suggests that these differences are not only due to biological differences, but also to social learning that occurs throughout an individual's life. Language, as a means of social communication, is shaped by the power and gender roles that exist in society.

6. Social Context and Gender Expectations

a) Women

In many cultures, women are expected to express emotions and build relationships more through verbal communication. This encourages women to use more expressive and descriptive language in their writing.

b) Men

Men are often expected to be more rational, independent, and

competitive. Therefore, men's writing often focuses more on conveying facts, analysis, and solutions without relying as much on emotional expression.

c) Underlying Theory

Gender Socialization Theory (Thorne, 1993) suggests that gender roles learned from childhood influence how men and women communicate. For example, women are often given more opportunities to develop interpersonal communication skills, while men are encouraged to focus on competition and achievement.

While there are significant differences between the way men and women write, it is important to note that these differences are often social and cultural, not biological. Theories underlying these differences suggest that gender influences not only word choice, sentence structure, and writing style, but also how people are taught and perceived in society. However, individuality still plays a large role, and many writers of both genders go beyond these general patterns.

2) The Factors Influence Language Writing Ability

Sardiman (2007) stated that the factors that influence the writing abilities of male and female are:

1. Motivation

Most of the determining factors in the process of learning to write come from the students themselves, one of which is interest. It is believed that by increasing the attitude of students' learning motivation in carrying out learning activities, their learning motivation will also increase. It is very important to observe and study the learning motivation to identify the level of impact of attitudes and learning motivation on learning Indonesian, especially on writing skills.

2. Interest

Interest is an important factor and must be developed in students when they have to master writing skills. A person's interest greatly influences the quality and quantity of their writing ability. Because the higher the interest, the better the writing ability will be because they have an interest or desire within themselves.

3. Environment

The environment greatly influences students' writing skills. A conducive environment will make students' learning process better, including in writing skills. Conversely, an environment that is not conducive to learning will make students' learning process less good, including in writing skills.

4. Material

The material here is the material given by the teacher. Complete material given by the teacher will make students have good writing skills. And vice versa.

5. The Teacher in The Teaching and Learning Process

Teachers in the learning process may indirectly pay more attention to a gender group or use methods that are more effective for certain groups. For example, writing activities that require a level of imagination and attention to detail may be preferred by female students, while male students may require a more practical and gamified approach to learning to write.

Writing is not only an academic requirement, but also a crucial skill for success in higher education. Writing is one of the most important skills students need to master. Students face many challenges when writing. Students can express their thoughts better through writing. Teachers can immediately identify student errors through writing. Many factors influence writing skills, both for students and teachers, during this writing process. Mastery of writing skills is

based on several factors, such as:: (Dhanya & Alamelu, 2019)

1) Motivation

A key element in acquiring writing skills is motivation. Motivation helps students develop an interest in writing and encourages them to engage in writing. Motivated learners contribute to class activities and demonstrate interest in developing their writing skills. Learners with high levels of motivation engage effectively in learning and writing and achieve good results. Students with low levels of motivation find writing challenging and experience feelings of failure. Teachers need to identify students who lack motivation and provide ongoing writing practice to improve their writing skills.

A key element in acquiring writing skills is motivation. Motivation helps students develop an interest in writing and encourages them to engage in writing. Motivated learners contribute to class activities and demonstrate interest in developing their writing skills. Although writers often refer to the "pain" and "suffering" of written composition (Widdowson, 1983; Raimes, 1983), through consistent support and guidance from a teacher, students feel motivated and become prepared to learn the language. Therefore, a clear and constructive motivation-based approach is needed to stimulate students' interest in writing. Students with high levels of motivation take a more active role in their learning, while students who are less motivated to achieve may have difficulty achieving expected results in class (Otoshi & Heffernan, 2011).

Students with high motivation are able to learn and write

effectively and achieve good results. Students with low motivation struggle with writing and feel like failures. Teachers need to identify students who lack motivation and provide ongoing writing practice to improve their writing skills.

2) Positive Environment

Writing is often an inherently social activity, often undertaken for the purpose of understanding the reader. Creating a caring classroom atmosphere has been shown to reduce behavioral problems and provide students with opportunities to focus on learning. A positive environment is a crucial component of language learning. The focus on writing becomes clearer, deeper, and more precise. Activities provided for learning will increase. Teachers must create an environment that encourages students to collaborate with one another. At least initially, academic writing is often done in isolation. For this reason, not only the physical environment in which we write is important, but also the social environment in which we write. Thus, the learning environment plays a key role in language acquisition.

Writing is often an inherently social activity, often undertaken for the purpose of understanding the reader. Creating a nurturing classroom atmosphere has been shown to reduce behavioral problems and provide students with opportunities to focus on learning (Brannon, 2008; Hamilton et al., 2007). A positive environment is a crucial component of language learning. The focus on writing becomes clearer, earlier, and more precise. Activities dedicated to learning will increase. According to Ulicsak (2004) and Rollinson (2005), teachers

must create an environment that supports students' collaboration with one another. "At least initially, academic writing is also most often done in isolation. For this reason, it is not only the physical environment in which we write that is important, but also the social environment in which we write" (Nate Kreuter, 2014). Thus, the learning 'environment' plays a key role in language acquisition.

A healthy teacher-student relationship is vital in the acquisition of new skills and teachers play a key role in building these relationships. The more the student and the teacher communicate, the more ideas generate. This helps in a better development towards language learning. Positive interactions between teachers and students have proven to be an asset, as they help students adjust to school and promote learning development. Teachers are the biggest asset for student's improvement. The interaction with students, help them in endorsing language learning. The interaction among teacher student and their relationship is a preparatory stage in language development. The supportive relationship with the teacher helps to break down the barrier of language learning and writing. Here, the gap becomes reduced and effective writing takes place. Student feels free to work together and clear doubts if any. This helps the students to write better and perform well. A positive teacher-student relationship enables students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills

3) Teacher-Student Relationship

A healthy teacher-student relationship is crucial for

acquiring new skills, and teachers play a key role in building this relationship. The more students and teachers communicate, the more ideas are generated. This helps in better development towards language learning. According to Hamre et al. (2008), positive interactions between teachers and students have proven to be an asset, as they help students. Interactions with students help them support language learning. The interaction between teachers and students and their relationships are a preparatory stage in language development. A supportive relationship with teachers helps break down barriers to language learning and writing. Here, gaps are narrowed and effective writing occurs. Students feel free to collaborate and clear any doubts, if any. This helps students write better and perform well. Positive teacher-student relationships allow students to feel safe and secure in their learning environment and provide scaffolding for important social and academic skills (Baker et al., 2008; O'Connor, Dearing, & Collins, 2011; Silver, Measelle, Armstrong, & Essex, 2005).

4) Digital Technologies

The emergence of digital technology has significantly impacted the way students acquire various skills, and writing is no exception. Students perceive the need for technology-based learning. The internet and digital technologies such as social networking sites, smartphones, and text messaging facilitate adolescents' ability to express their thoughts and be creative. Digital tools help them learn, understand, and express their thoughts in

writing, which also reaches a wider audience. For example, a study by Kabilan, Ahmad, and Abidin (2010) claimed that students prefer Facebook because it gives them the opportunity to practice writing and increases their motivation to post in English. Prichard, 2013; Blattner and Fiori (2009) (qtd. in Zarate & Cisterna) stated that learners who write in this public space may perceive their texts as having greater authenticity and purpose compared to traditional writing that is only visible to a teacher. Students' writing skills can be improved by fostering their interest, motivation, and enjoyment in writing through technology (Graham & Perin, 2007). Teachers are also exploring how online tools and technological gadgets can be integrated into formal L2 learning. However, teachers still consider plagiarism in students' writing.

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5) Assesment and Feedback

Writing is a commitment in a student's academic life. Assessment is an ongoing process aimed at understanding and improving student learning. Assessment provides necessary feedback on student writing. Feedback is another factor in learning. Feedback can provide powerful examples of writing. When a student’s work is reviewed, he/she has immediate feedback. A record of student’s work over a long period of time provides long term feedback on how a student’s writing is developing. For Most students’ feedback helps in mastery over the skills. However, feedback mechanisms can misfire, if they do not comply with some basic rules like being objective, positively worded, qualitative and problem-centric rather than person-centric.

Writing is a commitment in students' academic lives. Assessment is an ongoing process aimed at understanding and improving student learning. Ajayi (2016) states that through regular assessment, student learning can be monitored. Assessment provides necessary feedback on student writing. Feedback is another factor in learning. Feedback can provide powerful

examples in writing. When student work is reviewed, it provides immediate feedback. Long-term records of student work provide long-term feedback on how student writing is developing. (P.D. Havel, 1995, p. 330) For most students, feedback helps in mastering skills. However, feedback mechanisms can fail if they do not adhere to some basic rules such as being objective and positive.

Based on both existing opinion above, the research by Sardiman (2007), these factors were chosen as the basis for developing the research instrument because they have a direct and significant relationship to students' writing skills. This study aims to analyze how each of these factors influences the writing skills of male and female students and to examine the extent to which these differences are evident in the context of descriptive learning. The research instrument will be developed based on five main indicators: Motivation to learn to write, Interest in writing activities, Students' learning environment, Completeness and relevance of teacher-provided materials, and Student perceptions of the teacher's role in writing learning. By using these five factors as indicators, the research is expected to provide a comprehensive picture of the factors influencing writing ability based on gender and contribute to more inclusive and effective learning strategies.

D. **Relevant Studies**

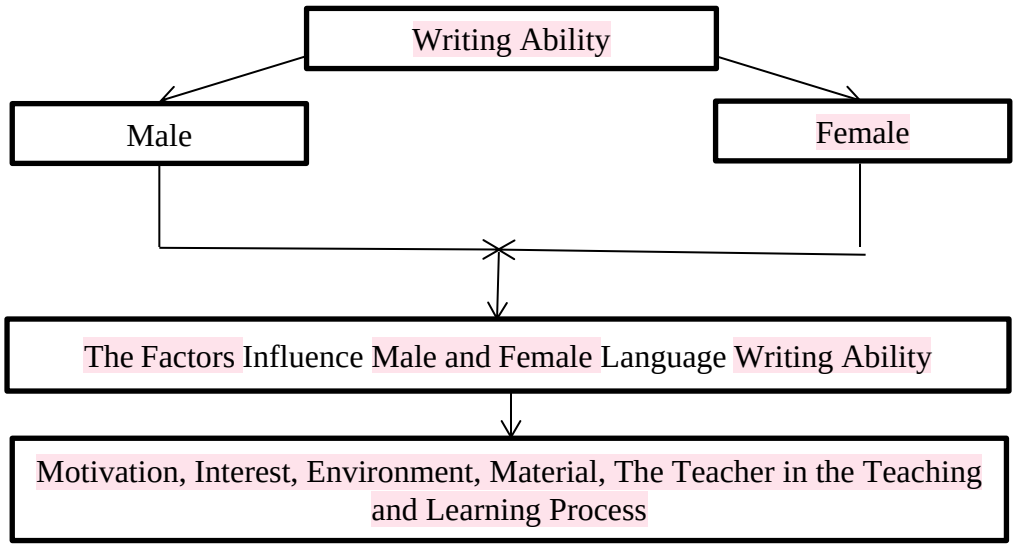
First, in 2018, a study conducted by Ein Arzaqul Isnaini entitled "Comparative Study of Writing Ability of Male and Female Students at MAN Kotawaringin Barat" was conducted. The purpose of this study was to determine the significant differences achieved by male and female students in writing ability, and to explain the differences

in writing ability of male and female students. The research sample was taken using a random sampling technique. The results of this study indicate a significant difference between male and female students in writing ability of eleventh grade students at MAN Kotawaringin Barat. Second, in 2019 research conducted by Dwi Arizka Pratiwi with the title "The Difference of Writing Ability in Narrative Paragraph Between Male and Female Students" at Ninth Grade of MTS Al Muhajirin Sukamulya" The purpose of the research was to know Whether there is any differences between male and female students,, ability in writing narrative paragraph. The researcher took the sample of the populations in this research based on convenience sampling. And the result of this study showed that there is a significant difference of writing ability in narrative paragraph between male and female students at ninth grade of MTs AL Muhajirin Sukamulya. It was categorized as "Good" level.Finally, in 2023, a study was conducted by Helmi Noviza with the title " A Comparative Study between Male and Female Students' Motivation in Writing Descriptive Text at Tenth Grade of Senior High School 1 Sungai Apit". The purpose of this study was to determine the comparison of the motivation of male and female students in writing descriptive texts. The results of this study indicate that there are differences in motivation in writing descriptive texts between male and female students at SMAN 1 Sungai Apit, namely female students have higher motivation than male students in writing descriptive texts.There are several differences between reseachers research and previous research above. First research by Ein Arzaqul Isnaini, this research discussedthe same topic with researcher"s research. The topic is comparative between female and male students ability in writing, but the kind of the text is different.This research chose exposition text. Mea nwhile in reseacher"s research, the researcher will choose descriptive text. Second research by Dwi Arizka Safitri, this research also discussed the same topic with reseacher"s research, but the

kind of text is different. This research chose narrative text, meanwhile the reseacher‟ research will choose descriptive text. Then, the subject of the research is different. This research took student in Junior High School level, to be precise at MTS Al-Muhajirin Sukamulya. Meanwhile, the reseacher research will be do in Senior High School level, to be precise at SMAN 1 Mandah. Third research by Dewi Astari Putri Utami, this research discussed thesame topic with reseacher‟ research, but the kind of the text is different. This research discussed about the recount text and descriptive text. Meanwhile, research will discuss about descriptive text. Then, this research had three kind of instrument. Meanwhile, there is one instrument that will use in researcher's research

E. Conceptual Framework

The framework of my study as follow:



Graph 2. 1 Conceptual Framework

Based on the above conceptual framework, in this study, researcher will investigate the writing ability of male and female students in writing descriptive texts. The students use descriptive text. Researcher will use a writing test on descriptive text, and then try to find out

what factors influence the writing ability.

CHAPTER III
RESEARCH METHOD

F. Type of Research

The research method that was used in this research was a qualitative method, with a case study research design. According to Mills & Gay (2016), Qualitative research is the comprehensive collection, analysis, and interpretation of narrative and visual data to gain insight into a particular phenomenon of interest. In addition according to Creswell (2013), qualitative methods rely on text data or in the form of words and pictures for data analysis and use various designs. This research was used qualitative methods because in this study the method of data collection is qualitative. Qualitative data was obtained by interview and obse rvation.

G. Research Setting

This research was carried out at SMAN 1 Mandah. The school SMAN 1 Mandah is located in Khairiah Mandah, Kec. Mandah, Kabupaten Indragiri Hilir, Riau

H. Informants of the Research

A research informant is someone who has information about the research subject. The informants in this study are from direct interviews, also called sources. In this study, informants are determined with certain considerations and objectives who really master an object that the researcher is studying. There are three types of research informants. First, key informants are people who know and have the basic information that is needed to make the research process go. The two supporting informants are people who are directly involved in the social interactions being studied. Finally, supplementary informants are those who can provide information even though they are not directly involved in the social interactions being studied. In this study, the researcher used key and supporting informants. The key informants were students from class XI of SMAN 1 Mandah and the supporting informants were English teachers from class XI of SMAN 1 Mandah.

I. Instrumen and Technique of Data Collaction

Arikunto (2002) argues that research instruments are tools used by researchers to collect data accurately, complexly, systematically, and easily analyzed. Based on the definition above, it can be concluded that instruments in research are crucial for producing accurate data. The instruments used in this study are as follows:

1. Interview

Interview can be used to gathering personal responses and views privately about a certain topic (Brown, 1995). Researcher was interview the teacher and students regarding the problems in the research. In this study, the researcher was used a structured interview. A structured interview is a technical interview was conducted using pre-prepared interview guidelines. Structured interviews were one type of interview that is commonly was used to obtain broader and more valid information.

The steps in conducting interviews in this study are that the researcher compiles

interview questions. After the interview questions are compiled, the researcher then looks for respondents to provide the questions to the respondents.

Table 3. 1 Indicators of Interview

Indicator	Descriptions
Motivation	Motivated learners contribute to class activities and show interest in developing writing skills.
Positive Environment	Creating a caring classroom atmosphere has been shown to reduce behavioral problems and give students the opportunity to focus on learning.
Teacher-Student Relationship	The more students and teachers communicate, the more ideas are generated.
Digital Technologies	Digital tools help students to learn, understand, and express their thoughts in writing that also reaches a wider audience.
Assesment and Feedback	Students should be given regular assignments. These assignments should be graded based on their academic performance

2. Observation

Observation is observing and measuring both people and other things that can be measured with the aim of examining the situation being observed (Gaillet & Eble, 2021). In this study, data was obtained through observation. Observations were

carried out several times to observe the writing skills of male and female students. Observations were carried out using an observation sheet. The observation sheet is a guide in observation that contains the aspects being observed, the observer gives a check mark or check to find out whether something is true or not based on the results of the observation. Fulfillment of this observation sheet is done by giving a check mark (√) in the answer column of the student observation sheet.

