



**A COMPARATIVE STUDY BETWEEN MALE AND FEMALE  
STUDENTS' MOTIVATION IN WRITING DESCRIPTIVE  
TEXT AT TENTH GRADE OF SENIOR  
HIGH SCHOOL 1 SUNGAI APIT**

**BY**

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TEXT AT TENTH GRADE OF SENIOR  
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**BY**

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**Thesis**

Submitted as partial fulfillment of the Requirements  
for Bachelor Degree of English Education  
(S. Pd.)

**DEPARTMENT OF ENGLISH EDUCATION  
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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
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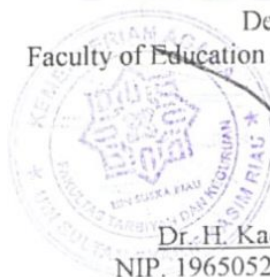

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## ABSTRACT

**Helmi Noviza, (2023): A Comparative Study between Male and Female Students' Motivation in Writing Descriptive Text at Tenth Grade of Senior High School 1 Sungai Apit**

The aim of this research was to compare the students' motivation in writing between gender, male and female at tenth grade of Senior High School 1 Sungai Apit. There were 66 students as the sample for this research; 20 male and 46 female students. The researcher used purposive sampling for the sample method. In collecting the data, the instrument used was the Motivation in Writing Questionnaire (AMWQ) which has 27 statements. The research finding was the male students have lower motivation in writing descriptive text. Meanwhile, female students have higher motivation in writing descriptive text. The statistical data analysis finding by using SPSS 24.0 Mann-Whitney U-test revealed that there was a significant different between gender in writing motivation by calculation that significant two tailed test sig. 0.010  $p < 0.05$ . Moreover, the researcher found that the mean of female students were 100 while the male students were 93.20. It means that female students have higher motivation than male students in writing. Thus, the researcher concluded that  $H_a$  was accepted and  $H_o$  was rejected.

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## ABSTRAK

### Helmi Noviza, (2023) : Studi Perbandingan antara Motivasi Siswa Laki-Laki dan Perempuan dalam Menulis Teks Deskriptif di Kelas 10 di SMAN 1 Sungai Apit

Penelitian ini bertujuan untuk membandingkan motivasi siswa dalam menulis antara jenis kelamin, laki-laki dan perempuan di kelas X SMA Negeri 1 Sungai Apit. Ada 66 siswa sebagai sampel untuk penelitian ini; 20 siswa laki-laki dan 46 siswa perempuan. Peneliti menggunakan purposive sampling untuk metode pengambilan sampel. Dalam pengumpulan data, instrumen yang digunakan adalah Motivasi Menulis Kuesioner (AMWQ) yang berjumlah 27 pernyataan. Temuan penelitian adalah siswa laki-laki memiliki motivasi yang rendah dalam menulis teks deskriptif. Sementara itu, siswa perempuan memiliki motivasi yang lebih tinggi dalam menulis teks deskriptif. Hasil analisis data statistik dengan menggunakan SPSS 24.0 Mann-Whitney U-test mengungkapkan bahwa ada perbedaan yang signifikan antara jenis kelamin dalam motivasi menulis dengan perhitungan bahwa signifikan uji dua sisi sig. 0,010  $p < 0,05$ . Selain itu, peneliti menemukan bahwa rata-rata siswa perempuan adalah 100 sedangkan siswa laki-laki adalah 93,20. Artinya siswa perempuan memiliki motivasi yang lebih tinggi dibandingkan siswa laki-laki dalam menulis. Dengan demikian, peneliti menyimpulkan bahwa  $H_a$  diterima dan  $H_o$  ditolak.

## ملخص

### حلمي نوفيذا، (2023): دراسة مقارنة لدافع التلاميذ والتلميذات على كتابة نصوص وصفية في الصف العاشر في المدرسة الثانوية الحكومية 1 سوعاي أبييت

يهدف هذا البحث إلى مقارنة دافع التلاميذ والتلميذات على كتابة نصوص وصفية في الصف العاشر في المدرسة الثانوية الحكومية 1 سوعاي أبييت. هناك 66 تلميذا كعينة لهذا البحث. 20 تلميذا و 46 تلميذة. استخدم الباحثون طريقة أخذ العينات الهادفة. في جمع البيانات، كانت الأداة المستخدمة هي دافع كتابة الاستبيان والتي بلغ مجموعها 27 عبارة. أظهرت نتائج البحث أن التلاميذ لديهم دافع منخفض لكتابة النصوص الوصفية. وفي الوقت نفسه، تتمتع التلميذات بدافع أعلى في كتابة النصوص الوصفية. أظهرت نتائج تحليل البيانات الإحصائية باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية 24 واختبار مان ويتني أن هناك فرقا معنويا بين الجنسين في دافع الكتابة مع حساب أهمية اختبار الأهمية على الوجهين.  $0.010 < 0.05$ . كما وجدت الباحثة أن متوسط عدد التلميذات 100 والتلاميذ 93.20. وهذا يعني أن التلميذات لديهن دافع أكبر في الكتابة من التلاميذ. وبذلك تستنتج الباحثة أن الفرضية البديلة مقبولة والفرضية المبدئية مردودة.

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## CHAPTER I INTRODUCTION

### Background of the Problem

Writing is one of the important skills in English subjects in addition to reading, speaking and listening skills that must be mastered by students. Writing ability is a skill or intelligence to communicate something in writing and express ideas, thoughts, and ideas by using the right aspects in writing paragraphs or texts. Writing is a very important skill, as its activities can give students the opportunity to express their own personality, express their ideas, help consolidate learning in other skill areas, and promote conscious language acquisition. It is supported by Siddiq (2013) that says when someone writes, he can express his feelings and thoughts from words into sentences, then turn the sentences into paragraphs that have meaning or information from his writing. Hence, students need to pay attention to the purpose and aspects of writing so that readers can understand the meaning of what they are trying to convey.