Table 3. 2 Indicator of Observation

No	Items	Aspects being Observed	Yes	No
1.	Motivation	Male students Perseverance in completing descriptive text tasks		
		male students Enthusiastic during descriptive text lessons		
		Curiosity about new material of descriptive		
		Independence in learning descriptive teks		
		Male students have the ability to face challenges and difficulties in descriptive text lessons.		
		There are clear learning objectives for students		
2	Positive Environment	Clean, safe and orderly classroom		
		Students feel valued and supported		
		A culture of mutual respect		
		A conducive learning atmosphere (no noise, no pressure)		
		Availability of adequate learning resources		
		No discrimination or bullying		
3	Teacher Student Relationship	The teacher shows empathy and concern for male students.		
		Open and two-way communication		
		Teachers provide guidance and emotional support to male students		
		There is a sense of mutual trust and respect		
		Teachers are responsive to the needs of male students		
		Positive interaction during the learning process		
4	Digital technology	Male students and teachers are accustomed to using digital devices (laptops, tablets, etc.)		
		Male students using online learning platforms (LMS, Google, Classroom, etc.)		
		Male students Access to digital materials such as videos, e-books and simulations		
		Male students interact through digital media (chat, discussion forums)		
		Teachers integrate ICT into lesson plans		
		Male students are able to search for and critically		

		evaluate digital information.		
5	Assesment and Feedback	Feedback is given to male student regularly and in a timely manner		
		Constructive and clear		
		Focus on the process not just the end result helped		
		Encourage male students' reflection and self-improvement		
		The teacher opens space for male students to ask questions and have discussions		
		Male students respond to feedback with attitude change or performance improvement		

Teachers and students were interviewed to find out the factor related to the writing skills of male and female students in descriptive texts. All questions can be asked freely to the interviewee but still using the script as a guideline. It is more efficient to talk to each other because we will not only focus on the script, but can also develop questions and consider the conditions of the informants.

Observation is a method used in data collection by observing all activities that take place on the object being studied. This method is used so that researcher can get to know the social world and behavior of people, places and events well towards the object being studied. (junaidi, 2011) Observation was conducted to obtain information on the subject that the researcher researched so that the researcher nows and obtains the data that the researcher needs. The data that the researcher observed and researched were all information and symptoms related to the Analysis of Writing Ability of Male and Female in Descriptive Texts in the Second Grade of Senior High School SMAN 1 Mandah In this case, the researcher conducted an observation at SMAN 1 Mandah related to the Writing Ability of Men and Women in Descriptive Texts in the Second Grade of Senior High School SMAN 1 Mandah.

There was a validity test that researcher did in instrumention. Validity refers to the extent to which a research instrument actually measures what it is supposed to measure. Validity

relates to the accuracy of an instrument. An instrument is considered valid if it produces data that aligns with its measurement objectives. In other words, the instrument measures what it is supposed to measure. Validity ensures that research results reflect the actual phenomenon. The kind of validity that researcher did was content validity. The researcher asked two lectures of UIN Bukittinggi and an English teacher of SMAN 1 Mandah for did validity test. *See appendix 4 for the result of validation.*

J. Techique of data analyisis

According to Miles & Huberman, 1992, there are 3 forms of data analysis in qualitative research, namely as follows:

1. Data reduction

The first is the reduction process, this process selects and selects data that is relevant to the research. Interviews and observation checklists are arranged and grouped based on research questions. This is done so that the data obtained can be more easily understood and managed.

2. Display data

The second is data display, namely the results of data reduction which are reported systematically and can be understood and make sense from the data obtained in this research. The researcher presents the data using the following steps: the researcher presents the interview data and observation checklist in the form of narrative text related to the data being analyzed.

3. Data Conclusion

The final step is concluding, this process will make conclusions from all the data obtained so that they are clear and can be understood by the reader. This process is carried out by compiling data findings based on the results of interviews, checklist observations and reinforced with related theories. For the final step, the researcher concluded by checking the data again, after the data was analyzed in narrative form as

a research repor.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter concern on the presentation of finding and discussion about the result of the research finding and discussion describe about a case study on male and female writing ability in descriptive text at grade XI of SMAN 1 Mandah.

A. Data Description

Descriptive is a description of the data used in a study. In this descriptive test, the researcher tries to understand the description or condition of the respondents who are the sample in this study. From the questionnaire data collection, the results of the respondents' answers. With the number of samples in this study being second-grade students at SMAN 1 Mandah, which consists of grade XI students, the results of data management with the frequency test that has been carried out by the researcher can be seen in the tables below.

Table 4.1 Results of Male and Female Students' Writing Score of Writing a Descriptive Text at SMAN 1 Mandah

No.	Male Score	Female Score
XI IPA1	77,87	83,4
XI IPA 2	84,9	79,9
XI IPA 3	82,3	66
XI IPS 1	81,5	71,7
XI IPS 2	81,6	71,3

The data got from teacher SMAN 1 Mandah.

The table above showed that writing scores of male students at SMAN 1 Mandah more higher than female students, except for class XI IPA 1. In class XI IPA 1, the average of male students writing score was 77,87, while the female students' average score of writing was 83,4. The male students average score of writing was low than female students. Then, in class XI IPA 2, male students average score of writing was 84,9, while female students average score of writing was 79,9. It was means the ability of writing of male students was higher than female students. Next, in class XI IPA 3, the male average score of writing was 82,3, while female average score of writing was 66. It showed that male students ability in writing was higher than female students. After that, in class XI IPS 1, the average score of writing of male students was 81,5 and female students average score was 71,7. Male students score of writing more higher than female students score in this class. Last, in class XI IPS 2, the average score of writing of male students was 81,6 and female students average score was 71,3. It showed that male students ability in writing was higher than female students ability.

See appendix 4 for whole data.l

This chapter explains the description of the data obtained by the researcher during the research. The data were in the form of observations checklist and supported by interviews. Data were collected based on the results of observations checklist and intervies of student and teacher. There were 10 question items given to XI IPA 1 studens and teacher of SMAN 1 Mandah.

In addition, the researcher also conducted one observations checklist on XI IPA 1. The researcher conducted obsevations checklish by looking at five indicator items that the researcher observed on class. In conclusion, data from observations checklist and interviews were analyzed to answer research question. The result of observations checklist and student interwiew also teacher interview answer are as follow:

1. Observation Checklist

The researcher carried out observation checklist to the teacher and male student to support the answer to interviews with teacher and students conducted previously by examining indicator of students influens during descriptive text learning process in the classroom, namely there were 5 indicators. The results of observations checklist can be seen in the table below:

Tabel 4.2 Observations Checklist results

No	Item	Aspek yang di observasi	Ya	Tidak	Keterangan
1	**Motivation**	Male students Perseverance in completing descriptive text tasks	✓		Siswa laki-laki tekun dalam menyelesaikan tugas

		male students Enthusiastic during descriptive text lessons	✓		Siswa laki-laki antusias saat mengikuti pelajaran
		Curiosity about new material of descriptive	✓		Siswa laki-laki menumbuhkan rasa ingin tau terhadap materi yang dipelajari
		Independence in learning descriptive teks	✓		Siswa laki-laki terlihat mandiri dalam belajar disaat diperintahkan membuat contoh
		Male students have the ability to face challenges and difficulties in descriptive text lessons.	✓		Siswa laki-laki mampu menghadapi tantangan yang sulit saat belajar
		There are clear learning objectives for students	✓		Tujuan belajar terlihat jelas datang dari siswa
2	**lingkungan positif**	Clean, safe and orderly classroom	✓		Kelas terlihat bersih rapi dan nyaman sehingga membuat siswa semangat
		Students feel valued and supported	✓		Siswa laki-laki merasa dihargai dan didukung saat pembelajaran berlansung
		A culture of mutual respect	✓		Siswa laki-laki tampak menghormati satu sama lain antara siswa perempuan dan guru
		A conducive learning atmosphere	✓		Siswa laki-laki terlihat tenang ketika pembelajaran

		(no noise, no pressure)			berlangsung sehingga tidak berisik dan tidak tertekan dan kondusif
		Availability of adequate learning resources	✓		Sumber belajar sangat memadai sehingga siswa mampu menyelesaikan tugas
		No discrimination or bullying	✓		Tidak adanya kejatatan yang diperoleh selama proses pembelajaran
3	**Hubungan guru dan siswa**	The teacher shows empathy and concern for male students.	✓		Guru sangat menunjukkan empati kepada siswa saat siswa tidak paham terhadap materi yang disampaikan
		Open and two-way communication	✓		Komunikasi terjadi ketika pembelajaran berlansung dan menyebabkan siswa semangat dan tidak mengantuk
		Teachers provide guidance and emotional support to male students		✓	Guru tidak memberikan bimbingan dengan emosional
		There is a sense of mutual trust and respect	✓		Ada terjadi saat pembelajaran berlansung rasa percaya diri dan saling menghormati
		Teachers are responsive to the needs of male students	✓		Guru sangat responsif terhadap siswa yang membutuhkan pelajaran atau tidak paham dengan pembelajaran
		Positive interaction	✓		Adanya intraksi pembelajaran yang baik

		during the learning process			antara guru dan siswa
4	**Teknologi digital**	Male students and teachers are accustomed to using digital devices (laptops, tablets, etc.)		✓	Tidak semua siswa ataupun guru yang terbiasa menggunakan menggunakan perangkat digital
		Male students using online learning platforms (LMS, Google, Classroom, etc.)	✓		Siswa menggunakan google saat membuat contoh teks deskriptif
		Male students Access to digital materials such as videos, e-books and simulations		✓	Siswa laki-laki kurang memahami tentang media digital seperti e-book dan simulasi
		Male students interact through digital media (chat, discussion forums)	✓		Siswa laki-laki Menggunakan porum diskusi dalam proses pembelajaran
		Teachers integrate ICT into lesson plans		✓	Guru tidak mengintegrasikan tik kedalam proses pembelajaran

		Male students are able to search for and critically evaluate digital information.		✓	Siswa belum mampu mengevaluasi informasi digital secara kritis
5	**Umpan balik**	Feedback is given to male student regularly and in a timely manner	✓		Guru memberikan umpan balik kepada siswa laki-laki dengan tepat
		Constructive and clear	✓		Umpan balik diberikan kepada siswa dengan jelas
		Focus on the process not just the end result	✓		Siswa laki-laki tidak hanya mengejar hasil melainkan memahami proses dalam pembelajaran teks deskriptif
		Encourage male students' reflection and self-improvement	✓		Adanya refleksi dan perbaikan
		The teacher opens space for male students to ask questions and have discussions	✓		Adanya keterbukaan antara siswa dan guru dalam kegiatan diskusi dalam pembelajaran
		Male students respond to feedback with attitude change or performance improvement	✓		Adanya respon yang baik antara siswa dengan guru dan adanya perbaikan sikap siswa dalam pembelajaran.

In the observation checklist table above, there are 5 indicators and 30 items.

The first indicator is "Male students Perseverance in completing descriptive text tasks" the result ob observations on this first item are the answer is "YES". From the results of the research conducted, it was found that male students were diligent in completing assignments. This can be seen from observations checklist and the researcher saw direcly during the observation that the researcher that male students were diligent in completing assignments.

The second indicator is "male students Enthusiastic during descriptive text lessons" the results of observations on this second items, the answer is "YES" . From the results of the researcher conducted, it was found that male students are enthusiastic about participating in learning. This indicator aims to demonstrate that male students are interested and actively involved in learning descriptive texts. This reflects high learning motivation, challenges the assumption that language lessons are more appealing to female students, and indicates that the learning methods used are effective for all genders.

The second indicator is "Curiosity about new material of descriptive text" the results of observations on this third item, the answer is "YES". From the result of the research conducted, it was found that Male students develop curiosity about the material being studied. The aim is to demonstrate that male students exhibit interest and curiosity in new material in descriptive texts. This reflects intrinsic motivation and a positive attitude toward language learning, while also demonstrating that male students can also be active and enthusiastic in exploring material related to writing skills, which are often considered more mastered by female students.

The fourth items is "Independence in learning descriptive teks" the results of observations on this fourth indicator, the answer is "YES". From the results of the researcher conducted it was found that male students appear independent in the learning when ask to make examples. The aim is to demonstrate that male students are capable of learning descriptive texts independently. This reflects their responsibility and initiative in understanding the material and demonstrates positive developments in their attitudes toward language learning.

The fifth items is "Male students have the ability to face challenges and difficulties in

descriptive text lessons." The results of observations on this fifth item the answer is "YES". From the results of the researcher conducted, it was found that male students are able to face difficult challenges while studying. The aim is to demonstrate that male students possess resilience and the ability to overcome difficulties when learning descriptive text. This reflects their unyielding attitude and readiness to face challenges in the learning process.

The sixth item is" There are clear learning objectives for students" the result of observations on this sixth item are "YES". From the result of observations made by the researcher, it was found that learning objectives are clearly visible coming from the student. The aim is to demonstrate that learning objectives are clearly designed so that students understand the direction and goals they want to achieve. This clarity helps students be more focused, motivated, and directed in the learning process.

The seventh items is "Clean, safe and orderly classroom" the results of observations on the sevent items are the answer is "YES". From the results of the research conducted, it was found that the class looks clean, tidy and comfortable making students enthusiastic. The goal is to demonstrate that a clean, safe, and well-organized learning environment supports student comfort and concentration. This also creates a positive atmosphere that encourages discipline and enthusiasm for learning.

The eighth items is"Students feel valued and supported" the results of observations on this eighth item are the answer is"YES". From the results of the researcher conducted, it was found that male syudents feel valued and supported during learning. The aim is to demonstrate that when male students feel valued and supported, they are more motivated, confident, and engaged in learning. This support is crucial for building their engagement, particularly in subjects that may be perceived as less appealing to male students, such as descriptive texts.

The ninth items is "A culture of mutual respect" the results of observations on the ninth item are the answer is "YES". From the result of the research conducted, it was found that male students appear to respect each other between female students and teacher. aims to demonstrate the importance of creating a respectful learning environment. This culture of mutual respect encourages positive interactions, increases student comfort, and creates a classroom atmosphere

conducive to learning.

The tenth items is “A conducive learning atmosphere (no noise, no pressure)”. The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that male students look calm, when learning is taking place so they are not noisy and not stressed and it is conductive. The aim is to show the importance of creating a calm and stress-free learning atmosphere so that students can focus, feel comfortable, and more easily absorb learning materials optimally.

The eleventh items is “Availability of adequate learning resources” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that learning resources are very adequate so that students are able to complete assignments. The aim is to demonstrate that the availability of adequate learning resources is crucial to supporting the learning process. With sufficient access to books, media, and learning aids, students can more easily understand the material and improve their learning outcomes.

The twelfth item is “No discrimination or bullying” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that there was no crime incurret during the learning process. aims to demonstrate the importance of creating a safe and inclusive learning environment, where every student is treated fairly and with respect. This supports students' emotional development and encourages them to learn with comfort and confidence.

The thirteenth items is “The teacher shows empathy and concern for male students.” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that the teacher really show empathy to students when students do not understand the material being presented. The aim is to demonstrate that teachers' attention and empathy toward male students can help them feel valued, understood, and supported in their learning. This attitude is crucial for building positive relationships and

encouraging active engagement in learning among male students.

The fourteenth items is “Open and two-way communication” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that communication occurs when learning takes place and causes students to be enthusiastic and not sleepy. It aims to demonstrate the importance of open communication and mutual listening between teachers and students. This two-way communication allows students to express opinions, ask questions, and feel heard, creating a more interactive, participatory, and effective learning environment.

The fifteenth items is “Teachers provide guidance and emotional support to male students” The results of observations on the tenth item are the answer is “NO”. From the results of the researcher conducted, it was found that teacher do not provide guidance emotionally. The study aimed to demonstrate that guidance and emotional support from teachers helped boys face learning challenges with more confidence. It also strengthened teacher-student relationships and encouraged active engagement and better academic development.

The sixteenth items is “There is a sense of mutual trust and respect” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that there is a sense of self confidence and mutual respect during learning. The aim is to demonstrate that trust and mutual respect between teachers and students create a positive learning environment. This atmosphere encourages students to be more open, confident, and active in the learning process.

The seventeenth items is “Teachers are responsive to the needs of male students” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that teacher are very responsive to student who need lessons or do not understand the learning. The aim is to demonstrate that teachers' attention to the needs of male students helps create more targeted learning. This responsiveness encourages engagement, increases motivation, and supports students' balanced academic and

emotional development.

The eighteenth items is “Positive interaction during the learning process” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that there is good learning interaction between teacher and student. The aim is to create a pleasant and supportive learning atmosphere, where teachers and students interact actively, openly, and respect each other, so as to increase motivation, understanding of the material, and build positive relationships in the learning environment.

The nineteenth items is “Male students and teachers are accustomed to using digital devices (laptops, tablets, etc.).” The results of observations on the tenth item are the answer is “NO”. From the results of the researcher conducted, it was found that not all student or teacher are accustomed to using digital devices. The aim is to show that the habit of using digital devices can support a more effective and efficient learning process, because male students and teachers are accustomed to using technology as a tool to access materials, communicate, and complete tasks independently and collaboratively.

The twentieth items is “Male students using online learning platforms (LMS, Google, Classroom, etc.).” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that male students use google when creating example of descriptive text. The aim is to illustrate that the use of online learning platforms by male students can increase access to materials, learning flexibility, and independence in managing learning tasks and activities digitally.

The twenty one items is “Male students Access to digital materials such as videos, e-books and simulations” The results of observations on the tenth item are the answer is “NO”. From the results of the researcher conducted, it was found that male students have less understanding of digital media such as e-book and simulations. The aim is to demonstrate that male students' access to a variety of digital learning resources can enrich their understanding, support visual and interactive learning styles, and increase engagement in both independent and

integrated learning processes.

The twenty two is “Male students interact through digital media (chat, discussion forums).” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that male student use discussion forums in the learning process. The aim is to emphasize that the use of digital media as a means of interaction enables male students to communicate, exchange ideas, and discuss actively in an online learning environment, thereby increasing their participation, collaboration, and social skills.

The twenty three is “Teachers integrate ICT into lesson plans” The results of observations on the tenth item are the answer is “NO”. From the results of the researcher conducted, it was found that teacher do not integrate ICT into the learning process. The aim is to ensure that teachers utilize information and communication technology effectively in learning planning, so that the learning process becomes more interesting, interactive, and relevant to current developments, and can help students understand the material better.

The twenty four is “Male students are able to search for and critically evaluate digital information.” The results of observations on the tenth item are the answer is “NO”. From the results of the researcher conducted, it was found that male students are not yet able to evaluate digital information critically. The aim is to develop male students' abilities in searching, sorting, and critically assessing the accuracy and relevance of digital information, so that they can become independent and wise learners in utilizing information sources in the digital world.

The twenty five is “Feedback is given to male student regularly and in a timely manner” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that the teacher gives feedback to the male students appropriately. The aim is to ensure that male students receive consistent and timely feedback, so that they can understand their strengths and areas for improvement in learning, increase motivation, and accelerate the process of improvement and skill development.

The twenty six is “Constructive and clear” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that feedback is given to male student clearly. The aim is to provide communication or feedback

that is constructive and easy to understand, so that it can help the recipient improve their abilities or performance in a positive and effective way.

The twenty sevent is “Focus on the process not just the end result” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that male students not only pursue result but also understand the process in learning descriptive text. The aim is to emphasize the importance of paying attention to each stage of learning or work as a whole, so that students can develop good skills, understanding and attitudes throughout the learning journey, not just chasing the final result alone.

The twenty eight is “Encourage male students' reflection and self-improvement” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that there is reflection and improvement. The aim is to motivate male students to actively reflect on their learning experiences, recognize their strengths and weaknesses, and continuously strive to improve themselves in order to achieve better academic and personal development.

The twenty nine is “The teacher opens space for male students to ask questions and have discussions” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that there is openness between male students and teacher in discussion activities in learning. The aim is to create an open and supportive learning environment, where male students feel comfortable asking questions and participating in discussions, thereby increasing their understanding, engagement and critical thinking skills.

The thirty items is “Male students respond to feedback with attitude change or performance improvement” The results of observations on the tenth item are the answer is “YES”. From the results of the researcher conducted, it was found that there is a good response between male students and teacher and there is an improvement in student ettitudes in learning. The aim is to illustrate that male students are able to accept input with an open attitude and use

it as motivation to improve their behavior or significantly increase the quality of their learning outcomes.

2. Interviews

This research was conducted by interviewing teacher and students to get answers to research questions regarding the problems in male writing ability in descriptive text to know what are the factors that influence the ability to writw descriptive text.

Tabel 4.3 Teacher Interview Results

NO	Questions	Answer
1.	In your opinion, do students with high motivation do well in learning?	Sudah jelas bahwa jika kita memotivasi siswa, itu akan datang dari dalam diri dan dari luar, tentu saja dengan mendapatkan nilai yang bagus karena mereka belajar dengan giat dan baik. Tetapi jika datang dari dalam, itu lebih baik lagi.
2.	If motivation can influence students' writing skills, how do you think motivation can influence male and female students' skills in descriptive writing?	Teks deskriptif ini adalah teks tentang mendeskripsikan sesuatu atau mendeskripsikan seseorang jika kita memberikan motivasi kepada anak kita dan memintanya untuk mendeskripsikan ibunya, seseorang yang dicintainya, maka dia akan lebih termotivasi
3.	In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing?	Jelas sekali alasannya. Karena banyak teman-temannya yang belajar dan menulis teks deskriptif, dia pasti akan terbawa suasana. Tetapi jika lingkungannya buruk, banyak orang yang tidak ingin menulis, jadi dia akan terbawa suasana.

4.	If a positive environment can influence students' writing skills, how do you think a positive environment can influence the skills of male and female students in descriptive writing?	Lingkungan yang positif ini, misalnya, kami mendorong siswa untuk termotivasi, tidak hanya oleh satu siswa saja, tetapi dengan mendorong semua siswa untuk termotivasi dengan memberikan penghargaan sehingga jika penghargaan itu diberikan, siswa tersebut akan mau, dan siswa tersebut akan antusias.
5.	In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing?	Hubungan antara siswa dan guru tentu baik, tapi ada guru yang sedikit pemarah atau suka marah-marah di daerah setempat. Nah, mengenai hal ini, murid kadang marah kalau dikasih tugas, marah kalau tidak dikerjakan, tapi kalau kita sebagai guru punya hubungan yang baik dengan mereka, sayang sama mereka, hal positifnya kita menghargai mereka sebagai murid, insya Allah mereka akan mengerjakan tugas-tugas yang diberikan.
6.	If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the skills of male and female students in descriptive writing?	Hubungan antara siswa dan guru tentu saja baik, tetapi ada guru yang sedikit pemarah atau suka marah-marah di daerah setempat. Nah, mengenai hal ini, murid kadang marah kalau dikasih tugas, marah kalau tidak dikerjakan, tapi kalau kita sebagai guru punya hubungan yang baik dengan mereka, sayang sama mereka, hal positifnya kita menghargai mereka sebagai murid, insya Allah mereka akan mengerjakan tugas yang diberikan.
7.	In your opinion, can digital technology influence the writing skills of male and	Ini sangat berpengaruh. Misalnya, ketika seorang digital influencer menulis teks deskriptif, mereka tidak tahu kosakata karena mereka memiliki ponsel atau laptop, mereka dapat melihatnya di sana dan

	female students in descriptive writing?	menggunakannya. Jika mereka bisa, mereka bisa menulis di sana, karena mereka memiliki alat untuk digunakan saat menulis atau pedoman
8.	If digital technology can influence students' writing skills, how do you think digital technology can influence male and female students' skills in descriptive writing?	Karena untuk menerjemahkan satu teks saja, ada aplikasi di ponsel mereka, mereka akan bersedia bekerja karena mereka memiliki pegangan untuk itu.
9.	In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing?	Ya jelas kalau seorang guru ingin menilai siswa karena nilai itu kan bentuk penghargaan, jadi kalau dia menilai hasil pekerjaan siswa tentu siswa senang, tapi kalau setelah siswa bekerja tapi tidak ada penilaian tentu siswa
10.	If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing?	Penilaian dan umpan balik: Jika siswa menginginkan nilai yang bagus, mereka pasti akan berusaha lebih keras untuk menulis. Jika kita tidak ingin menilai mereka, mereka tidak akan mau menulis dan tidak akan mau mengerjakan tugas mereka karena siswa membutuhkan apresiasi dan itu sangat dibutuhkan.

Base on the results of interviews conducted with English teacher at SMAN 1 Mandah regarding the problems of male writing ability in descriptive text was higher than female, the following answers were obtained. From the results of interview conducted with teacher, the first answer from the teacher identified that Student motivation to learn can come from two sources: internal (intrinsic motivation) and external (extrinsic motivation). External motivation, such as the desire to get good grades, can motivate students to study hard. However, intrinsic motivation, such as an awareness of the importance of learning and a desire to develop, is considered stronger and more sustainable because it grows from personal will, not solely from external encouragement or rewards.

153 The second answer from the teacher was Descriptive text is a type of text used to describe something, including a person. If children are motivated and asked to describe a loved one, such as their mother, they will be more motivated and enthusiastic about writing. This is because of the strong emotional connection, making it easier for them to express their feelings and observations in descriptive writing with greater depth and meaning.

The third answer from the teacher was students' motivation and learning behavior are strongly influenced by their social environment. If their peers are actively learning and writing descriptive texts, students are likely to follow suit and be motivated by this positive atmosphere. Conversely, if the surrounding environment is less supportive and many students are uninterested in writing, students are likely to be negatively influenced and lose their motivation to learn. In other words, the atmosphere

167 and influence of peers play a significant role in shaping students' attitudes and enthusiasm for learning.

The fourth answer from the teacher was A positive learning environment is created when all students are encouraged to be motivated collectively, not just by one individual. One way to build this motivation is by providing rewards to students. These rewards can increase students' desire and enthusiasm for learning, making them more active and enthusiastic in participating in the learning process. Thus, rewards are an effective strategy for creating a learning environment that supports and motivates all students.

The fifth answer from the teacher was A good relationship between teachers and students is crucial to the learning process. While some teachers tend to be short-tempered, students often become irritated when given assignments or reprimanded for not completing them. However, if teachers genuinely show affection and respect for their students, this will create a positive atmosphere that makes students more motivated and willing to complete assignments well. Therefore, respect and a warm relationship between teachers and students are key to successfully encouraging student discipline and participation.

The sixth answer from the teacher was The relationship between teachers and students should be built on mutual respect and affection. Although some teachers may be short-tempered, which can sometimes irritate students when given assignments or reprimanded, if teachers are able to establish good relationships and show genuine concern for students, students will be more motivated and willing to complete assigned tasks. Therefore, a positive teacher attitude plays a significant role in creating a conducive learning environment and improving student discipline.

The seventh answer from the teacher was This is very influential. For example, when a digital influencer writes descriptive text, they don't know the vocabulary

because they have a phone or laptop, so they can see it and use it. If they could, they could write there because they have tools to use when writing or guidelines.

The eighth answer from the teacher was Having a translation app on students' phones makes it easier for them to complete translation assignments. With this tool, students feel more confident and motivated to complete their work because they have a reliable resource to support their learning.

The ninth answer from the teacher was Teacher assessment is crucial for students because it represents a form of recognition for their efforts and work. When teachers provide assessments, students feel valued and motivated to continue learning. Conversely, if students are not assessed after completing an assignment, they tend to feel less valued and lose their enthusiasm for learning. Therefore, assessment is a crucial factor in maintaining student motivation and satisfaction in the learning process.

The tenth answer from the teacher was Assessment and feedback are crucial in motivating students to learn to write. When students know that their work will be assessed and appreciated, they are encouraged to work harder and complete assignments well. Conversely, without assessment or appreciation, students tend to be less motivated, less likely to complete assignments, and less likely to take their learning seriously. Therefore, recognition through assessment is a key requirement in the learning process to improve student enthusiasm and the quality of their work.

Tabel 4.4 Student Interview Results

No	Questions	Answer
1	In your opinion, do students with high motivation perform well in learning?	**AND:** Ya **ADN:** Ya, siswa termotivasi lebih focus dan konsisten belajar **HDS:** Ya

		IND: Ya, M.Z: Iya MRA: Iya PW: Ya, karna motivasi mendorong semangat belajar RA: Ya, siswa termotivasi lebih baik focus dan konsisten belajar RND: Ya, saya lebih semangat dan focus belajar RF:Ya, siswa termotivasi lebih focus dalam belajar RJM:YA, karna motivasi mendorong semangat belajar SA:Ya, saya lebih semangat dan focus belajar SK: Ya, siswa termotivasi lebih focus dan konsisten belajar SHL:Ya, siswa termotivasi lebih focus dan konsisten belajar ZDYS:Ya, lebih fokus
2	If motivation can influence students' writing skills, how do you think motivation can influence male and female students' skills in descriptive writing?	**AND:motivasi bisa membuat siswa lebih semangat untuk menulis** **AND: motivasi memengaruhi kepercayaan diri siswa dalam menulis deskriptif** **HDS:motivasi bagi siswa sangat bias mendorong siswa untuk meningkatkan kualitas belajar** IND:motivasi membuat saya lebih rajin dan percaya diri saat menulis M.Z:bias membuat siswa lebih bersemangat

		MRA: motivasi mengaruhi kepercayaan diri siswa dalam menulis deskriptif PW: motivasi membuat siswa lebih rajin dan percaya diri dalam menulis RA: motivasi memengaruhi kepercayaan diri siswa dalam menulis deskriptif RND:motivasi membuat saya lebih rajin dan percaya dirisaat menulis RF: motivasi memengaruhi kepercayaan diri siswa dalam menulis RJM:motivasi membuat siswa lebih rajin dan percaya diri dalam menulis SA:motivasi membuat saya lebih rajin dan percaya diri saat menulis SK:motivasi memengaruhi kepercayaan diri siswa dalam menulis deskriptif SHL:motivasi mempengaruhi kepercayaan diri siswa dalam menulis deskriptif ZDYS:meningkatkan kepercayaan diri
3	In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing?	**AND:ya** **AND:ya, lingkungan positif membuat siswa lebih nyaman menulis** **HDS:ya** IND:ya M.Z:ya MRA:ya PW: ya, tentu lingkungan positif mendukung kenyamanan saat menulis RA: ya lingkungan positif membuatnyaman menulis RND:ya lingkungan yang baik bantu siswa menulis lebih nyaman RF:ya lingkungan yang positif membuat siswa lebih nyaman menulis

		RJM:ya lingkungan positif mendukung kenyamanan saat menulis SA:ya lingkungan yang baik bantu siswa menulis lebih nyaman SK:ya lingkungan positif membuat siswa lebih nyaman menulis SHL: ya lingkungan positif membuatsiswa lebih nyaman menulis ZDYS:ya membuat nyaman
4	If a positive environment can influence students' writing skills, how do you think a positive environment can influence male and female students' skills in descriptive writing?	**AND: lingkungan yang positif bias meningkatkan rasa percaya diri sehingga membuat mereka lebih nyaman untuk menulis** **AND: lingkungan positif memberi rasa aman dan mendukung ide menulis** **HDS: lingkungan positif bias meningkatkan kepercayaan diri kita** IND:lingkungan positif membuat siswa terbuka dan semangat menulis M.Z: membuat siswa lebih rajin untuk menulis MRA:lingkungan positif memberi rasa aman dan mendukung ide menulis PW: lingkungan positif membuat siswa lebih aktif dantidak takut menulis RA: lingkungan positif memberikan rasa aman dan mendukung ide menulis RND:lingkungan positif membuat siswa lebih tenang dan kreatif RF:lingkungan yang positif memberi rasa aman dan mendukung ide menulis RJM: lingkungan positif membuat siswa lebih aktif dan tidak takut menulis SA:lingkungan yang positif membuat siswa lebih tenang dan kreatif