Writing skill is sometimes considered more complicated than other language skills, even native English speakers may sometimes experience complications in complicated situations. Supporting the idea above, Blanchard & Root (1998, p. 1) says that learning to write in a new language is not always easy. To make good writing, students must consider various things in writing such as how to elaborate ideas, choose the right vocabulary, use the right grammatical structure, and consistency in writing. It means that students must



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be able to express ideas, thoughts, meanings or messages to be conveyed and develop topics which are basically the subject of the paragraph, namely what the paragraph talks about through good writing. There are many kinds of writing such as genres. Genres can be divided into descriptive, narrative, procedural, report, explanatory, argumentative, etc. The function of descriptive text is to describe an object so that the reader can seem to see, hear or feel the object being described.

The success of teaching writing as a part of learning English is determined by the teaching methods used by teachers in the school. However, several factors also influence student learning, both external and internal factors. Motivation is one of the internal factors considered very important in determining the success of student learning. It is supported by Gardner (1985) who says that motivation is the combination of intellectual or physical effort and emotional arousal to achieve a series of goals of language learning. In short, motivation is the willingness, impulse, or enthusiasm of students to work hard to achieve language learning goals. Motivation itself does not only come from within the student but also from outside the student. Students who have high motivation will tend to have more energy and desire to do something to achieve what is the target. Meanwhile, students who do not have motivation will not be moved and do not have the urge to do something.

In the writing activities, the students also need motivation as an inner power to force them in learning writing. According to Roy (2010) says that writing motivation is a process through which an individual energizes to

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express ideas in writing. Students who are motivated in writing will do hard effort to write so that their ability in writing will improve (Hidi & Bascolo, 2007). It is supported by Putriani (2002) stated that writing motivation is needed by many people who want to concern on writing because writing needs a hard effort and it is complicated. Unlike students who are not highly motivated to write, they have no interest or attitude toward writing activities. As a result, they will find it difficult to write and affect their writing activities.

Affective processes such as motivation may be one important factor that helps explain gender differences in learning engagement. Generally, gender is defined as “male” and “female”. Gender is related to something that people do or do in society and it is not determined biologically, but socially constructed. In this regard, the motivation of male students is not necessarily the same as that of female students. It means that there is a difference between motivation and gender. It is supported by Williams & Takaku (2011) which found that gender significantly affects students' writing performance, namely female students outperform male students. It means that female students have different motivations, attitudes, and performances from male students in writing.

In fact, the problem of writing motivation has been found on students at school. The problems that occur can be seen from the behavior of male and female students where it is often found that female students are more motivated than male students. Besides, the difference in the way male and female students do writing exercises is also evidence that there are differences

between male and female students. This claim is supported by the research of Meece et al. (2006) who concluded that women are more motivated than men in writing and reading skills. On the other hand, men are more motivated in sports and mathematics. This shows that the difference in motivation between male and female students may be caused by several things that are inherent from within these students.

Based on the explanation above, motivation in writing is actually something that is very important and must be owned by students, both male and female. The high or low level of a person's motivation will affect a person's learning ability, including writing. However, studies that examine the relationship between motivation in writing related to gender are rarely conducted, especially in Indonesia. In this regard, most of the research studies focus on correlation between students writing motivation and writing ability (Aryanika, 2016), students' motivation and influence on students' performance and success in writing class (Mali, 2015; Utami & Djamdjuri, 2021; Tran, 2007), motivational strategies in writing (Dewi, 2021), motivation in learning English (Tambunan & Siregar, 2016).

Moreover, other studies examined how motivation correlated with literacy skills across gender which only focused on learning English (Agustrianti, Cahyono, & Laksmi, 2016), differences in learning motivation between male students and female students (Oksara & Nirwana, 2019), research among student motivation, writing proficiency, and gender (Cahyono & Rahayu, 2020), gender affects writing performance (Williams & Takaku,

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2011), gender and motivation (Meece, Glienke, & Burg, 2006), gender differences in the length of writing (Pratama, Dwiyantri, & Manik, 2020). Lastly some other studies explore the relationship between writing motivation, academic achievement, and gender (Ouahidi, 2020), a study on writing ability differences between male and female students in describing people (Wulandari & Trisno, 2020), influence of gender and foreign language classroom anxiety on student motivation and writing proficiency in a peer-to-peer writing task (Wong, 2011), differences of students' gender on writing ability using creative day (Ramalia, 2020), gender-based differences in levels of writing anxiety of undergraduate students of English study program (Anggraini, 2013).

Based on some previous research mentioned above, it can be said that most of the previous research aimed to look at the differences, find out the relationship and influence between students' motivation on their writing ability. On the other hand, research that focuses on discussing the relationship between male and female students' motivation on writing ability is only one from Indonesia (Cahyono & Rahayu, 2020). Therefore, this research is important to reaffirm and reexamine the relationship between students' motivation in writing descriptive text, in particular to explore the differences between male and female students in terms of the two research variables.

Based on the description above, every male and female student must have high writing motivation if they want to have a good ability in writing. Besides, practical problems related to the motivation of male and female students towards their writing skills were also found in Senior High School 1 Sungai Apit. Currently, Senior High School 1 Sungai Apit uses School Based



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Curriculum (K13) which places English as one of the subjects that must be taught once a week. In addition, Senior High School 1 Sungai Apit also teaches writing skills according to the curriculum. Based on the preliminary research at Senior High School 1 Sungai Apit, the researcher interviewed the English teacher to know the level of motivation of male and female students. From that interview, the researcher found that the motivation of female students is higher than male students. In contrast, the researcher also found that male and female students had the same level of motivation in writing especially in writing descriptive text. First, some of male and female students are not willingness to write. Second, some of male and female students do not have effort in writing. Third, some of male and female students are not confident enough to train themselves in writing. Fourth, some of male and female students are not enthusiastic in writing, and the last some of male and female students do not seriously pay attention when the teacher explains the material about writing.