		SK:lingkungan positif memberi rasa nyaman dan mendukung ide menulis SHL:lingkungan yang positif memberi rasa aman dan mendukung ide menulis ZDYS:dukungan ide menulis
5	In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing?	**AND:ya** **AND:ya, hubungan baik dengan guru bias meningkatkan keterampilan menulis** **HDS:iya** IND:ya M.Z:iya MRA:iya PW: iya, hubungan baikmembuat siswa lebih terbuka dan semangat menulis RA: ya hubungan baik dengan guru bisa meningkatkan keterampilan menulis RND:ya hubungan baik dengan guru bias ditingkatkan kemampuan menulis RF:ya hubungan baik dengan guru bisa meningkatkan keterampilan menulis RJM:ya hubungan baik membuat siswa lebih terbuka dan semangat menulis SA:Ya hubungan baik dengan guru bisa ditingkatkan kemampuan menulis SK: ya hubungan baik dengan guru bisa mengkatkan keterampilan menulis SHL: ya hubungan baik dengan guru bisa mengkatkan keterampilan menulis ZDYS:ya menambah semangat
6	If the teacher-student relationship can influence students' writing skills,	**AND:jika hubungan guru dan siswa baik, siswa merasa didukung dan jauh lebih berani** **AND:hubungan yang harmonis**

	how do you think the teacher-student relationship can influence the skills of male and female students in descriptive writing?	**memudahakan siswa menerima arahan menlis** **HDS:dengan adanya hubungan antara guru dan muridsiswa akan lebih mudah memahami pelajaran tersebut** IND:hubungan guru dan siswa yang baikmemberi dukungan dan bimbingan yang efektif M.Z:siswa lebih rajin untuk melakukan pembelajaran MRA:hubungan yang harmonis memudahkan siswa menerima arahan menulis PW:guru yang supportif membuat siswa lebih mudah memahami pembelajaran RA:hubungan yang harmonis memudahkan siswa menerima arahan menulis RND:ya guru yang sportif membuat siwa lebih mudah memahami pembelajaran RF:hubungan yg harmonis memudahkan siswa menerima arahan RJM: hubungan guru dan siswa yang baik memberi dukungan dan bimbingan efektif SA:guru yang suportif membuat siswa lebih mudah memahami pelajaran SK:hubungan yang harmonis mudahkan siswa SHL:hubungan yang harmonis memudahkan siswa menerima arahan menulis ZDYS: mempermudah bimbingan
7	In your opinion, can digital technology affect the writing skills of male	**AND:ya** **AND:ya, teknologi mempermudah akses informasi dan referensi menulis** **HDS:ya** IND:ya M.Z:iya

	and female students in descriptive writing	MRA:ya PW: ya karna teknologi membantu proses menulis menjadi lebih mudah Ra:Ya teknologi mempermudah akses informasi dan referensi menulis RND:ya teknologi membantu proses menulis jadi lebih mudah RF:ya teknologi mempermudah akses informasi dan referensi menulis RJM:ya teknologi digital mempermudah siswa dalam proses menulis SA:ya teknologi membantu proses menulis menjadi lebih mudah SK:ya teknologi yang memudahkan akses informasi dan referensi menulis SHL:ya ZDYS:ya akses mudah
8	If digital technology can affect students' writing skills, how do you think digital technology can affect the skills of male and female students in descriptive writing	**AND:teknologi digital bisa memudahkan siswa untuk mengakses sumberbelajar dan alat bantu menulis** **AND:teknologi digital membantu siswa menulis lebih variatif dan menarik** **HDS:Dengan adanya teknologi digital siswa bisa mudah untuk belajar** IND:trknologi digital membantu siswa menulis lebih variatif dan menarik M.Z:membuat siswa lebih bersemangat untuk menulis MRA:teknologi digital membantu siswa menulis lebih variatif dan menarik PW: teknologi memberi akses referensi dan alat bantu untuk menulis

		RA:teknologi digital membantu siswa menulis lebih variatif dan menarik RND:teknologi memberi akses ke referensi dan alat bantu menulis RF:teknologi digital membantu siswa menulis lebih variatif dan menarik RJM: teknologi membantu ide lebih cepat ditulis dan menarik SA:teknologi memberi akses ke referensi dan alat bantu menulis SK:teknologi digital membantu siswa menulis lebih variasi dan menarik SHL:teknologi digital mebantu siswa menulis lebih variatif dan menarik ZDYS:tulisannya lebih mrnatik
9	In your opinion, can assessment and feedback affect the writing skills of male and female students in descriptive writing	**AND: iya** **AND:iya, penilaian dan umpan balik prnting untung perkembangan menulis** **HDS:iya** IND:ya M.Z:ya MRA:ya PW: ya, penilaian dan umpanbalik bantu siswa tau kekurangan RA: ya penilaian dan umpan baliknpenting untuk perkembangan menulis RND:ya penilaian dan umpan balik bantu siswa tau kekurangan mereka RF:ya penilaian dan umpan balik penting untuk perkembangan menulis RJM:ya, umpan balik membantu siswa tau kekurangan dan memperbaikinya SA:penilaian dan umpan balik bantu siswa tau kekurangan mereka

		SK:ya penilaian dan umpan balik penting untuk prkembangan menulis SHL: ya penilaian dan umpan balik penting untuk prkembangan menulis ZDYS:.ya bantu perbaikan
10	If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing	**AND:penilaian dan umpan balik yg jelas bisa membantu siswa meningkatkan tulisannya** **AND:penilaian yg tepat memberi arahanjelas tepat untuk prtbaikan tulisan** **HDS:umpan balik membimbing siswa untuk menulis lebih baik dan jelas** IND:umpan balik membimbing siswa untuk menulis dengan jelas M.Z:membuat siswa mendapatkan ide ide baru MRA:penilaian tepat memberi arahan jelas untuk perbaikan tuisan PW:ya penilaian yang jelas membantu siswa memperbaiki dan meningkatkan tulisan RA:penilaian yang tepat memberi arahan jelas untuk perbaikan tulisan RND:penilaian yang jela membantu siswa perbaiki dan meningkatkan tulisan RF:penilaian yang tepat memberi arahan jelas untuk perbaikan tulisan RJM: umpan balik bimbingan siswa untuk menulis lebih baik dan jelas SA:penilaian yang jelas membantu siswa memperbaiki dan meningkatkan tulisan SK:penilaian yang tepat memberi arahan jelas untuk perbaikan tulisan SHL: penilaian yang tepat memberi arahan jelas untuk perbaikan tulisan

		ZDYS:arahan lebih jelas

Best on the results of the interviews above with 15 male students regarding the problems in male writing ability in descriptive text to know what are the factors that influence the ability to writw descriptive text, the following answers were obtained. From the results of interviews conducted with 15 male students. The first question, the 15 male student answer that Based on the answers from the students, it can be concluded that motivation plays a very important role in the learning process. All respondents answered “yes”, indicating that they felt the positive impact of motivation on their learning activities. The impact is mainly seen in increased focus, enthusiasm and consistency in learning. Some students mentioned that motivation made them more active and encouraged them to study, while others felt more focused and motivated to achieve better results. This shows that motivation, both from within and from outside, is needed to support students' learning success.Based on the answers from the students, it can be concluded that motivation has a very important role in the learning process. All respondents answered “yes”, indicating that they felt the positive impact of motivation on their learning activities. The impact is mainly seen in increased focus, enthusiasm and consistency in learning. Some students mentioned that motivation made them more active and encouraged them to study, while others felt more focused and motivated to achieve better results. This shows that motivation, both internal and external, is needed to support students' learning success.

The second question Based on student responses, it can be concluded that motivation has a significant influence on students' enthusiasm, diligence, and especially their confidence in writing descriptive texts. Most students stated that motivation makes them more enthusiastic, diligent, and confident when writing. Many also emphasized that motivation is very helpful in improving the quality of learning and writing skills, especially in the descriptive genre. With motivation, both from within themselves and external support such as teachers or the environment, students feel more prepared and confident in

expressing their ideas in writing. Therefore, motivation not only encourages students to write but also forms a positive attitude that supports the development of writing skills as a whole.

The third question students answered that From the overall student responses, it can be concluded that a positive learning environment has a significant influence on students' confidence, comfort, and creativity in writing. A safe, supportive, and open environment encourages students to be more active, not afraid to express ideas, and feel comfortable when expressing them in writing. Students felt that a positive atmosphere made them calmer, more open, and more enthusiastic about writing, especially in descriptive writing assignments. Therefore, creating a conducive environment is crucial for students to write with confidence and be able to develop their creative potential to the fullest.

The fourth question student answered that Based on the responses given by students, it can be concluded that a positive learning environment plays a crucial role in building students' confidence, comfort, and enthusiasm in writing. A supportive environment provides a sense of security, makes students more open, unafraid to express ideas, and more active in the writing process. Students feel that a comfortable and positive atmosphere not only increases their confidence but also encourages their creativity and motivation to write more diligently and calmly. Therefore, creating a positive, supportive environment that values each student's ideas is one of the main keys to encouraging successful writing learning, especially in descriptive texts.

The fifth question students answer that From all student responses, it can be concluded that a good relationship between students and teachers has a positive impact on students' writing skills. Most students stated that a harmonious relationship with their teachers makes them more open, enthusiastic, and confident in writing. A positive relationship creates a sense of comfort and security, so students feel valued, more

motivated, and encouraged to improve their writing skills. Thus, emotional closeness and good communication between teachers and students play a crucial role in creating a learning environment that supports the development of writing skills, particularly in descriptive writing.

The sixth question is Based on all the students' answers, it can be concluded that a good and harmonious relationship between teachers and students is very influential in supporting the learning process, especially in writing skills. Students feel more supported, courageous, and open when teachers are supportive. This positive relationship makes it easier for students to receive direction, guidance, and understand the material presented. Furthermore, a good relationship also increases student motivation and discipline in learning, because they feel valued and cared for. Thus, building a harmonious relationship between teachers and students is a crucial factor in creating a conducive and effective learning atmosphere, which has a direct impact on improving students' writing skills.

The seventh question from the students' answer Based on the students' responses, it can be concluded that technology plays a significant role in facilitating the writing process, particularly in accessing information and references. Most students stated that the use of digital technology, such as the internet and supporting applications, helps them obtain writing materials more quickly and easily. Technology is also considered to accelerate the writing process, increase efficiency, and broaden their horizons in composing texts, especially descriptive texts. Thus, the integration of technology into writing activities significantly helps students become more independent, productive, and creative in expressing their ideas.

The eighth question from studens' answer From the students' responses, it can be concluded that digital technology significantly assists the writing process by providing easy access to learning resources and writing aids. Technology not only makes it easier for

students to find references but also helps them produce more varied and engaging writing. Many students feel more enthusiastic about writing because of the technological support that allows their ideas to be conveyed more quickly and creatively. Thus, the use of digital technology plays a significant role in improving the quality and diversity of students' writing, particularly in descriptive texts.

The ninth question from the studens' answer Based on student responses, it can be concluded that assessment and feedback are crucial for developing students' writing skills. Assessment helps students identify deficiencies in their writing, while feedback provides direction and guidance for improving and enhancing the quality of their writing. Through constructive assessment and feedback, students become more aware of areas for improvement and are motivated to continue learning and developing their writing skills. Therefore, assessment and feedback are key components of an effective writing learning process.

The thenth question, the students' answer it can be concluded that clear and precise assessment and feedback play a crucial role in helping students improve the quality of their writing. Detailed and targeted assessment provides students with concrete guidance on areas for improvement. Effective feedback guides students in writing more clearly and effectively and helps them generate new ideas for developing their writing. Therefore, communicative and constructive assessment and feedback are key elements in the writing learning process, enabling students to continue developing and producing higher-quality work.

B. Data Analysis

Analysis of the writing abilities of male and female in descriptive texts is a process to research and compare how male and female use language and writing styles

in descriptive texts. Based on this, the researcher conducted research to look in depth at the factors.

What factors influence the ability to write descriptive texts of male students and female students. The researcher used observation and interviews to obtain data on the objects being studied. The results of this study were present in the form of qualitative analysis, not in the form of numbers or figures. The data obtained in the field, obtained in the form of interviews was described below, followed by a description of the findings.

There were several factors influence the ability to write descriptive texts in the second grade of senior high school at SMAN 1 Mandah:

1) Motivation

Motivation is an emotional drive within a person to be able to do something more than that, to complete something. When a person is motivated to do something, the enthusiasm within him to complete or achieve a goal will encourage the achievement of that goal. As a human being There are conditions where someone experiences a decline in performance and becomes unproductive, thus preventing them from being able to complete the work they have.

Through this motivational factor, it can determine the differences between male and female students' abilities in writing descriptive texts. Because motivation allows students to grasp the meaning of descriptive texts, they are motivated to understand, study, and master them.

In this case, the researcher directly asked the English teacher. Based on the interview, it can be concluded that students with high motivation perform well in their learning. The English travel stated that "*It's clear that if we motivate students, it will come from within and from outside, of course,*

by getting good grades because they study hard and well. But if it comes from within, it's even better."

This is also in line with the results of the researcher interview with Andika. The student stated that "*Yes, I am more enthusiastic and focused on studying"*

Furthermore, the researcher also asked if motivation could influence students' writing skills. According to interview with the teacher, how could motivation influence the skills of male and female students in descriptive writing. The teacher said "*This descriptive text is a text about describing something or describing a person if we give motivation to our child and ask them to describe his mother, someone they loves, then they will be more motivated"*

The results of the researcher interview with Andrian, was *"Motivation makes me more enthusiastic and more diligent in writing."* However, Andika opinion differs, he explains that *" Motivation can increase self-confidence."* This was in line with the theory put forward by Mursyadad. It explained that motivation can encourage someone to make high efforts in what they are doing. Its purpose. Whether the goal is the individual's own goal or the shared goal of education. In terms of motivation, there are things that underlie the emergence of a person's motivation to learn when there is something that is needed as the ultimate goal of the effort. Some things that can lead to motivation include achievement, recognition, work attitudes, responsibility, and progress. (Mursyadad et.al, 2022).

From the theoretical explanation above, it can be understand the importance of motivation in learning because it can encourage someone to

strive harder to achieve their goals, whether the teacher's own goals or those of the students. This is evident in the explanations put forward by the experts above, which provide a foundation that can be applied to the ability to write descriptive texts.

Based on the observations that the researcher conducted at SMAN 1 Mandah, the researcher saw that the teacher had provided motivation to students on how to understand descriptive texts so they could write them well and correctly. And the researcher saw through the motivation given by this English teacher to students how the level of motivation between male and female students in writing descriptive texts was visible.

Although there were also some students who do not embellish and still consider indifferent to the motivation given by the teacher in writing descriptive texts between male and female students.

Based on the results of interviews and observations conducted by the researcher , it can be analyzed that the male students at SMAN 1 Mandah through this motivation have seen changes in their writing of descriptive texts because they were motivate to learn it and the teacher has given high motivation to the students in writing descriptive texts.

2) Positive Environment

Creating a positive environment is the most supportive thing in the teaching and learning process because to obtain maximum results from an educational process, a supportive learning environment is needed to strengthen it. An atmosphere that can facilitate the learning process and personal development, both formal and continuous learning. A good environment is also the most important in creating a learning experience. A

supportive atmosphere can encourage students to help them focus and improve their understanding and memory of the material. So that through this environment, it can provide students with the ability to easily understand the ability to write descriptive texts between male and female students.

In this case, the researcher asked the English teacher directly about whether a positive environment can influence the writing skills of male and female students in descriptive writing. She stated that *" It's obvious why. Because many of his friends are learning and writing descriptive texts, he'll definitely get carried away. But if the environment is bad, many people don't want to write, so he'll get carried away."* The students with name sukri also said that *" Yes, a positive environment makes students more comfortable writing."*

Furthermore, the researcher also asked if a positive environment can influence students' writing skills. According to the teacher , how can a positive environment influence the writing skills of male and female students in descriptive writing. She explained that *" This positive environment, for example, we encourage students to be motivated, not just by one student, but by encouraging all students to be motivated by giving awards so that if the award is given, the student will want to be, and the student will be enthusiastic.*

From the results of the interviews conducted by the researcher, it can be concluded that a positive environment was one of the factors that can influence the writing ability of male and female students in descriptive texts. This was in line with the theory put forward by Saputro in the principle.

Constructivism in learning emphasizes the role of students as active participants in learning. Meanwhile, teachers act as facilitators. To encourage children to be more active in learning, a democratic learning environment is necessary. Learning activities are interactive and student-centered. Educators strive to encourage students to learn independently and take responsibility for their learning. (Saputri & Pakpaham, 2021)

From the theoretical explanation above, it can be understood that a positive environment has a very big influence on learning, especially in learning to write descriptive texts between the abilities of male and female students .Based on the observations conducted by the researcher at SMAN 1 Mandah, the researcher saw that the teachers had created a positive environment to create interesting learning and open students' understanding of the material presented to students. Although there are still some students who have not been able to feel the impact of a positive environment in learning and the ability to write descriptive texts between male and female students.

Based on the results of interviews and observations that the researcher conducted at SMAN 1 Mandah, it can be analyzed that positive environmental also factors influence the ability to write descriptive texts between male and female students at SMAN 1 Mandah, where the writing ability of male students is more challenged and more enthusiastic in writing descriptive texts than female students.

3) Teacher and Student Relationship

The relationship between teachers and students in education will certainly not be possible separated because education requires each other

between teachers and students. We can understand that in writing descriptive texts, male and female students certainly have differences in their writing. Descriptive text is the relationship between teachers and students.

Based on the results of interviews that researcher have conducted with English teachers, the researcher asked the teacher whether the relationship between teachers and students can influence the skills of male and female students in descriptive writing. She said that *" The relationship between students and teachers is certainly good, but there are teachers who are a bit short-tempered or like to get angry in local areas. Well, regarding this, students sometimes get angry when they are given something to do, they get angry when it is not done, but if we as teachers have a good relationship with them, they love them, the positive thing is that we respect them as students, God willing, they will do the tasks given."* This is also reinforced by the results of an interview with Indra also added that *" It adds to the spirit"* This was also explained by Restu Januagun Musyafarayyan, he explained that *" Supportive teachers make students understand the learning better"*

Based on the interview results, it can be concluded that the relationship between teacher and student was one factor that can influence male and female students' writing abilities in descriptive texts. However, this only applied to some students, not at all.

According to the opinion put forward by Jean Piaget, he said that students are actively involved in the learning process, for example by asking questions, sharing ideas, and trying various writing techniques. And the role

of the teacher as a facilitator who helps students exceed the limits of their current abilities, teachers can provide gradual support starting from good descriptive texts, step-by-step guidance in composing sentences and paragraphs. Based on the theory explained above, it can be understood that teachers and students have a very important role in the learning process, especially in this descriptive text because teachers and students are two components that cannot be separated because the reference teacher will provide an overview to students.

Based on the observations that the researcher did at SMAN 1 Mandah, the researcher saw directly that the relationship between teachers and students cannot be separated and it can be understood that teachers had a very important role in students' abilities. In writing descriptive texts for male and female students, although there were differences in their descriptive text writing abilities.

Based on the results of observations and interviews, it can be concluded that the ability to write descriptive texts between male and female students through the relationship between teacher and student has several differences. Some were happy with the role of teacher and student, while others did not understand how to understand this descriptive text.

4) Digital Technology

Digital technology in general does have an effect on students' writing skills, including in writing descriptive texts. Digital media such as digital comics and videos can make writing learning more interesting and less boring, encouraging students to be more active in expressing their ideas and thoughts in written form. The internet provides abundant information and

references that greatly help students in detailing their descriptive texts. They can find video images from various sources to enrich their writing. Digital technology offers a variety of tools and applications that support students' creativity in writing. In addition, digital technology is another factor that can influence the writing skills of male and female students in descriptive texts.

As the results of interviews conducted by researcher with English teacher of grade XI SMAN 1 Mandah, regarding whether digital technology can influence the writing skills of male and female students in descriptive writing, she said that *"It is very influential. For example, when a digital influencer writes descriptive text, they don't know the vocabulary because they have a cell phone or laptop, they can see it there and use it. If they can, they're capable of writing there, because they have the tools to use when writing or guidelines."* This is also reinforced by the results of an interview with Hardiansyah *" Can technology makes the writing process easier"*

The researcher also asked if digital technology can influence students' writing skills. According to the teaching , how digital technology can influence the skills of male and female students in writing descriptive texts, she stated that *" If digital technology is so easy, why is that? Because to translate just one text, there is an application on their cellphone, they will be willing to work because they have a handle for it."* In this case, the researcher also asked Hardiansyah and Pandu Dwinata they both agree that technology provided references and writing aids.

According to expert opinion, it explained that using digital technology in learning to write descriptive texts offers great competence to improve the abilities of both male and female students. From the theoretical

explanation above, it can be understood that digital technology has a very big influence on the learning process because currently digital technology is very widely used, especially in the environment, so using digital technology according to needs in learning is something that can be applied.

Based on the results of observations that the researcher conducted in the field, the researcher saw that in the learning process, teachers used digital technology so that students can easily understand how to write descriptive texts in the learning process to see the level of writing ability between male and female students. Although some of the students used the opportunities provided by the technology only to play around, the teacher has made it easy for them to find examples of descriptive texts so that they can easily understand them. lts of observations and interviews that the researcher conducted in the field, it can be concluded that the ability to write descriptive texts through technological factors. Digital had a positive impact because through the technology provided, students can access various ways of writing descriptive texts so that they can understand them well.

5) Assessment and Feedback

The final factor influencing male and female students' ability to write descriptive texts was feedback and assessment. Based on the results of interviews conducted by researcher with English teachers of grade XI at SMAN 1 Mandah, regarding whether assessment and feedback can influence male and female students' writing skills in writing descriptive texts, he stated that *" Yes, it is clear that if a teacher wants to assess students because the grade is a form of appreciation, so if he assesses the results of*

the students' work, of course the students are happy, but if after the students work but there is no assessment, of course the students will not want to work anymore.

Researcher also asked about whether assessment and feedback could be influence students' writing skills. According to the teacher she explained that *" Assessment and feedback: If students want good grades, they will certainly try harder to write. If we don't want to assess them, they won't want to write and won't want to do their assignments because students need appreciation and it is really needed."* This was also explained by Syahel, he said that "*Clear instructions"*

Based on the results of interviews conducted by researchers, it can be interpreted that assessment and feedback are one of the factors that can influence the writing ability of male and female students in descriptive text, but this is not the main factor. Assessment and feedback factors only apply to certain students, not all students. Based on interviews conducted by researchers, overall the results of this interview show that students' ability to write descriptive text is influenced by a combination of various factors, but the most dominant ones are influenced by motivation, learning environment, and digital technology. Female students tend to be more structured, focused on details, and motivated by academic goals, while male students are more creative, practical, and motivated by

challenges or rewards. With a teaching approach that considers the needs and characteristics of each group, teachers can help students improve their writing skills more optimally. This can be done by creating a supportive learning environment, providing constructive feedback, and

utilizing technology to support the learning process.

Based on the research results, it was discovered that several factors influence descriptive writing skills among male and female students at SMAN 1 Mandah. These factors include motivation, a positive learning environment, teacher-student relationships, the use of digital technology, and assessment and feedback. Motivation plays a crucial role in students' writing skills.

According to Ryan & Deci's (2000) motivation theory, intrinsic and extrinsic motivation can influence a person's academic performance. Female students tend to have higher intrinsic motivation, such as the desire to get the best grades and recognition from teachers, while male students are more motivated by challenges and competition. This is in line with Santrock's (2003) research which states that gender differences in education are often influenced by social and cultural factors. A supportive learning environment can improve students' writing skills. Research conducted by Hattie (2009) shows that a positive classroom environment contributes to improving students' academic skills. In this study, it was found that female students are more comfortable in a stable and emotional environment, while male students are more responsive to a dynamic and interactive environment. This suggests that different learning approaches need to be implemented to accommodate their learning styles. The interaction between

Teachers and students are also important factors in improving writing skills. Vygotsky's (1978) theory of the Zone of Proximal Development (ZPD) emphasizes that social interactions, including feedback from teachers, contribute to students' cognitive development. This study

found that female students were more likely to seek direct feedback from teachers, while male students preferred clear and specific instructions without much additional explanation. Digital technology plays an important role in learning to write. Graham & Perin's (2007) research shows that integrating technology into writing learning can improve the quality of students' writing. Female students in this study used technology more to improve writing accuracy, such as by utilizing online grammar and dictionary applications, while male students used technology more often to find creative ideas and present more interesting descriptions.

ent and feedback contribute to the development of students' writing skills. According to Black & William (1998), regular formative assessment can help students correct writing errors. The findings of this study indicate that female students pay more attention to details in teacher corrections, while male students focus more on the appreciation of creativity. Therefore, different assessment methods can be applied to maximize the potential of each gender group. The findings of this study have important implications for English language teaching, particularly in descriptive writing skills. Teachers can implement more varied learning strategies to meet the learning needs of male students.

Boys and girls. For example, providing more challenges and competition for boys, while for girls, more emphasis is placed on providing detailed feedback and emotional support. Furthermore, more effective technology integration in writing learning can also improve the overall quality of students' writing. Based on the analysis and discussion, it can be concluded that factors influencing differences in descriptive writing skills

between boys and girls include motivation, learning environment, teacher-student relationships, digital technology, and assessment and feedback. By understanding these factors, educators can design more inclusive and effective teaching strategies to optimally improve students' writing skills.

Based on the results of interviews conducted by researcher, it can be interpreted that assessment and feedback were one of the factors that can influence the writing ability of male and female students in descriptive text, but this was not the main factor. Assessment and feedback factors only applied to certain students, not all students. Based on interviews conducted by researcher, overall the results of this interview showed that students' ability to write descriptive text was influenced by a combination of various factors, but the most dominant ones was influenced by motivation, learning environment, and digital technology. Female students tend to be more structured, focused on details, and motivated by academic goals, while male students are more creative, practical, and motivated by Challages or reward with a teaching approach that considered the needs and characteristics of each students, teachers can helped students improved their writing skills more optimally. This can be done by creating a supportive learning environment, providing constructive feedback, and utilizing technology to support the learning process.

Based on the research results, it was discovered that several factors influence descriptive writing skills among male and female students at SMAN 1 Mandah. These factors include motivation, a positive learning environment, teacher-student relationships, the use of digital technology, and assessment and feedback. Motivation plays a crucial role in students' writing skills.

C. Discussion

According to Ryan & Deci's (2000) motivation theory, intrinsic and extrinsic

motivation can influence a person's academic performance. Female students tend to have higher intrinsic motivation, such as the desire to get the best grades and recognition from teachers, while male students are more motivated by challenges and competition. This is in line with Santrock's (2003) research which states that gender differences in education are often influenced by social and cultural factors. A supportive learning environment can improve students' writing skills. Research conducted by Hattie (2009) shows that a positive classroom environment contributes to improving students' academic skills. In this study, it was found that female students are more comfortable in a stable and emotional environment, while male students are more responsive to a dynamic and interactive environment. This suggests that different learning approaches need to be implemented to accommodate their learning styles. The interaction between

Teachers and students were also important factors in improving writing skills. Vygotsky's (1978) theory of the Zone of Proximal Development (ZPD) emphasizes that social interactions, including feedback from teachers, contribute to students' cognitive development. This study found that female students were more likely to seek direct feedback from teachers, while male students preferred clear and specific instructions without much additional explanation. Digital technology plays an important role in learning to write. Graham & Perin's (2007) research shows that integrating technology into writing learning can improve the quality of students' writing. Female students in this study used technology more to improve writing accuracy, such as by utilizing online grammar and dictionary applications, while male students used technology more often to find creative ideas and present more interesting descriptions.

Assessment and feedback contribute to the development of students' writing skills. According to Black & William (1998), regular formative assessment can help students correct writing errors. The findings of this study indicate that female students pay more attention to details in teacher corrections, while male students focus more on the appreciation of creativity. Therefore, different assessment methods can be applied to maximize the potential of each gender group. The findings of this study have important implications for English language teaching, particularly in descriptive writing skills. Teachers can implement more varied learning strategies to meet the learning needs of male students.

Male and female provided more challenges and competition for male, while for female, more emphasis was placed on providing detailed feedback and emotional support. Furthermore, more effective technology integration in writing learning can also improved the overall quality of students' writing.

Based on the analysis and discussion, it can be concluded that factors influencing differences in descriptive writing skills between male and female include motivation, learning environment, teacher-student relationships, digital technology, and assessment and feedback. By understanding these factors, educators can design more inclusive and effective teaching strategies to optimally improve students' writing skills.

CHAPTER V
CONCLUSION

K. Conclusion

Based on the results of the research that the researcher has conducted at SMAN 1 Mandah regarding the analysis of the writing abilities of male and female in descriptive texts in the second grade of senior high school at SMAN 1 Mandah, it can be concluded that there are several factors that can influence the ability to write descriptive texts of male students. men and women:

1. Motivation
2. Positive environment
3. Teacher and student relationship
4. Digital technology
5. Assessment and feedback

L. Implication

Based on the research results, the following theoretical and practical implications can be put forward:

1. Theoretical implications

The selection of the right learning method can influence the achievement of students' achievements in learning English regarding the ability to write descriptive texts between male and female students using several methods.

2. Practical implications

The research results are used as input for teachers and prospective teachers, to improve themselves in relation to the teaching that has been carried out and the presentation of student learning that has been achieved by paying attention to factors that influence the ability to write descriptive texts between male and female students.

M. Suggestions

Based on the results of this study, there are several suggestions that can be given to the relevant parties.

For Teachers: Teachers are expected to be able to apply more varied learning methods by considering the differences in learning styles between male and female students. Challenge- and competition-based approaches can be applied to male students, while detailed feedback and emotional support are emphasized more for female students. Furthermore, the use of digital technology in writing learning also needs to be increased to increase students' interest and motivation in writing.

For Students: Students are expected to be more active in developing their writing skills by utilizing various learning resources, such as digital technology and group discussions. Male students are advised to pay more attention to detail in their writing,

while female students can be more daring in exploring creative ideas.

For Schools: Schools need to provide facilities and environments that support learning, such as access to digital technology and training programs for teachers to improve teaching and writing skills that suit the characteristics of students. In addition, the existence of a writing competition program can be a strategy to increase students' motivation in writing.

For Further Researchers: This study still has limitations in the scope and methods used. Therefore, further research is recommended to explore more deeply other factors that may influence students' writing abilities, such as family roles, reading habits, and more specific learning methods. In addition, research with a broader quantitative approach can provide more generalizable results.

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APPENDICES

Appendix 1: Results of Male and Female Students' Writing Skills Training in Descriptive Text at SMAN 1 Mandah

Students Name	Male Score	Female Score
AP		78
ANDK	78	
ANDR	78	
DH		80
DRA		85
DS		74
HDS	82	
IA		
IN	80	
IY		73

LM		74
LN		76
MZ	82	
MRA	86	
PD	83	
RA	88	
RN	88	
RM		74
RF	85	
RJM	85	
SA		75
SSK		75
SH		75
SS		80
SK	82	
SH	95	
TK		80
UA		75
ZD	92	
ZR		80
	84,57	**76,93**

Students Name	**Male Score**	**Female Score**
AAS	82	
AZ	75	
AH	80	

DL	78	
DA	65	
FY	70	
IS		98
JH	76	
KS		89
LS		80
LA		100
MFR	80	
MLA	89	
MM		95
NA		89
NN		78
PSB		80
RF	75	
RG	92	
SPR	80	
SM		80
SJD		80
SNKA		79
TTW		80
VR	80	
WAP	78	
YR	90	
ZKR	78	
	79,25	**85,66**

Students Name	Male Score	Female Score
AL	90	
AA		80
AS	75	
AP	65	
EP		90
HW	78	
HJW		92
IAP		85
KA		80
LH		82
MA	65	
MDSP	65	
MF	83	
MLS	78	
MN	80	
MSF	68	
MJS	79	
MSK	78	
NR		80
OSM		79
RZ		85
RKP		65
RP	70	
SM	68	
SR		78
SPM		60

SNSM		99
SFY		90
UR	80	
WHY	78	
ZP		80
	75	**81,66**

Students Name	**Male Score**	**Female Score**
AS		78
AR		80
BY	78	
DD		78
DS	80	
ERY		78
HMP	65	
IJ	65	
KS		88
MRNM		82
MR	75	
NFM	65	
PRN		80
RHN	65	
RA	65	
RD	70	
SIR	65	
SR		82
SDA		85

WYD	80	
	70	**81,22**

Students Name	Male Score	Female Score
AD	70	
AF	65	
AS	65	
DH	80	
DY	78	
ESS	72	
FT		85
FA		86
HA	72	
MF	75	
MS	70	
RS	65	
SNJ	85	
SNJ		85
SZ		80
SN		82
SG	75	
US	60	
VAP	80	
ZN		75
	72,28	**82,16**

No.	Male Score	Female Score
XI IPA1	77,87	83,4

63

XI IPA 2	84,9	79,9
XI IPA 3	82,3	66
XI IPS 1	81,5	71,7
XI IPS 2	81,6	71,3

The data got from teacher SMAN 1 Mandah

Appendix 2: Validation Sheet

INTERVIEW INSTRUMENT VALIDATION SHEET

Researcher : **Adilya Ramadinny**
NIM : **2319035**
Study Program : English Language Education
Research Title : An Analysis Male and Female Writing Ability In Descriptive Text In Second Year of Senior High School at SMAN 1 Mandah

This validation sheet is intended to find out the opinion of the Mr./Mrs. as validator about the research instrument that has been prepared by the researcher in the form of an interview. Later, your assessment will be very useful in improving this instrument if there are any errors or things that you think are important to change, so that this instrument in the form of an interview is even better before it is brought to the field for research.

With this, the researcher hopes that the validator is willing to put a or X in the column shown according to your opinion/assessment and give suggestions for improvement.

Information:

5 = Very good 3 = Fairly good 1 = Very bad
4 = Good 2 = Bad

We hope that you are willing to fill in the validation form below and I would like to thank you very much.

A. Interview Questions For Male Students

No	Question Items	1	2	3	4	5	Information
1	Question 1					✓	
2	Question 2					✓	
3	Question 3					✓	
4	Question 4				✓		
5	Question 5				✓		
6	Question 6					✓	
7	Question 7					✓	
8	Question 8					✓	
9	Question 9					✓	
10	Question 10				✓		

B. Interview Questions For Female Students

No	Question Items	1	2	3	4	5	Information
1	Question 1					✓	
2	Question 2					✓	
3	Question 3				✓		
4	Question 4					✓	
5	Question 5					✓	
6	Question 6					✓	
7	Question 7					✓	
8	Question 8					✓	
9	Question 9				✓		
10	Question 10					✓	

C. Interview Questions For Teacher

No	Question Items	1	2	3	4	5	Information
1	Question 1				✓		
2	Question 2			✓			
3	Question 3				✓		
4	Question 4			✓			
5	Question 5				✓		
6	Question 6			✓			
7	Question 7					✓	
8	Question 8				✓		
9	Question 9				✓		
10	Question 10				✓		

D. General Assessment

No	Description	A	B	C	D	E
1	General Assessment	✓				

Information:

A = Can be used without revision B = Can be used with minor revision
C = Can be used with moderate revision D= Can be used with major revision
E = Cannot be used

E. Comments or Suggestions

Bukittinggi, 2024
Validators

Nurhayati, S.Pd
NIP. 19780706 200604 2024

OBSERVATION INSTRUMENT VALIDATION SHEET

Researcher : **Adilya Ramadinny**
NIM : **2319035**
Study Program : English Language Education
Research Title : An Analysis Male and Female Writing Ability In Descriptive Text In Second Year of Senior High School at SMAN 1 Mandah

This validation sheet is intended to find out the opinion of the Mr./Mrs. as validator about the research instrument that has been prepared by the researcher in the form of an observation. Later, your assessment will be very useful in improving this instrument if there are any errors or things that you think are important to change, so that this instrument in the form of an observation is even better before it is brought to the field for research.