The researcher found that there was a contrast between the theories and phenomena discovered in this field. Therefore, the researcher is interested in testing the theories and hypothesis about how and why a phenomenon works the way it does. Based on the discussion above, the researcher is interested to do research entitled **“A Comparative Study between Male and Female Students’ Motivation in Writing Descriptive Text at Tenth Grade of Senior High School 1 Sungai Apit”**.

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## **B. Identification of the Problem**

The researcher found some of male and female students not willingness to write. They only write if their writing assignment is graded by the teacher. Also, they would write if they were given something like a gift by their teacher. Second, many of the students are both male and female do not have effort in writing. Third, some of male and female students not confident enough to train themselves in writing. Fourth, some of male and female students not enthusiastic in writing. Last, some of male and female students do not seriously pay attention when the teacher explains the material about writing.

## **C. Limitation of the Problem**

In connection with the identification of the problems above, it is clear that many problems occur to students. In order to solve the problem in this research, the researcher should limit the problem to pay more attention to the specific. So, in this research, the researcher focuses on examining the difference between male and female students' motivation in writing descriptive text at Senior High School 1 Sungai Apit. The researcher limits the research on male and female writing motivation.

## **D. Formulation of the Problem**

The problem of this research is formulated in following research questions:

1. How is male students' motivation in writing descriptive text?
2. How is female students' motivation in writing descriptive text?

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3. Is there any significant difference between male and female students' motivation in writing descriptive text?

## **E. Objective and Significances of the Research**

### **1. Objective of the Research**

- a. To investigate male students' motivation in writing descriptive text.
- b. To investigate female students' motivation in writing descriptive text.
- c. To investigate whether there is significant difference between male and females' motivation in writing descriptive text or not.

### **2. Significances of the Research**

The research finding is expected to give some benefits theoretically and practically. Theoretically, this research can make teachers are encouraged to stimulate motivation more frequently in classroom by using any strategy in language learning or by creating more enjoyable learning situation to strengthen students' motivation.

Practically, it is expected that this research will provide useful input for teacher, students, and researcher. The results of this research will be beneficial for English teachers since the results of this research will give information to the English teachers or lecturers in order to make sure that the instructional activities are motivating and supportive for both male and female students. The English teachers can improving the strategies in teaching writing so that the teacher can make male and female students feel motivated in writing.

For students, this research expected to give crucial information to the students about the students' motivation in writing and expected to be useful for them to increase their ability in writing. In addition, the result of this research will be useful for other researchers as a referential contribution to be positive and significant data, particularly for the individuals who are concerned in the realm of teaching and learning English as a second language or foreign language.

### Definition of the Terms

In order to avoid misunderstandings and misunderstandings about the title and content of this research, it is necessary to the researcher to define the terms used in this research as follows:

#### 1. Motivation in Writing

Motivation in writing is students' willing to writing as a way of communication and expression or useful activities (Öztürk, 2013). Writing motivation refers to the tendency, energy, and interest of students in writing and with motivation, students will be active in writing activities. So in this research writing motivation means that how is the motivation of male and female students in writing.

#### 2. Male and Female

According to Feldman (2011, p. 343), male and female are a type of human or gender. In other words, male and female in this research refer to the boys and girls who study at school, especially at the tenth grade of Senior High School 1 Sungai Apit.

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### 3. Descriptive Text

Descriptive text is defined as a set of sentences closely related in thought, used in paragraphs in the review process, usually used to describe the appearance and behavior of a person, the appearance of a place, and the appearance of an object (Asih, 2013). Descriptive text is a type of text that aims to convey meaning to readers through sensory details and provide readers with images. So, in this research descriptive text refers to how is male and female students' ability in writing descriptive texts.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Motivation

Motivation is one of the important elements in the learning process that will affect a person's success in learning. According to Uno (2012, p. 2) motivation is an internal and external encouragement contained in students to perform behavior in the learning process, usually consisting of indicators or supporting elements. These indicators include the desire to succeed, encouragement in learning activities, hopes and desires for the future, appreciation for learning, and a learning environment that are created in a conducive situation. Students who have high motivation will always feel enthusiastic in participating in the learning process in class. Brophy (2004, p. 4) said that students' motivation is established from students' subjective experiences, particularly encounters connected with their willingness to take part in learning and learning activities and the reasons they do as such.

Motivation can encourage students to achieve learning goals. It is important to realize that learning coupled with motivation is a core element of good teaching. This means that learner motivation is perhaps the most important element of learning and must be present in every student. According to Dornyei (2011, p. 262), motivation is a key factor in determining the level and success of mastering a second language. A

person with motivation will always take action or behavior to achieve what has become his goal. A person's motivation is followed by various factors that influence it. Moreover, Rahmawati (2016) says that the factors that influence students' learning motivation include learning facilities, home environment, teacher's role, interest in the material, friends' environment, goals or ideals, and student status.

According to Brown (2007) in Christianto & Karin (2019) there are three different ways to define motivation, namely from a behavioristic perspective, a cognitive perspective, and a constructivist perspective. From a behavioristic perspective, motivation is defined as the anticipation of reward driven to achieve a positive reinforcement and driven by previous experience of reward for the behavior. The cognitive perspective views that motivation seeks to explain human behavior as a product of careful research and active processing and interpretation of the information received. Meanwhile, from a constructivist perspective, motivation comes from one's interactions with others because motivation comes from self-determination. It can be illustrated that motivation is a combination of behavior, effort plus desire that provides a reason for someone to act or take action so that one's wants and needs can achieve their goals.

Motivation actually leads to the tendency of goal-oriented activity, and willpower is the realization of this intention. Motivation is related to a person's behavior and causes a person to act. Behavior that has motivation will definitely lead to various actions to achieve a goal. Uguroglu &

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Walberg (1979) says that motivation is essential for learning and achievement in all areas of human endeavor. It means that with diligent efforts, especially those based on motivation, a person will be able to give birth to good achievements. According to Capen (2010) as cited in Ajeng, et.al (2019) in addition to playing an important role in language learning, motivation also determines whether learning is superficial or deep and internalized. Therefore, discussions about motivation in language learning are proliferating and seemingly endless.