With this, the researcher hopes that the validator is willing to put a or X in the column shown according to your opinion/assessment and give suggestions for improvement.

Information:

5 = Very good 3 = Fairly good 1 = Very bad
4 = Good 2 = Bad

We hope that you are willing to fill in the validation form below and I would like to thank you very much.

No	Aspect	Evaluation 1	2	3	4	5
1	Instructions are stated clearly.				✓	
2	Statements are formulated briefly				✓	
3	Observed indicators cover all aspects				✓	
4	Grammatical correctness				✓	
5	Language used is communicative				✓	

General Assessment

No	Description	A	B	C	D	E
1	General Assessment	✓				

Information:

A = Can be used without revision B = Can be used with minor revision

C = Can be used with moderate revision D= Can be used with major revision

E = Cannot be used

Comments or Suggestions

Bukittinggi, 2024

Validators

Nurhayati, S.Pd

NIP. 197407062006042024

STATEMENT LETTER

The undersigned, below:

Validators :

Agency :

This is to certify that the student named Adiya Ramadinny with NIM 2319.035 titled An Analysis of Male and Female Writing Ability in Descriptive Text in Second Year of Senior High School at SMAN 1 Mandah has indeed validated the research instrument that will be used in research and processing of thesis data.

This certificate is therefore truthfully prepared so that it can be used correctly.

Bukittinggi, 2024

Validators

Nurhayati, S.Pd

NIP. 197407062006042024

PEDOMAN WAWANCARA

ANALISIS KEMAMPUAN MENULIS PRIA DAN WANITA PADA TEKS DESKRIPTIF DI KELAS 2 SEKOLAH MENENGAH ATAS DI SMAN 1 MANDAH

PEDOMAN WAWANCARA UNTUK GURU

1. Menurut Anda, apakah motivasi dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?
2. Jika motivasi dapat memengaruhi keterampilan menulis siswa, menurut Anda bagaimana motivasi dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?
3. Menurut Anda, apakah lingkungan yang positif dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?
4. Jika lingkungan yang positif dapat memengaruhi keterampilan menulis siswa, menurut Anda bagaimana lingkungan yang positif dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?
5. Menurut Anda, apakah hubungan guru-siswa dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?
6. Jika hubungan guru-siswa dapat memengaruhi keterampilan menulis siswa, menurut Anda bagaimana hubungan guru-siswa dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?
7. Menurut Anda, apakah teknologi digital dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?
8. Jika teknologi digital dapat memengaruhi keterampilan menulis siswa, menurut Anda bagaimana teknologi digital dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?
9. Menurut Anda, apakah penilaian dan umpan balik dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?
10. Jika penilaian dan umpan balik dapat memengaruhi keterampilan menulis siswa, bagaimana menurut Anda penilaian dan umpan balik dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?

PEDOMAN WAWANCARA UNTUK SISWA LAKI-LAKI

1. Menurut Anda, apakah motivasi dapat memengaruhi kemampuan menulis siswa laki-laki saat menulis teks deskriptif?
2. Jika motivasi dapat memengaruhi kemampuan menulis siswa, bagaimana menurut Ananda motivasi dapat memengaruhi kemampuan siswa laki-laki untuk menulis teks deskriptif?
3. Menurut Anda, apakah lingkungan yang positif dapat memengaruhi kemampuan menulis siswa laki-laki saat menulis teks deskriptif?
4. Jika lingkungan yang positif dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana gaya belajar memengaruhi kemampuan siswa laki-laki untuk menulis teks deskriptif?
5. Menurut Anda, apakah hubungan guru-siswa dapat memengaruhi kemampuan menulis siswa laki-laki saat menulis teks deskriptif?
6. Jika hubungan guru-siswa dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana hubungan guru-siswa memengaruhi kemampuan siswa laki-laki untuk menulis teks deskriptif?
7. Menurut Anda, apakah teknologi digital dapat memengaruhi kemampuan menulis siswa laki-laki saat menulis teks deskriptif?
8. Jika teknologi digital dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana teknologi digital memengaruhi kemampuan siswa laki-laki untuk menulis teks deskriptif?
9. Menurut Anda, apakah penilaian dan umpan balik dapat memengaruhi kemampuan menulis siswa laki-laki saat menulis teks deskriptif?

10. Jika penilaian dan umpan balik dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana penilaian dan umpan balik sosial memengaruhi kemampuan siswa laki-laki untuk menulis teks deskriptif?

PEDOMAN WAWANCARA UNTUK SISWA PEREMPUAN

1. Menurut Anda, apakah motivasi dapat memengaruhi kemampuan menulis siswa perempuan saat menulis teks deskriptif?
2. Jika motivasi dapat memengaruhi kemampuan menulis siswa, bagaimana menurut Ananda motivasi dapat memengaruhi kemampuan siswa perempuan untuk menulis teks deskriptif?
3. Menurut Anda, apakah lingkungan yang positif dapat memengaruhi kemampuan menulis siswa perempuan saat menulis teks deskriptif?
4. Jika lingkungan yang positif dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana lingkungan yang positif memengaruhi kemampuan siswa perempuan untuk menulis teks deskriptif?
5. Menurut Anda, apakah hubungan guru-siswa dapat memengaruhi kemampuan menulis siswa perempuan saat menulis teks deskriptif?
6. Jika hubungan guru-siswa dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana hubungan guru-siswa memengaruhi kemampuan siswa perempuan untuk menulis teks deskriptif?
7. Menurut Anda, apakah teknologi digital dapat memengaruhi kemampuan menulis siswa perempuan saat menulis teks deskriptif?
8. Jika teknologi digital dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana teknologi digital memengaruhi kemampuan siswa perempuan untuk menulis teks deskriptif?
9. Menurut Anda, apakah penilaian dan umpan balik dapat memengaruhi kemampuan menulis siswa perempuan saat menulis teks deskriptif?

10. Jika penilaian dan umpan balik dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana penilaian dan umpan balik memengaruhi kemampuan siswa perempuan dalam menulis teks deskriptif?

OBSERVATION SHEET

Yes : **If performed**
No : **If not performed**
Day/Date :

No	Item	Aspek yang di Observasi	Ya	Tidak
1	Motivation	Students demonstrate interest in developing writing skills by taking an active role in classroom writing activities	✓	
		In learning to write, students achieve good results and achieve grades above the criteria for completion		✓
		The students look enthusiastic when they learn to write in class		
2	Positive Environment	Students discuss with each other and the teacher creates a caring atmosphere in the classroom		
		The classroom is neatly arranged (physical environment)		
		Establishment of study groups that support each other (social environment)		
3	Teacher Student Relationship	Teachers and students often interact/communicate in class while learning to write		
		Students are supported by teachers in learning to write, which allows students to collaborate more freely and		

		remove doubts		
		Students are not afraid to ask the teacher when they learn to write		
4	Digital technology	Students use social networks to read references		
		Students become more creative when they use social networks in learning to write		
		Students find it easier to express thoughts/ideas when using social networks while learning to write		
5	Assesment and Feddback	Students receive objective and positive grades from the teacher in learning to write to monitor student learning		
		The students are praised and assessed by the teacher on the students' writing results		
		Students seem to understand better through teacher feedback and are helped		

RESEARCH GUIDELINE

Variable	Sub Variable	Indicator and Items	Description
An Analysis Male and Female Writing Ability In Descriptive Text In Second Year of Senior High School at SMAN 1 Mandah	Factors Influence Male and Female Language Writing Ability	Motivation (1,2) (Dhanya & Alamelu, 2019)	Learners with high level of motivation do good learning and writing and achieve good results. Students with low level motivation find writing complex and also sense failure.
		Positive Environment (3,4) (Dhanya & Alamelu, 2019)	It is an essential component that a positive environment help in language learning. The focus on writing becomes more clear, advent and precise. The activities rendered for learning would have improved.
		Teacher Student Relationship (5,6) (Dhanya & Alamelu, 2019)	A healthy teacher-student relationship is vital in the acquisition of new skills and teachers play a key role in building these relationships. The more the student and the teacher communicate, the more ideas generate. This helps in a better development towards language learning.
		Digital Technology (7,8) (Dhanya & Alamelu, 2019)	The digital tools aid students to learn, understand and express their thoughts in writing which also reaches wider audience.

LEMBAR VALIDASI INSTRUMEN WAWANCARA

Peneliti : Adilya Ramadinny
NIM : 2319035
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Analisis Kemampuan Menulis Siswa Laki-laki dan Perempuan dalam Teks Deskriptif Kelas 2 SMA Negeri 1 Mandah

Lembar validasi ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu selaku validator terhadap instrumen penelitian yang telah disusun oleh peneliti berupa wawancara. Nantinya penilaian Bapak/Ibu akan sangat berguna dalam penyempurnaan instrumen ini apabila terdapat kesalahan atau hal-hal yang menurut Bapak/Ibu perlu diperbaiki, sehingga instrumen berupa wawancara ini menjadi lebih baik lagi sebelum dibawa ke lapangan untuk diteliti.

Dengan ini peneliti berharap kepada validator agar bersedia memberikan tanda √ atau X pada kolom yang tersedia sesuai dengan pendapat/penilaian Bapak/Ibu dan memberikan saran-saran perbaikan. Informasi:

5 = Sangat baik 3 = Cukup baik 1 = Sangat buruk
4 = Baik 2 = Buruk

Kami berharap Anda bersedia mengisi formulir validasi di bawah ini dan saya ingin mengucapkan terima kasih banyak.

No	Item Pertanyaan						Keterangan
		1	2	3	4	5	
1	Pertanyaan 1				✓		
2	Pertanyaan 2				✓		
3	Pertanyaan 3					✓	
4	Pertanyaan 4					✓	
5	Pertanyaan 5					✓	
6	Pertanyaan 6					✓	
7	Pertanyaan 7				✓		
8	Pertanyaan 8					✓	
9	Pertanyaan 9				✓		
10	Pertanyaan 10					✓	

Penilaian Pertanyaan Secara Umum / Keseluruhan

No	Deskripsi	A	B	C	D	E
1	Penilaian	✓				

Keterangan Untuk Penilaian:

A = 40 – 50
B = 30 – 39
C = 20 - 29
D = 0 – 19
E = 0 - 9

Komentar atau Saran

Bukittinggi, 2025
Validator

NIP.

LEMBAR VALIDASI INSTRUMEN OBSERVASI

Peneliti : Adilya Ramadinny
NIM : 2319035
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Analisis Kemampuan Menulis Siswa Laki-laki dan Perempuan dalam Teks Deskriptif Kelas 2 SMA Negeri 1 Mandah

Lembar validasi ini bertujuan untuk mengetahui pendapat Bapak/Ibu sebagai validator terhadap instrumen penelitian yang telah disusun oleh peneliti berupa observasi. Nantinya penilaian Bapak/Ibu akan sangat berguna dalam penyempurnaan instrumen ini. Apabila terdapat kesalahan atau hal-hal yang menurut Bapak/Ibu perlu diperbaiki, sehingga instrumen berupa observasi ini menjadi lebih baik lagi sebelum dibawa ke lapangan untuk diteliti.

Dengan ini peneliti berharap kepada validator agar bersedia memberikan tanda √ atau X pada kolom yang tersedia sesuai dengan pendapat/penilaian Bapak/Ibu dan memberikan saran-saran perbaikan. Informasi:

5 = Sangat baik 3 = Cukup baik 1 = Sangat buruk
4 = Baik 2 = Buruk

Saya berharap Bapak/Ibu bersedia mengisi formulir validasi di bawah ini dan saya ingin mengucapkan terima kasih banyak.

No	Aspek	Penilaian				
		1	2	3	4	5
1	Motivasi				✓	
2	Lingkungan Positif					✓
3	Hubungan Guru dan Siswa				✓	
4	Digital Teknologi					✓
5	Penilaian dan Umpan Balik					✓

Penilaian Secara Umum

No	Deskripsi	A	B	C	D	E
1	Penilaian	✓				

Keterangan Untuk Penilaian:

A = 40 – 50
B = 30 – 39
C = 20 - 29
D = 0 – 19
E = 0 - 9

Komentar atau Saran

Bukittinggi, 2025
Validator

NIP.

PEDOMAN WAWANCARA
ANALISIS KEMAMPUAN MENULIS PRIA DAN WANITA PADA TEKS DESKRIPTIF DI KELAS 2 SEKOLAH MENENGAH ATAS DI SMAN 1 MANDAH

PEDOMAN WAWANCARA UNTUK GURU DAN SISWA

1. Menurut Anda, apakah motivasi dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?
2. Jika motivasi dapat memengaruhi keterampilan menulis siswa, menurut Anda bagaimana motivasi dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?
3. Menurut Anda, apakah lingkungan yang positif dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?
4. Jika lingkungan yang positif dapat memengaruhi keterampilan menulis siswa, menurut Anda bagaimana lingkungan yang positif dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?
5. Menurut Anda, apakah hubungan guru-siswa dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?
6. Jika hubungan guru-siswa dapat memengaruhi keterampilan menulis siswa, menurut Anda bagaimana hubungan guru-siswa dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?
7. Menurut Anda, apakah teknologi digital dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?
8. Jika teknologi digital dapat memengaruhi keterampilan menulis siswa, menurut Anda bagaimana teknologi digital dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?
9. Menurut Anda, apakah penilaian dan umpan balik dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Validator :

Instansi :

Dengan ini menyatakan bahwa mahasiswa bernama Adiya Ramadinny dengan NIM 2319.035 dengan judul Analisis Kemampuan Menulis Pria dan Wanita dalam Teks Deskriptif di Kelas 2 SMA di SMAN 1 Mandah telah benar-benar melakukan validasi instrumen penelitian yang akan digunakan dalam penelitian dan pengolahan data skripsi.

Demikianlah surat keterangan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Bukittinggi, 2025

Validator

NIP.

LEMBARAN PENGAMATAN

Ya : Jika dilakukan

Tidak : Jika tidak dilakukan

Hari/Tanggal:

No	Item	Aspek yang di Observasi	Ya	Tidak
1	Motivasi	Siswa menunjukkan minat dalam mengembangkan keterampilan menulis dengan berbicara secara aktif dalam kegiatan menulis di kelas.		
		Dalam pembelajaran menulis, siswa memperoleh hasil yang baik dan memperoleh nilai diatas kriteria kelulusan.		
		Para siswa terlihat antusias kemudian mereka belajar menulis di kelas		
2	Lingkungan Positif	Siswa berdiskusi satu sama lain dan guru menciptakan suasana yang peduli di dalam kelas.		
		Ruang kelas sudah hampir tertata		
		Pembentukan kelompok belajar yang saling mendukung		
3	Hubungan Guru-Siswa	Guru dan siswa sering berinteraksi/berkomunikasi di kelas saat belajar menulis		
		Siswa didampingi oleh guru dalam belajar menulis, sehingga siswa dapat berkolaborasi lebih bebas dan menghilangkan keraguan.		
		Siswa tidak takut bertanya kepada guru ketika belajar menulis		
4	Teknologi Digital	Siswa menggunakan jejaring sosial untuk membaca referensi		
		Siswa menjadi lebih kreatif ketika mereka menggunakan jejaring sosial dalam belajar menulis		
		Siswa merasa lebih mudah untuk mengungkapkan pikiran/ide ketika menggunakan jejaring sosial saat belajar menulis		

10. Jika penilaian dan umpan balik dapat memengaruhi keterampilan menulis siswa, bagaimana menurut Anda penilaian dan umpan balik dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?

5	Penilaian dan Umpan Balik	Guru selalu memberikan penilaian dan umpan balik terhadap hasil yang telah di buat oleh siswa		

RESEARCH GUIDELINE

Variable	Sub Variable	Indicator and Items	Description
An Analysis Male and Female Writing Ability In Descriptive Text In Second Year of Senior High School at SMAN 1 Mandah	Factors Influence Male and Female Language Writing Ability	Motivation (1,2) (Dhanya & Alamelu, 2019)	Learners with high level of motivation do good learning and writing and achieve good results. Students with low level motivation find writing complex and also sense failure.
		Positive Environment (3,4) (Dhanya & Alamelu, 2019)	It is an essential component that a positive environment help in language learning. The focus on writing becomes more clear, advent and precise. The activities rendered for learning would have improved.
		Teacher Student Relationship (5,6) (Dhanya & Alamelu, 2019)	A healthy teacher-student relationship is vital in the acquisition of new skills and teachers play a key role in building these relationships. The more the student and the teacher communicate, the more ideas generate. This helps in a better development towards language learning.
		Digital Technology (7,8) (Dhanya & Alamelu, 2019)	The digital tools aid students to learn, understand and express their thoughts in writing which also reaches wider audience.
		Assesment and Feddback (9, 10) (Dhanya & Alamelu, 2019)	The students have to be given regular assignments. These assignment should be assessed for their academic performance.