According to Uno (2012, p. 4) in general, motivation is divided into two types, namely intrinsic motivation and extrinsic motivation. First, intrinsic motivation is an activity to do something that aims to get inherent satisfaction. When a person is intrinsically motivated, he or she will be moved to act to carry out the pleasure or challenge that accompanies it rather than because of an external drive, pressure, or reward. According to Deci & Ryan (1985, p. 43) intrinsic motivation is the innate natural tendency to participate in one's own interests and exercise the ability to seek and overcome the best challenges. Intrinsic motivation comes from factors that are generated and driven by a person's desires or needs, causing people to take actions such as interest or curiosity. In classroom learning, students who have intrinsic motivation will try to develop themselves in order to achieve learning goals and achievements. According to Williams & Williams (2011) intrinsic motivation to learn is a means to get grades and academic achievement, regardless of whether the

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material or task is interesting or not. A person does it because he wants to achieve his own interests, not to get external rewards and does not require external stimulation. On the other hand, intrinsically motivated individuals tend to develop a high respect for learning course information without resorting to external rewards or reinforcement.

Second, extrinsic motivation refers to various behaviors related to a person or infrastructure and not because of an impulse that comes from oneself to achieve a goal. According to Wong, et.al (2013) extrinsic motivation refers to things that come from outside and are separate from one's own behavior. Students who have extrinsic motivation will act to do something with the aim of getting external rewards. Extrinsic motivation does not come from within the students themselves but from outside the students, meaning that extrinsic motivation is motivation caused by factors outside the context. Marsh (2010, p. 58) stated that students experience extrinsic motivation when they receive rewards, avoid punishment, or in other ways that are unrelated to the task of obtaining approval for certain behaviors. Thus, the researcher concluded that there were several factors that contributed to the extrinsic motivation of students such as family, teachers, friends, and the environment.

According to Arnold et al (1991), there are three components of motivation. First, the direction that related to what a person is trying to do. Direction is what a person wants to achieve, what they want to do. It means goals that motivate people to try to take action. The goal may be to

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achieve good results on a test, or it may be to perform better than others in the group. Direction is simply the goal that motivates the individual to take action.

Second, effort or how hard a person tries. Effort in motivation is considered to be the instantaneous magnitude of motivational arousal, where the magnitude of motivational arousal will involve the total amount of effort made by a person to satisfy the motivation. These efforts may expand over time. Third is persistence or how long does a person keep trying? Persistence is the duration of a person's continuous energy and effort to achieve a goal despite possible obstacles. It measures how long a person can sustain his efforts. Motivated people will insist on completing a task long enough to achieve what has been their goal.

Motivation in writing actually refers to the tendency, energy and interest of students in writing. According to Aryanika (2016), motivation in writing is an inner strength that determines the success of writing activities. Students need motivation in writing, because with the motivation they will actively participate in writing activities. Although students will find many problems in grammatical structure, words, spelling, vocabulary, punctuation, etc., as long as they are motivated, they can write good compositions. This proves that students need motivation in writing.

According to Roy (2010), motivation in writing is the whole process that will encourage someone to express their thoughts in written

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form. Therefore, writing motivation becomes the form of an urge or support that students experience both inside and externally, and it has the power to improve students' writing abilities. Boscolo (2006) in Yaman, Sugumlu, & Demirtas (2016) list the factors influencing the motivation to write as such: (1) having a desire to write, (2) having sufficient knowledge of the topic, (3) an uncomplicated topic for writing, (4) giving instant feedback for the writing, and (5) being able make constant efforts during writing.

According to Öztürk (2013), the writing motivation scale consists of five factors, including a positive attitude towards writing, goals, writing failure load, writing sharing, and writing effort. Besides, Payne (2012, p. 22) pointed out that there are five primary factors of writing motivation. They are enjoyment, self-efficacy, instrumentality, recognition, and effort. Moreover, Barruansyah (2019) states that students' writing motivation is influenced by intrinsic and extrinsic factors. Intrinsic factors include students' interest in writing and students' sense of self-efficacy. Extrinsic factors are the teacher, interest in topics and situations, and students' social conditions. These factors can be reflected in students' writing performance and students' self-regulation in writing activities.

From the explanation above, the researcher can conclude that students need writing motivation to develop into good writers. Motivation can help students with their writing problems. Students who are highly motivated to write will be more engaged in their writing. Thus, students will at least be interested in their writing activities.

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## 2. Writing Skill

Writing is one of the important skills to master because writing can help students to strengthen grammatical structures, increase vocabulary, and can help other English skills such as listening, reading, and speaking. Writing activities involve elements of language and elements outside of language, then these elements will become the contents of writing which will produce coherent and coherent writing. According to Tarigan (1986), writing can be defined as the activity of expressing ideas through the use of written language as a medium of communication. Meanwhile, Rivers (1981, p. 294) says that writing is the use of a new language to convey information or express original ideas in sequence.

According to Kartawijaya (2018), writing is not an innate skill, because people cannot easily acquire this ability automatically. To get it, one has to get enough writing practice. These exercises are expected to stimulate students' writing skills and express their thoughts in a good way so that readers can understand the meaning of the writing. The highest meaning of writing skills is when we are able to write grammatically correct sentences and convey their meaning to the reader. A good writer must be able to convey ideas as well. Therefore, in writing, we must pay attention to several requirements such as the ability to explore problems, the ability to embed ideas into sentences and paragraphs, master the application of punctuation and other writing skills, and have the required number of words.



As a part of English language learning, writing always has a place in most English courses. Through writing, a person can share knowledge, convey ideas, feelings, and intentions of the writing to others as a form of communication. This claim is supported by Burton & Carroll (2001) which says that writing is one of the powerful communication tools that can express or share thoughts and ideas for the rest of our lives. Although writing is important, writing is not as easy as people think. According to Nunan (1999), writing is the most difficult skill among the four language skills. In order to be able to speak, we must listen and just like writing, to be able to write, we must be able to read and think a lot.

In carrying out writing activities, students must consider the language used in writing, then at that time students are already involved in their writing process. In line with it, Harmer (2004, p. 31) says that writing can encourage students to focus on using accurate language. Thus, writing activities will trigger language development because students can solve problems in their own minds.

Writing is one of the skills that students must learn in learning English. Writing is one of the actions to communicate. Writing allows one to explore their thoughts and ideas and make them visible and concrete. Writing ability is a skill in expressing ideas, thoughts, and feelings to others through written symbols to make other people or readers understand the ideas you want to convey. According to Geiser & Studly (2001), the

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ability to write effectively is one of the indicators of the success of the learning process. Writing ability is one of the language skills taught to students. Besides, writing ability determines students' English communicative ability. Students must have good writing skills to use correct writing in paragraphs or texts to express their thoughts and ideas. In addition, the results of student writing will have a coherent structure and organization for the reader so that readers can easily understand the content conveyed by the author.

According to Harmer (2004, p. 4), the writing process is divided into four-phase, namely planning, drafting, editing, and final version.

#### 1) Planning

In the planning phase, the writer has to think about three main problems. First, they must consider the purpose of the writing, as this will affect not only the type of text produced; but also the language they use and the information they choose to include. Second, writers must consider the audience they will write to, as this will not only affect the form of writing in terms of layout, paragraph structure, etc. but also the choice of language, for example, whether the tone is formal or informal. Third, authors must consider the structure of the work's content, that is, the best way to structure the facts, ideas, or arguments they decide to include.

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## 2) Drafting

In the drafting phase, the writer refers to the first version of a piece of writing as a draft in which the writer has realized what they have planned into a text. A text may still require revision with the assumption that the text will be changed later. As the writing process progresses to editing, a number of drafts can be produced en route to the final version.

## 3) Editing

The editing phase includes reflection and revision of the writing that has been completed. After writers have drafted, they usually read what they wrote to see which ones are valid and which ones are invalid. This is usually assisted by other readers or editors who provide comments and suggestions. Other readers' reactions to the article will help the author make appropriate revisions.

## 4) Final version

After the authors edit the draft and make any changes they deem necessary, they produce the final version. It may look very different from the original plan and first draft because the situation has changed during the editing process. The author concludes that in order to produce a well-written work, one needs to understand writing knowledge to generate the ideas needed in the writing process. Finally, the writer is now ready to send the written text to the target audience.

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According to Hughes (1992, p. 92), there are five components that must be considered in compiling a written product. First, content relates to how students place the thesis statement and support it with some relevant ideas. This can be the use of personal experience, illustrations, facts, opinions, descriptions, causality, and comparison/contrast. For this reason, students are required to stay focused and consistent with key ideas.

Second, organization in writing relates to the extent to which the author plays as much of a role as possible in the introduction, body, and conclusion. Moreover, these ideas follow a logical order.

Third, language use is related to the creation or interpretation of intended meanings by individuals in discourse or as a dynamic and interactive negotiation of intended meanings between two or more individuals in some cases. In addition, the author must also use correct grammar, because grammar is the foundation that students must understand and will help students create texts.

Fourth, vocabulary is all the words that a person knows or uses. When a person doing writing activities, he must know how to choose appropriate words to form phrases, clauses and sentences in order to produce meaningful and effective written products.

Last, the mechanism in writing components describes spelling, capitalization, punctuation, reference citations, neatness, and appearance. These are all important to make our writing meaningful and clear.

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In writing, there are several types of text that students need to know. According to Fachrurrazy (1990, p. 38), there are four types of writing namely narration, description, exposition, and letter writing. However, in this research, the researcher would like to focus on descriptive text. Descriptive text is a text or paragraph that contains a clear and detailed explanation or description of an object, place, or event. According to Crimmon (1983, p. 163), descriptive is a strategy to verbally describe people, places, or things. Descriptive text can be used as a technique to enrich other forms of writing, or as the main strategy for developing the appearance of an object in detail. In other words, when we want to describe something, we need to capture the details so that the reader can understand what we mean in the article. In addition, when writing descriptive text, the writer must also be clear about what he wants to describe.

Furthermore, Stanley (1988) said that descriptive text is the use of words to describe a picture. At the same time, Anderson & Anderson (2003) pointed out that descriptive texts are different from information reports because they describe specific topics rather than general groups. By reading descriptive text, the reader will feel that seeing the description is as if seeing an image. The purpose of descriptive text is to describe an object or person that attracts the reader's attention. Writers describe their ideas and thoughts clearly based on what they see, hear, taste, smell, or

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touch so that by writing descriptive text, the writer will create a sense of impression and clearly understand the object being described.

According to Mukarto (2007), there are two generic structures of descriptive text as follows:

#### 1) Identification

Identification is introducing and identifying something or a phenomenon to be explained. The purpose of identification is to be able to bring the reader to introduce what will be discussed. Identification is usually placed in the first paragraph as well as an introduction for the reader to read the next paragraph.

#### 2) Description

The description is part of a generic structure consisting of a certain phenomenon or things. The description serves to describe specifically the part, nature, quality, and characteristics of a phenomenon or detail of the subject being described. The description is placed after the identification or the next identification paragraph until the last paragraph.

#### 3) The Language Features of Descriptive Text

The language features of descriptive text uses are; specific participant: it has a certain noun or clear noun, using simple present tense, using some kind of adjectives that describe, numbering, or classifying something, and using action verbs.

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### 3. Gender in Language Learning

Gender is a variable that can affect the use and acquisition of language through biological, psychological, or socio-cultural influences between the two. However, the most obvious difference between men and women is in terms of their biology. According to Eckert & Ginet (2003), gender is a way of constructing ideas about males and females from the social elaboration of biological sex. Gender differences between males and females also seem to bring about some differences in their learning, including abilities, interests, and personality characteristics. It is supported by Ebel (1999) as cited in Tatarinceva (2009) who says that men and women have differences in the context of language learning. Compared to girls, boys tend to be more observant, get along with their peers more actively, and learn less. In contrast, when the atmosphere is calm, women have the best auditory and learning effects.