INTERVIEW INSTRUMENT VALIDATION SHEET

Researcher : **Adilya Ramadinny**
NIM : **2319035**
Study Program : English Language Education
Research Title : An Analysis Male and Female Writing Ability In Descriptive Text In Second Year of Senior High School at SMAN 1 Mandah

This validation sheet is intended to find out the opinion of the Mr./Mrs. as validator about the research instrument that has been prepared by the researcher in the form of an interview. Later, your assessment will be very useful in improving this instrument if there are any errors or things that you think are important to change, so that this instrument in the form of an interview is even better before it is brought to the field for research.

With this, the researcher hopes that the validator is willing to put a √ or X in the column shown according to your opinion/assessment and give suggestions for improvement.

Information:

5 = Very good 3 = Fairly good 1 = Very bad
4 = Good 2 = Bad

We hope that you are willing to fill in the validation form below and I would like to thank you very much.

A. Interview Questions For Male Students

No	Question Items	1	2	3	4	5	Information
1	Question 1				√		
2	Question 2			√			
3	Question 3					√	
4	Question 4					√	
5	Question 5					√	
6	Question 6				√		
7	Question 7					√	
8	Question 8				√		
9	Question 9					√	
10	Question 10				√	√	

B. Interview Questions For Female Students

No	Question Items	1	2	3	4	5	Information
1	Question 1						
2	Question 2						
3	Question 3						
4	Question 4						
5	Question 5						
6	Question 6						
7	Question 7						
8	Question 8						
9	Question 9						
10	Question 10						

C. Interview Questions For Teacher

No	Question Items	1	2	3	4	5	Information
1	Question 1						
2	Question 2						
3	Question 3						
4	Question 4						
5	Question 5						
6	Question 6						
7	Question 7						
8	Question 8						
9	Question 9						
10	Question 10						

D. General Assessment

No	Description	A	B	C	D	E
1	General Assessment					

Information:

A = Can be used without revision B = Can be used with minor revision
C = Can be used with moderate revision D= Can be used with major revision
E = Cannot be used

E. Comments or Suggestions

Pertanyaan wawancara harus menggali hal-hal yg tidak di dapatkan dari observasi, jadi pertanyaan wawancara harus diperbaiki.

Bukittinggi, 20/01 2024
Validators

Muthia Rahman, M.Pd
NIP.

OBSERVATION INSTRUMENT VALIDATION SHEET

Researcher : **Adilya Ramadinny**
NIM : **2319035**
Study Program : English Language Education
Research Title : An Analysis Male and Female Writing Ability In Descriptive Text In Second Year of Senior High School at SMAN 1 Mandah

This validation sheet is intended to find out the opinion of the Mr./Mrs. as validator about the research instrument that has been prepared by the researcher in the form of an observation. Later, your assessment will be very useful in improving this instrument if there are any errors or things that you think are important to change, so that this instrument in the form of an observation is even better before it is brought to the field for research.

With this, the researcher hopes that the validator is willing to put a √ or X in the column shown according to your opinion/assessment and give suggestions for improvement.

Information:

5 = Very good 3 = Fairly good 1 = Very bad
4 = Good 2 = Bad

We hope that you are willing to fill in the validation form below and I would like to thank you very much.

No	Aspect	Evaluation				
		1	2	3	4	5
1	Instructions are stated clearly.				✓	
2	Statements are formulated briefly				✓	
3	Observed indicators cover all aspects					✓
4	Grammatical correctness					✓
5	Language used is communicative					✓

General Assessment

No	Description	A	B	C	D	E
1	General Assessment	✓				

Information:

A = Can be used without revision B = Can be used with minor revision
C = Can be used with moderate revision D= Can be used with major revision
E = Cannot be used

Comments or Suggestions

OK!

Bukittinggi, 20/01/2025
Validators

Muthia Rahman, M.Pd
NIP.

STATEMENT LETTER

The undersigned, below:

Validators :
Agency :

This is to certify that the student named Adiya Ramadinny with NIM 2319.035 titled An Analysis of Male and Female Writing Ability in Descriptive Text in Second Year of Senior High School at SMAN 1 Mandah has indeed validated the research instrument that will be used in research and processing of thesis data.

This certificate is therefore truthfully prepared so that it can be used correctly.

Bukittinggi, 2024
Validators

NIP.

PEDOMAN WAWANCARA
ANALISIS KEMAMPUAN MENULIS PRIA DAN WANITA PADA TEKS DESKRIPTIF DI KELAS 2 SEKOLAH MENENGAH ATAS DI SMAN 1 MANDAH

PEDOMAN WAWANCARA UNTUK GURU

1. Menurut Anda, apakah motivasi dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?
2. Jika motivasi dapat memengaruhi keterampilan menulis siswa, menurut Anda bagaimana motivasi dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?
3. Menurut Anda, apakah lingkungan yang positif dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?
4. Jika lingkungan yang positif dapat memengaruhi keterampilan menulis siswa, menurut Anda bagaimana lingkungan yang positif dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?
5. Menurut Anda, apakah hubungan guru-siswa dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?
6. Jika hubungan guru-siswa dapat memengaruhi keterampilan menulis siswa, menurut Anda bagaimana hubungan guru-siswa dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?
7. Menurut Anda, apakah teknologi digital dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?
8. Jika teknologi digital dapat memengaruhi keterampilan menulis siswa, menurut Anda bagaimana teknologi digital dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?
9. Menurut Anda, apakah penilaian dan umpan balik dapat memengaruhi keterampilan menulis siswa laki-laki dan perempuan dalam penulisan deskriptif?
10. Jika penilaian dan umpan balik dapat memengaruhi keterampilan menulis siswa, bagaimana menurut Anda penilaian dan umpan balik dapat memengaruhi keterampilan siswa laki-laki dan perempuan dalam penulisan deskriptif?

PEDOMAN WAWANCARA UNTUK SISWA LAKI-LAKI

1. Menurut Anda, apakah motivasi dapat memengaruhi kemampuan menulis siswa laki-laki saat menulis teks deskriptif?
2. Jika motivasi dapat memengaruhi kemampuan menulis siswa, bagaimana menurut Ananda motivasi dapat memengaruhi kemampuan siswa laki-laki untuk menulis teks deskriptif?
3. Menurut Anda, apakah lingkungan yang positif dapat memengaruhi kemampuan menulis siswa laki-laki saat menulis teks deskriptif?
4. Jika lingkungan yang positif dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana gaya belajar memengaruhi kemampuan siswa laki-laki untuk menulis teks deskriptif?
5. Menurut Anda, apakah hubungan guru-siswa dapat memengaruhi kemampuan menulis siswa laki-laki saat menulis teks deskriptif?
6. Jika hubungan guru-siswa dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana hubungan guru-siswa memengaruhi kemampuan siswa laki-laki untuk menulis teks deskriptif?
7. Menurut Anda, apakah teknologi digital dapat memengaruhi kemampuan menulis siswa laki-laki saat menulis teks deskriptif?
8. Jika teknologi digital dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana teknologi digital memengaruhi kemampuan siswa laki-laki untuk menulis teks deskriptif?
9. Menurut Anda, apakah penilaian dan umpan balik dapat memengaruhi kemampuan menulis siswa laki-laki saat menulis teks deskriptif?
10. Jika penilaian dan umpan balik dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana penilaian dan umpan balik sosial memengaruhi kemampuan siswa laki-laki untuk menulis teks deskriptif?

PEDOMAN WAWANCARA UNTUK SISWA PEREMPUAN

1. Menurut Anda, apakah motivasi dapat memengaruhi kemampuan menulis siswa perempuan saat menulis teks deskriptif?
2. Jika motivasi dapat memengaruhi kemampuan menulis siswa, bagaimana menurut Ananda motivasi dapat memengaruhi kemampuan siswa perempuan untuk menulis teks deskriptif?
3. Menurut Anda, apakah lingkungan yang positif dapat memengaruhi kemampuan menulis siswa perempuan saat menulis teks deskriptif?
4. Jika lingkungan yang positif dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana lingkungan yang positif memengaruhi kemampuan siswa perempuan untuk menulis teks deskriptif?
5. Menurut Anda, apakah hubungan guru-siswa dapat memengaruhi kemampuan menulis siswa perempuan saat menulis teks deskriptif?
6. Jika hubungan guru-siswa dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana hubungan guru-siswa memengaruhi kemampuan siswa perempuan untuk menulis teks deskriptif?
7. Menurut Anda, apakah teknologi digital dapat memengaruhi kemampuan menulis siswa perempuan saat menulis teks deskriptif?
8. Jika teknologi digital dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana teknologi digital memengaruhi kemampuan siswa perempuan untuk menulis teks deskriptif?
9. Menurut Anda, apakah penilaian dan umpan balik dapat memengaruhi kemampuan menulis siswa perempuan saat menulis teks deskriptif?
10. Jika penilaian dan umpan balik dapat memengaruhi kemampuan menulis siswa menurut Ananda, bagaimana penilaian dan umpan balik memengaruhi kemampuan siswa perempuan dalam menulis teks deskriptif?

RESEARCH GUIDELINE

Variable	Sub Variable	Indicator and Items	Description
An Analysis Male and Female Writing Ability In Descriptive Text In Second Year of Senior High School at SMAN 1 Mandah	Factors Influence Male and Female Language Writing Ability	Motivation (1,2) (Dhanya & Alamelu, 2019)	Learners with high level of motivation do good learning and writing and achieve good results. Students with low level motivation find writing complex and also sense failure.
		Positive Environment (3,4) (Dhanya & Alamelu, 2019)	It is an essential component that a positive environment help in language learning. The focus on writing becomes more clear, advent and precise. The activities rendered for learning would have improved.
		Teacher Student Relationship (5,6) (Dhanya & Alamelu, 2019)	A healthy teacher-student relationship is vital in the acquisition of new skills and teachers play a key role in building these relationships. The more the student and the teacher communicate, the more ideas generate. This helps in a better development towards language learning.
		Digital Technology (7,8) (Dhanya & Alamelu, 2019)	The digital tools aid students to learn, understand and express their thoughts in writing which also reaches wider audience.
		Assesment and Feddback (9, 10) (Dhanya & Alamelu, 2019)	The students have to be given regular assignments. These assignment should be assessed for their academic performance.

Appendix 3: Observastion Checklist

OBSERVATION SHEET

Yes : **If performed**

No : **If not performed**

Day/Date : Wednesday - 22 July 2025

No	Items	Aspects being Observed	Yes	No	Information
1.	Motivation	Male students Perseverance in completing descriptive text tasks		✓	Siswa laki-laki tidak semua menyelesaikan tugas dalam Pelajaran descriptif teks
		male students Enthusiastic during descriptive text lessons	✓		Siswa laki-laki antusias saat mengikuti Pelajaran
		Curiosity about new material of descriptive	✓		Siswa laki-laki menunjukkan rasa ingin tahu terhadap materi yang dipelajari
		Independence in learning descriptive teks	✓		Siswa laki-laki terlihat mandiri dalam belajar dapat diperlihatkan melalui contoh.
		Male students have the ability to face challenges and difficulties in descriptive text lessons.	✓		Siswa laki-laki mampu menghadapi tantangan yang sulit saat belajar.
		There are clear learning objectives for students	✓		Tujuan Pembelajaran terlihat jelas datang dari siswa
2	Positive Environment	Clean, safe and orderly classroom	✓		Kelas terlihat bersih, tetap dan nyaman sehingga membuat siswa semangat.
		Students feel valued and supported	✓		Siswa merasa dihargai dan didukung saat Pembelajaran berlangsung.
		A culture of mutual respect	✓		Siswa laki-laki tampak menghormati satu sama lain antara siswa Perempuan dan guru
		A conducive learning atmosphere (no noise, no pressure)	✓		Siswa laki-laki terlihat tenang kelas Pembelajaran berlangsung sehingga tidak bising dan tidak tertekan dan Pembuat.
		Availability of adequate learning resources	✓		Sumber belajar sangat mendukung sehingga siswa laki-laki mampu menyelesaikan tugas.
		No discrimination or bullying	✓		Tidak adanya perlakuan yang diperoleh selama Proses Pembelajaran.
3	Teacher Student Relationship	The teacher shows empathy and concern for male students.	✓		Guru sangat menunjukan empati kepada siswa laki-laki saat siswa tidak paham terhadap materi yang disampaikan
		Open and two-way communication	✓		Komunikasi terjadi kedua Pembelajaran berlangsung dan mendukung siswa semangat dan tidak membuntut.
		Teachers provide guidance and emotional support to male students		✓	Guru tidak memberikan bimbingan dengan emosional.
		There is a sense of mutual trust and respect	✓		Ada terjadi saat Pembelajaran berlangsung rasa percaya diri dan saling menghormati
		Teachers are responsive to the needs of male students	✓		Guru sangat responsif terhadap siswa laki-laki yang membutuhkan Pelajaran atau tidak paham dengan Pembelajaran
		Positive interaction during the learning process	✓		Adanya interaksi Pembelajaran yang baik antara guru dan siswa
4	Digital technology	Male students and teachers are accustomed to using digital devices (laptops, tablets, etc.)		✓	Tidak semua siswa ataupun guru terbiasa menggunakan Perangkat digital
		Male students using online learning platforms (LMS, Google, Classroom, etc.)	✓		Siswa laki-laki menggunakan google saat membuat contoh teks descriptive
		Male students Access to digital materials such as videos, e-books and simulations		✓	Siswa laki-laki hanya mengakses terbatas media digital seperti e-book dan simulasi
		Male students interact through digital media (chat, discussion forums)	✓		Siswa laki-laki menggunakan Forum saat diskusi dalam Proses Pembelajaran.
		Teachers integrate ICT into lesson plans		✓	Guru tidak mengintegrasikan TIK kedalam Proses Pembelajaran.
		Male students are able to search for and critically evaluate digital information.		✓	Siswa laki-laki belum mampu mengevaluasi informasi digital secara kritis.
5	Assesment and Feedback	Feedback is given to male student regularly and in a timely manner	✓		Guru memberikan umpan balik kepada siswa laki-laki dengan tepat
		Constructive and clear	✓		Umpan balik diberikan kepada siswa laki-laki dengan jelas.
		Focus on the process not just the end result helped	✓		Siswa tidak hanya menyelesaikan hasil melainkan memahami proses dalam Pembelajaran teks descriptif
		Encourage male students' reflection and self-improvement	✓		Adanya refleksi dan perbaikan
		The teacher opens space for male students to ask questions and have discussions	✓		Adanya keterbukaan antar siswa laki-laki dengan guru dalam kegiatan diskusi dalam Pembelajaran
		Male students respond to feedback with attitude change or performance improvement	✓		Adanya respon yang baik antara siswa laki-laki dengan guru dan adanya Perubahan sikap siswa dalam Pembelajaran.

Appendix 4: INTERVIEW GUIDELINES FOR ENGLISH TEACHERS

1. In your opinion, do students with high motivation do well in learning?

2. If motivation can influence students' writing skills, how do you think motivation can influence male and female students' skills in descriptive writing?

3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing?

4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence the skills of male and female students in descriptive writing?

5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing?

6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the skills of male and female students in descriptive writing?

7. In your opinion, can digital technology influence the writing skills of male and female students in descriptive writing?

8. If digital technology can influence students' writing skills, how do you think digital technology can influence male and female students' skills in descriptive writing?

9. In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing?

10. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing?

INTERVIEW GUIDELINES FOR STUDENTS

1. In your opinion, do students with high motivation perform well in learning?

2. If motivation can influence students' writing skills, how do you think motivation can influence male and female students' skills in descriptive writing?

3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, it makes them comfortable

4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence male and female students' skills in descriptive writing?

5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing?

6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the skills of male and female students in descriptive writing?

7. In your opinion, can digital technology affect the writing skills of male and female students in descriptive writing?

8. If digital technology can affect students' writing skills, how do you think digital technology can affect the skills of male and female students in descriptive writing? In your opinion, can asse

9. ssment and feedback affect the writing skills of male and female students in descriptive writing?

10. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing?

Appendix 5: THE RESULT OF INTERVIEW WITH ENGLISH TEACHER

1. In your opinion, do students with high motivation do well in learning? *It's clear that if we motivate students, it will come from within and from outside, of course, by getting good grades because they study hard and well. But if it comes from within, it's even better*
2. If motivation can influence students' writing skills, how do you think motivation can influence male and female students' skills in descriptive writing? *This descriptive text is a text about describing something or describing a person if we give motivation to our child and ask him to describe his mother, someone he loves, then he will be more motivated*
3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? *It's obvious why. Because many of his friends are learning and writing descriptive texts, he'll definitely get carried away. But if the environment is bad, many people don't want to write, so he'll get carried away.*
4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence the skills of male and female students in descriptive writing? *This positive environment, for example, we encourage students to be motivated, not just by one student, but by encouraging all students to be motivated by giving awards so that if t*he award is given, the student will want to be, and the student will be enthusiastic
5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing? *The relationship between students and teachers is certainly good, but there are teachers who are a bit short-tempered or like to get angry in local areas. Well, regarding this, students sometimes get angry when they are given something to do, they get angry when it is not done, but if we as teachers*

have a good relationship with them, they love them, the positive thing is that we respect them as students, God willing, they will do the tasks given.