Furthermore, Papalio & Olds (1985) said that the most consistent differences between males and females occurred in terms of personality characteristics and emotional adjustment. According to Tannen (1992) male students prefer to do more learning tasks involving public speaking because they feel the need to establish or maintain their status in the group. On the other hand, female students prefer to talk in a private environment because they consider conversation to be an important way to maintain interpersonal relationships.

Based on several statements from the experts above, it can be concluded that in the context of language learning, especially in learning strategies and styles, it seems to be related to gender differences between males and females, including the way students respond to and use stimuli in the context of language learning.

In language learning, learning style is how students respond to and use stimuli in their learning environment. Oxford & Nyikos (1989) say that there are many learning factors related to language learning strategies, including the language learned, language learning level, proficiency, metacognitive awareness level, gender, attitude, motivation, language learning and other emotional variables and goals, specific personality traits, overall personality type, learning style, career direction or professional field, nationality, talents, language teaching methods, task requirements and types of training strategies.

In this regard, there are differences in gender responses to learning that impact language learning. Oxford (1990) stated that gender has a significant influence on the use of language learning strategies, female students use different strategies than male students, while female students use more strategies than male. In line with it, Kaylani (1996, p. 75) found that male students differed from female students in using strategies. She also said that female students used memory, cognition, compensation and affective strategies more often than male students, so a correlation between

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gender and language ability was established. Thus, gender clearly has differences in using strategies in language learning.

Gender is considered as one of the factors that influence the level of success of students in mastering a language, including writing skills. It is supported by Kamiar et al (2012) who suggests that one of the socio-cultural factors needed by students in the language learning process, including writing, is gender. Written investigations have been carried out on the differences between men and women in different situations or environments. The following section contains a summary of research on the differences between male and female in writing English.

According to Romatowski & Trepanier-Street (1987), there are differences between women and men in writing where the difference lies in the views and preferences of men and women in writing. Women have a tendency to write with positive feelings, while men tend to have negative feelings. It means that female students seem to display a higher frequency of pleasure in written products than male students. Moreover, Nicolau & Sukanto (2016) reported that female students produce longer sentences and more complex sentences than male students. This is because female students have strong creativity and imagination in writing different plots; thus, they are able to construct complex writing.

Furthermore, Halliday (1994), as cited in Alkrisheh, Aziez, & Alkhrisheh (2019) says that there are two types of differences between men and women in written texts which are referred to as involved and

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informative writing. Involved writing describes women in the sense that they assume readers know the references in their written texts, so readers need to be involved from a woman's perspective. In other words, the reader feels a kind of personal and author involvement in the text. On the other hand, men tend to be informative in the sense of providing more details about the things mentioned in the text because they believe that the reader needs background information about the things discussed in the text, no matter how little it is.

## B. Relevant Research

Relevant research about male and female students' motivation in writing descriptive text has been carried out at various levels and educational contexts. This section will provide a detailed summary based on previous research in the following paragraph:

The first relevant research was conducted by Cahyono & Rahayu (2020) who examined the relationship between EFL students' writing motivation and their writing ability. This study involved 55 students consisting of 17 women and 38 men who were taking Essay Writing at an English Department of a University in Indonesia. The results showed that there is a significant difference in writing motivation and writing ability of female and male students whereas EFL students who have higher levels of writing motivation will have better writing skills. In addition, this study also shows that female students perform better than male students in terms of writing motivation and writing ability.

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Secondly, the study is from by Meece, et al. (2006) who reviewed the role of motivation in explaining gender differences in academic achievement. This study focused on four theories of motivation such as expectancy-value, attribution, self-efficacy, achievement goal theories. In her study, boys report stronger ability and interest beliefs in mathematics and science, whereas girls have more confidence and interest in language arts and writing. In addition, gender effects are moderated by ability, ethnicity, socioeconomic status, and classroom context.

In the Morocco context, Ouahidi (2020) conducted a study to investigate students' writing motivation and its relationship to two dependent variables, namely gender and academic writing performance. This study involved 98 undergraduate students from an English Department at Sultan Moulay Slimane University, Beni Mellal. The data analysis technique in this study was carried out with three tests, namely ANOVA, Pearson and T-test. The results of his study showed that external motivation was the most common writing orientation, and internal and external constructive motivation was positively correlated with students' writing scores on the third and fourth semester writing exams. In addition, this study also shows that men and women have significant differences in motivational orientation.

Another study was conducted by Wong (2011) explored the influence of gender and foreign language anxiety on students' motivation and writing ability in a peer-to-peer writing assignment. The study involved 94 students

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who were in the first semester of a science or engineering major at a four-year Japanese public university in West Japan. The results showed that class anxiety did not seem to affect motivation or task achievement, but gender did significantly predict motivation and achievement. This study also shows that writing assignments with a peer-to-peer component can motivate female students' more than male students'.

Based on all the previous studies above, it can be seen that there is no research that only focuses on comparing the motivation of male and female students in writing. However, the researcher discovered the similarities of previous studies, that the similarities were there was a significant difference between male and female in writing, and the researcher also found the equation that female students outperformed male students in writing motivation so females were better than male in writing. Furthermore, there is a difference in previous studies above, namely the location of doing the research, problem of the research, and instrument of the research. So, this study will be different from previous studies, in which the researcher will compare differences in the level of motivation of male and female students in writing, especially in writing descriptive text.

### Operational Concept

The operational concept is the concept used to explain the theoretical framework and avoid misunderstandings in this research. As mentioned by Syafi'i (2018) that operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically



operated in an academic writing-a research paper. In this research, there were two variables. The first was variable X as follows:

1. Male students as variable X1
2. Female students as variable X2

The second was variable Y that refers to writing motivation. The researcher concludes several indicators to be used as operational concepts as proposed by Payne (2012) who developed a scale to define motivation in writing. The indicators can be seen as follows:

1. The students have positive attitude towards writing.
2. The students have goals in writing.
3. Students loading failure to writing.
4. The students always share their writing.
5. The students always have effort to write.

#### **D. Assumption and Hypothesis of the Research**

##### **1. Assumption**

In this research, the researcher assumes that the male and female students at the tenth grade of Senior High School 1 Sungai Apit have different motivation in writing descriptive text.

##### **2. Hypothesis**

Ho : There is no significant difference between male and female students' motivation in writing descriptive text at the tenth grade of Senior High School 1 Sungai Apit.

Ha : There is a significant difference between male and female students' motivation in writing descriptive text at the tenth grade of Senior High School 1 Sungai Apit.

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## CHAPTER III METHOD OF THE RESEARCH

### Research Design

The design of this research was a quantitative research. Quantitative research involves data collection so that information can be quantified and processed statistically to support or refute “alternate knowledge claims” (Creswell, 2003, p. 153). This research is categorized as a comparative research. The purpose is to examine the difference between male and female students' motivation in writing. Comparative research is a research that compares variables or research objects with different themes or at different times and finds out causal relationships. According to Gay (2012, p. 228) comparative causal research aims to find out the causes of interesting differences in the behavior or status of groups or individuals. Similarly, Creswell (2009, p. 117) mentions that comparative research is research that explores comparisons between groups or find the relationship between the variables of the researched items.

This research involves two variables, the first is male and female as an independent variable or variable X and writing motivation as a dependent variable or variable Y. In short, this research was conducted to compare whether there is a significant difference between male and female students' motivation in writing descriptive text in the tenth grade of Senior High School 1 Sungai Apit.

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## **B Time and Location of the Research**

### **1. Time of the Research**

This research was conducted from January to February 2023.

### **2. Location of the Research**

This research was conducted at Senior High School 1 Sungai Apit. It is located on Gajah Mada Street, Sungai Apit, Siak district, Riau 28685.

## **C Subject and Object of the Research**

### **1. The subject of the Research**

The subject of this research was the tenth grade students of Senior High School 1 Sungai Apit.

### **2. Object of the Research**

The object of this research was male and female students' motivation in writing descriptive text.

## **D Population and Sample of the Research**

### **1. Population**

According to Creswell (2012, p. 142), population is a group of individuals who have the same characteristics. The population of this research was the students at the tenth grade of Senior High School 1 Sungai Apit. The population of this research consists of 7 classes and the total number of students were 239 students. The specification of the population in this research can be seen as follows:

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**Table III.1**  
**The Total Population of the Research**

No.	Classes	Male	Female	Total of Students
1.	X. 1	10	26	36
2.	X. 2	18	16	34
3.	X. 3	11	23	34
4.	X. 4	22	11	33
5.	X. 5	16	17	33
6.	X. 6	23	11	34
7.	X. 7	22	13	35
<b>Total of Population</b>				<b>239</b>

**2. Sample**

In this research, there were 239 students as a population. Since the population in this research was large, it is necessary to have samples. So, in this research, the researcher used purposive sampling to take samples. According to Creswell (2003, p. 185) purposive sampling is the choice of venue or participants that will best help the researcher understand the problem and research. The reason for using a purposive sampling technique is because not all samples have criteria that match the criteria studied, by setting considerations or criteria that must be met by the samples used in this study.

However, there were 4 students did not come because of health conditions. The researcher only took 66 students which consisted of 20 males and 46 females as the research samples. The sample specifications can be seen as follows:

**Table III.2**  
**Sample of the research**

No.	Classes	Male	Female	Total of Students
1.	X. 1	10	24	34
2.	X. 3	10	22	32
<b>Total Sample</b>		<b>20</b>	<b>46</b>	<b>66</b>



There are seven classes in tenth grade. The researcher chose class X.1 and X.2 because the teacher said that in that class the students were active when learning English. Besides that, the researcher also found that the majority of students in the class wanted to learn more than other classes, even students had different knowledge backgrounds but students had a desire to learn. The researcher can say that the class is more active than the others. Therefore the researcher believes the class will help the researcher to conduct this research.

#### **E. Technique of Collecting the Data**

In order to obtain some of the data needed to support this research, the researcher applied the following techniques:

##### **1. Questionnaire**

In collecting the data for this research, the researcher used a questionnaire. A questionnaire is a research tool composed of a series of questions, the purpose of which is to collect information from the interviewees. The questionnaire in this research used the Motivation in Writing Questionnaire (AMWQ) taken from Payne (2012) and it consisted of 37 items of questionnaire. After being tested for validity, it turns out that there were 27 valid items. The questionnaire used the Likert scale. The Likert scale is a five-point scale used by researchers to allow individuals to express their degree of agreement or disagreement with certain statements. It is supported by Gay (2012, p. 157) stated that the Likert scale requires an individual to respond to a series of statements by

showing whether he or she strongly agrees (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SD).