6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the skills of male and female students in descriptive writing? *The relationship between students and teachers is certainly good, but there are teachers who are a bit short-tempered or like to get angry in local areas. Well, regarding this, students sometimes get angry when they are given something to do, they get angry when it is not done, but if we as teachers have a good relationship with them, they love them, the positive thing is that we respect them as students, God willing, they will do the tasks given.*
7. In your opinion, can digital technology influence the writing skills of male and female students in descriptive writing? *It's very influential. For example, when a digital influencer writes descriptive text, they don't know the vocabulary because they have a cell phone or laptop, they can see it there and use it. If they can, they're capable of writing there, because they have the tools to use when writing or guidelines*
8. If digital technology can influence students' writing skills, how do you think digital technology can influence male and female students' skills in descriptive writing? *It could be more interesting.If digital technology is so easy, why is that? Because to translate just one text, there is an application on their cellphone, they will be willing to work because they have a handle for it.*
9. In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing? *Yes*, it is clear that if a teacher wants to assess students because the grade is a form of appreciation, so if he assesses the results of the students' work, of course the students are happy, but if after the students work but there is no assessment, of course the students will not want to work anymore

10. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? *Assessment and feedback: If students want good grades, they will certainly try harder to write. If we don't want to assess them, they won't want to write and won't want to do their assignments because students need appreciation and it is really needed.*

THE RESULT OF INTERVIEW WITH STUDENTS

NAME: Andika

1. In your opinion, do students with high motivation perform well in learning? Yes, they are more focused.
2. If motivation can influence students' writing skills, how do you think motivation can influence male and female students' skills in descriptive writing? improving self-confidence
3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, it makes them comfortable.
4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence male and female students' skills in descriptive writing? Writing idea environment
5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing? Yes, it increases enthusiasm.
6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the skills of male and female students in descriptive writing?
7. In your opinion, can digital technology affect the writing skills of male and female students in descriptive writing? Yes, easy access 8. If digital technology can affect students' writing skills, how do you think digital technology can affect the skills of male and female students in descriptive writing? More interesting
8. In your opinion, can assessment and feedback affect the writing skills of male and female students in descriptive writing? Yes, it needs improvement.
9. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? Clearer directions

NAME: Andrian

1. Do you think students with high motivation perform well in their studies? Yes, I am more enthusiastic and focused on learning.
2. If motivation can influence students' writing skills, how do you think motivation can influence male and female students' skills in descriptive writing? Motivation makes me more enthusiastic and more diligent in writing.
3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, a good environment helps me write more comfortably.
4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence male and female students' skills in descriptive writing? A positive environment makes students calmer and more creative.
5. In your opinion, can a teacher-student relationship influence the writing skills of male and female students in descriptive writing? Yes, a good relationship with the teacher can improve writing skills.
6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the skills of male and female students in descriptive writing? A fair-minded teacher makes it easier for students to understand the lesson.
7. Do you think digital technology can influence the writing skills of male and female students in descriptive writing? Yes, technology makes the writing process easier.
8. If digital technology can influence students' writing skills, how do you think digital technology can influence male and female students' skills in descriptive writing? Technology provides references and writing aids.

9. Do you think assessment and feedback can influence the writing skills of male and female students in descriptive writing? Yes, assessment and feedback help me in knowing my weaknesses.
10. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? Assessment clearly helps me in correcting and improving my writing.

NAME: Hardiansyah

1. In your opinion, do students with high motivation perform well in learning? Yes, I am more enthusiastic and focused on learning.
2. If motivation can influence students' writing skills, how do you think motivation can influence the skills of male and female students in descriptive writing? Motivation makes me more diligent and confident when writing.
3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, a good environment makes me write more comfortably.
4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence male and female students' skills in descriptive writing? A positive environment makes me calmer and more creative.
5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing? Yes, it increases enthusiasm.
6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the descriptive writing skills of male and female students? Supportive teachers make students understand the learning better.

7. In your opinion, can digital technology affect the writing skills of male and female students in descriptive writing? Yes, easy access 8. If digital technology can affect students' writing skills, how do you think digital technology can affect the skills of male and female students in descriptive writing? The writing is more interesting
8. In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing? Yes, of course.
9. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence them? male and female students' skills in descriptive writing? Clearer directions

NAME: Indra

1. In your opinion, do students with high motivation perform well in learning? Yes, I am more enthusiastic and focused on learning.
2. If motivation can influence students' writing skills, how do you think motivation can influence the skills of male and female students in descriptive writing? Motivation makes me more diligent and confident when writing.
3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, a good environment makes me write more comfortably.
4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence male and female students' skills in descriptive writing? A positive environment makes me calmer and more creative.
5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing? Yes, it increases enthusiasm.
6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the descriptive writing skills of

male and female students? Supportive teachers make students understand the learning better.

7. In your opinion, can digital technology affect the writing skills of male and female students in descriptive writing? Yes, easy access 8. If digital technology can affect students' writing skills, how do you think digital technology can affect the skills of male and female students in descriptive writing? The writing is more interesting
8. In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing? Yes, of course.
9. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? Clearer directions

NAME: M. Zaki

1. In your opinion, do students with high motivation perform well in learning? Yes, I am more enthusiastic and focused on learning.
2. If motivation can influence students' writing skills, how do you think motivation can influence the skills of male and female students in descriptive writing? Motivation makes me more diligent and confident when writing.
3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, a good environment makes me write more comfortably.
4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence male and female students' skills in descriptive writing? A positive environment makes me calmer and more creative.
5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing? Yes, it increases enthusiasm.

6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the descriptive writing skills of male and female students? Supportive teachers make students understand the learning better.
7. In your opinion, can digital technology affect the writing skills of male and female students in descriptive writing? Yes, easy access 8. If digital technology can affect students' writing skills, how do you think digital technology can affect the skills of male and female students in descriptive writing? The writing is more interesting
8. In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing? Yes, of course.
9. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? Clearer directions

NAME: Muhammad Randi Al-Ghafari

1. In your opinion, do students with high motivation perform well in learning? Yes, I am more enthusiastic and focused on learning.
2. If motivation can influence students' writing skills, how do you think motivation can influence the skills of male and female students in descriptive writing? Motivation makes me more diligent and confident when writing.
3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, a good environment makes me write more comfortably.
4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence male and female students' skills in descriptive writing? A positive environment makes me calmer and more creative.

5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing? Yes, it increases enthusiasm.
6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the descriptive writing skills of male and female students? Supportive teachers make students understand the learning better.
7. In your opinion, can digital technology affect the writing skills of male and female students in descriptive writing? Yes, easy access 8. If digital technology can affect students' writing skills, how do you think digital technology can affect the skills of male and female students in descriptive writing? The writing is more interesting
8. In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing? Yes, of course.
9. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? Clearer directions

NAME: Pandu Winata

1. In your opinion, do students with high motivation perform well in learning? Yes, I am more enthusiastic and focused on learning.
2. If motivation can influence students' writing skills, how do you think motivation can influence the skills of male and female students in descriptive writing? Motivation makes me more diligent and confident when writing.
3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, a good environment makes me write more comfortably.

4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence male and female students' skills in descriptive writing? A positive environment makes me calmer and more creative.
5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing? Yes, it increases enthusiasm.
6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the descriptive writing skills of male and female students? Supportive teachers make students understand the learning better.
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8. In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing? Yes, of course.
9. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? Clearer directions

NAME: Rafi Almusyafa

1. In your opinion, do students with high motivation perform well in learning? Yes, I am more enthusiastic and focused on learning. 2. If motivation can influence students' writing skills, how do you think motivation can influence the skills of male and female students in descriptive writing? Motivation makes me more diligent and confident when writing.

2. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, a good environment makes me write more comfortably.
3. If a positive environment can influence students' writing skills, how do you think a positive environment can influence students' writing skills?
4. male and female students in descriptive writing? A positive environment makes me calmer and more creative
5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing? Yes, it increases enthusiasm.
6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the descriptive writing skills of male and female students? Supportive teachers make students understand the learning better.
7. In your opinion, can digital technology affect the writing skills of male and female students in descriptive writing? Yes, easy access 8. If digital technology can affect students' writing skills, how do you think digital technology can affect the skills of male and female students in descriptive writing? The writing is more interesting
8. In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing? Yes, of course
9. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? Clearer directions

NAME: Randa

1. In your opinion, do students with high motivation perform well in learning? Yes, I am more enthusiastic and focused on learning.

2. If motivation can influence students' writing skills, how do you think motivation can influence the skills of male and female students in descriptive writing? Motivation makes me more diligent and confident when writing.
3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, a good environment makes me write more comfortably.
4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence male and female students' skills in descriptive writing? A positive environment makes me calmer and more creative.
5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing? Yes, it increases enthusiasm.
6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the descriptive writing skills of male and female students? Supportive teachers make students understand the learning better.
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9. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? Clearer directions

NAME: Resqi Febrian

1. In your opinion, do students with high motivation perform well in learning? Yes, I am more enthusiastic and focused on learning. 2. If motivation can influence students' writing skills, how do you think motivation can influence the skills of male and female students in descriptive writing? Motivation makes me more diligent and confident when writing.
2. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, a good environment makes me write more comfortably.
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4. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing? Yes, it increases enthusiasm.
5. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the descriptive writing skills of male and female students? Supportive teachers make students understand the learning better.
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7. In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing? Yes, of course.

8. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? Clearer directions

NAME: Restu Januagun Musyafarayyan

1. In your opinion, do students with high motivation perform well in learning? Yes, I am more enthusiastic and focused on learning.
2. If motivation can influence students' writing skills, how do you think motivation can influence the skills of male and female students in descriptive writing? Motivation makes me more diligent and confident when writing.
3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, a good environment makes me write more comfortably.
4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence male and female students' skills in descriptive writing? A positive environment makes me calmer and more creative.
5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing? Yes, it increases enthusiasm.
6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the descriptive writing skills of male and female students? Supportive teachers make students understand the learning better.
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8. In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing? Yes, of course.
9. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? Clearer directions

NAME: Saripol Andrian

1. In your opinion, do students with high motivation perform well in learning? Yes, I am more enthusiastic and focused on learning.
2. If motivation can influence students' writing skills, how do you think motivation can influence the skills of male and female students in descriptive writing? Motivation makes me more diligent and confident when writing.
3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, a good environment makes me write more comfortably.
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6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the descriptive writing skills of male and female students? Supportive teachers make students understand the learning better.
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students' writing skills, how do you think digital technology can affect the skills of male and female students in descriptive writing? The writing is more interesting

8. In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing? Yes, of course.
9. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? Clearer directions

NAME: Sukri

1. Do you think students with high motivation perform well in their studies? Yes, I am more enthusiastic and focused on learning.
2. If motivation can influence students' writing skills, how do you think motivation can influence male and female students' skills in descriptive writing? Motivation makes me more diligent and confident when writing.
3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, a good environment makes me write more comfortably.
4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence male and female students' skills in descriptive writing? A positive environment makes me calmer and more creative.
5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing? Yes, it increases enthusiasm.
6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the descriptive writing skills of male and female students? Supportive teachers make students understand the learning better.

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8. In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing? Yes, of course.
9. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? Clearer directions

NAME: Syahel

1. In your opinion, do students with high motivation perform well in learning? Yes, I am more enthusiastic and focused on learning.
2. If motivation can influence students' writing skills, how do you think motivation can influence the skills of male and female students in descriptive writing? Motivation makes me more diligent and confident when writing.
3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, a good environment makes me write more comfortably.
4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence male and female students' skills in descriptive writing? A positive environment makes me calmer and more creative.
5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing? Yes, it increases enthusiasm.
6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the descriptive writing skills of

male and female students? Supportive teachers make students understand the learning better.

7. In your opinion, can digital technology affect the writing skills of male and female students in descriptive writing? Yes, easy access 8. If digital technology can affect students' writing skills, how do you think digital technology can affect the skills of male and female students in descriptive writing? The writing is more interesting
8. In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing? Yes, of course.
9. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? Clearer direction

NAME: Zardiansyah

1. In your opinion, do students with high motivation perform well in learning? Yes, I am more enthusiastic and focused on learning.
2. If motivation can influence students' writing skills, how do you think motivation can influence the skills of male and female students in descriptive writing? Motivation makes me more diligent and confident when writing.
3. In your opinion, can a positive environment influence the writing skills of male and female students in descriptive writing? Yes, a good environment makes me write more comfortably.
4. If a positive environment can influence students' writing skills, how do you think a positive environment can influence male and female students' skills in descriptive writing? A positive environment makes me calmer and more creative.
5. In your opinion, can the teacher-student relationship influence the writing skills of male and female students in descriptive writing? Yes, it increases enthusiasm.

6. If the teacher-student relationship can influence students' writing skills, how do you think the teacher-student relationship can influence the descriptive writing skills of male and female students? Supportive teachers make students understand the learning better.
7. In your opinion, can digital technology affect the writing skills of male and female students in descriptive writing? Yes, easy access
8. If digital technology can affect students' writing skills, how do you think digital technology can affect the skills of male and female students in descriptive writing? The writing is more interesting
9. In your opinion, can assessment and feedback influence the writing skills of male and female students in descriptive writing? Yes, of course.
10. If assessment and feedback can influence students' writing skills, how do you think assessment and feedback can influence male and female students' skills in descriptive writing? Clearer directions

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0937/Un.26.1/PP.07/10/2024 Bukittinggi, 24 Oktober 2024
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**ADILYA RAMADINNY**
NIM	:	**2319035**
Semester	:	11
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***An Analysis Male and Female Writing Ability in Descriptive Text in Second Year of Senior High School at SMA 1 Mandah***
Lokasi Penelitian	:	SMA 1 Mandah
Waktu	:	Oktober 2024 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. JUNAIDI, M.Pd
NIP. 197706162003121003

Appendix 7: Letter of replay



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 1 MANDAH
Jl. M. Shaleh Thalaha Kec. Mandah Kab. Indragiri Hilir ✆ 082389953750 ✉ sman1mandah@gmail.com 29254

Mandah, 23 Juli 2025

Nomor : 400.3.11.3 /SMAN.1-MDH/1/VII/2025/001
Lamp : -
Prihal : Surat Keterangan Selesai Penelitian
An. Adilya Ramadinny

Yth :Universitas Islam Negeri Sjech M. Djamil Djambek
Fakultas Tarbiyah dan Ilmu Keguruan
Di
Bukittinggi

Sehubungan Surat dari Universitas Islam Negeri Sjech M. Djamil Djambek Nomor : B-0194/Un.26.1/PP.07/02/2024 berkenaan dengan Permohonan Izin Penelitian, maka kami menyatakan yang bersangkutan telah selesai melakukan Penelitian pada bulan Oktober-selesai di SMAN 1 Mandah Kelurahan Khairiah Mandah Kecamatan Mandah Kabupaten Indragiri Hilir Prov. Riau Kepada :

Nama	:	Adilya Ramadinny
NIM	:	2319035
Program	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	An Analysis Male and Female Writing Ability in Descriptive Text In Second Year of Senior High School at SMAN 1 Mandah

Demikian surat ini kami sampaikan duntuk dimaklumi, atas perhatian saudara kami ucapkan terima kasih.

Kepala Sekolah

SARINAWATI, M.Pd
NIP. 19731225 199903 2 004

Appendix 8: Letter Permission of Validation

PERMOHONAN VALIDASI

Kepada Yth
Bapak/Ibu
Di tempat

Assalamu'alaikum Wr. Wb

Saya yang bertandatangan dibawah ini:

Nama	: Adilya Rahmadiny
NIM	: 2319035
Fakultas/ Prodi	: FTIK/PBI

Judul Proposal : **An Analysis Male and Female Writing Ability in Descriptive Text in Second Year of Senior High School at SMAN 1 MANDAH**

Pembimbing : Elsy Amiza, M.Pd

Dengan ini bermaksud untuk mengajukan permohonan kepada Bapak/Ibu, sekiranya berkenan melakukan validasi instrumen yang saya susun.

Demikianlah permohonan ini diajukan kepada Bapak/Ibu, sekiranya Bapak/Ibu dapat mengabulkannya. Atas perrtimbangannya saya ucapkan terimakasih.

Bukittinggi, 21 Januari 2025

Mengetahui,
Ketua Prodi

Widya Syafitri, M.Pd
NIP. 198007262015032002

Pemohon,

Adilya Rahmadiny
NIM. 2319035

Appendix 9: Documentation

Interview with English teacher



Interview with male student

















During Observastion