**Table III.3**  
**The Blue Print of Students' Motivation in Writing**

The students attitude toward their writing	1, 9, 12, 18, 25, 26, 27
The students have goals in writing	11, 14, 15, 16, 20, 22, 24
Students loading failure to writing	2, 13, 23
Students always share their writing	4, 7, 8, 10, 19
The students always have effort to write	3, 5, 6, 7, 17, 21
TOTAL	27

## 2. Validity of Questionnaire

In this research, the researcher used content validity because the instrument is adapted from an expert. Gay (2012, p. 161) says that content validity is the degree to which a test measures an intended content area, requires both item validity and sampling validity. To analyze the validity of the questionnaire in this research, the researcher adopted from previous research. The researcher was compared  $r$  value to  $r$  table at a significant level of 5% is 0.349 ( $df=N-2=64$ ). The  $r$  value of each item should be higher than the  $r$  table to be considered as a valid question. In the following table is the result of the instrument validity:

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**Table III.4**  
**Validity of the Questionnaire**

Items	rValue	rTable	Result
Item 1	0.636	0.349	Valid
Item 2	0.575	0.349	Valid
Item 3	0.368	0.349	Valid
Item 4	0.647	0.349	Valid
Item 5	0.656	0.349	Valid
Item 6	0.757	0.349	Valid
Item 7	0.547	0.349	Valid
Item 8	0.564	0.349	Valid
Item 9	0.612	0.349	Valid
Item 10	0.751	0.349	Valid
Item 11	0.538	0.349	Valid
Item 12	0.453	0.349	Valid
Item 13	0.649	0.349	Valid
Item 14	0.706	0.349	Valid
Item 15	0.624	0.349	Valid
Item 16	0.793	0.349	Valid
Item 17	0.607	0.349	Valid
Item 18	0.538	0.349	Valid
Item 19	0.634	0.349	Valid
Item 20	0.639	0.349	Valid
Item 21	0.808	0.349	Valid
Item 22	0,706	0.349	Valid
Item 23	0,448	0.349	Valid
Item 24	0,692	0.349	Valid
Item 25	0,665	0.349	Valid
Item 26	0,653	0.349	Valid
Item 27	0,728	0.349	Valid

**3. Reliability of Questionnaire**

Reliability in this research refers to the consistency of the measurement tests used. According to Arikunto (2013, p. 221), reliability refers to the definition that a tool can be relied upon as a data collection tool because it is always good. The categories for reliability in this research can be seen as follows:

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**Table III.5**  
**Category of reliability**

No.	Reliability	Category
1.	>0.90	Very High
2.	0.80-0.90	High
3.	0.70-0.79	Reliable
4.	0.60-0.69	Marginally/minimally
5.	<0.60	Unacceptable Low

Adopted from Cohen (2007, p. 506)

**Table III.6**  
**Reliability Questionnaire**

Cronbach's Alpha	N of Items
0.928	27

From the table above, it can be seen that Cronbach's alpha value is 0.928. This value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded that the questionnaire is reliable with the level of reliability was very high.

**Technique of Analyzing the Data**

In this research, the researcher used a questionnaire to examine and compare the motivation between male and female students in writing, especially in writing descriptive text.

Furthermore, the researcher used SPSS 24.0 version to examine whether there is a comparison of the motivation of male and female students in writing descriptive text. To answer the first and second research questions, the researcher was analyzed used Descriptive Analysis Percentage. To know whether there is a significance difference between male and female students'



motivation in writing, the formula uses was Mann-Whitney U-Test. Based on Pallant (2016) they are also useful when you have very small samples and when your data do not meet the stringent assumptions of the parametric techniques. The Mann-Whitney U-test is used to test for differences between two independent groups on a continuous measure. It can be used to test whether such samples come from the same distribution. Mann-Whitney U-test was used since the data was not normally distributed. So, the researcher used Mann-Whitney U-test to compare students' motivation in writing.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted to find out whether there is a significant difference between male and female students motivation in writing descriptive text at Senior High School 1 Sungai Apit or not. Based on the discussion from research questions and a hypothesis, it can be concluded:

1. Male students have lower motivation in writing descriptive text. The result showed that from SPSS 24.0 the mean of male students were 93.20.
2. Female students have higher motivation in writing descriptive text. The result showed that from SPSS 24.0 the mean of female students were 100.
3. The findings answer the general research questions that there is a significant difference between male and female students' motivation at tenth grade of Senior High School 1 Sungai Apit.  $P=0.010$  it means that  $H_a$  is accepted and there is a significant different level of gender motivation in writing especially writing descriptive text.

#### B. Suggestion

After analyzing the data, the researcher would like to present some suggestions. Relative results of this study which there are some things the researcher wants to suggest, among others. They are as follows:

1. The teacher of English subject at school should create a good method in teaching English especially teaching writing in order to make students interested and feel motivated in writing.

2. The students must realize that writing is important so that our writing can provide useful information for others who need it. In addition, students must practice to write diligently to improve their writing skills.
3. Hopefully, this research provided meaningful reference for the further researchers and those who are reading this research and interested in conducting the same research. Because this research has many weaknesses, especially in student interest and research time, the future researchers can do several ways to improve these aspects.

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# APPENDICES



UIN SUSKA RIAU

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# APPENDIX 1

## RESEARCH INSTRUMENT

UIN SUSKA RIAU

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UIN SUSKA RIAU

## INSTRUMENT

**Name** :  
**Class** :  
**Gender** : Male / Female

**Directions**

1. This questionnaire is written for collecting data and research purpose only.
2. This questionnaire does not influence your score.
3. You are required to give (✓) for the correct answer based on yourself in some options; SD, D, U, A, SA.
4. Thanks for your participation.

No	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I like to write down my thoughts. <i>(Saya suka menuliskan pemikiran saya)</i>					
2.	I use correct grammar in my writing. <i>(Saya menggunakan tata bahasa yang benar dalam tulisan saya)</i>					
3.	I complete a writing assignment even when it is difficult. <i>(Saya menyelesaikan tugas menulis meskipun itu sulit)</i>					
4.	Being a good writer will help me do well academically. <i>(Menjadi penulis yang baik akan membantu saya melakukannya dengan baik secara akademis)</i>					
5.	I write as well as other students. <i>(Saya menulis sebaik siswa lainnya)</i>					
6.	I put a lot of effort into my writing. <i>(Saya berusaha keras dalam tulisan saya)</i>					
7.	I like to participate in written online discussions. <i>(Saya suka berpartisipasi dalam diskusi menulis online)</i>					

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8	I like to get feedback from an instructor on my writing. ( <i>Saya suka mendapat umpan balik dari guru tentang tulisan saya</i> )					
9	I am able to clearly express my ideas in writing. ( <i>Saya mampu mengungkapkan ide-ide saya secara tertulis</i> )					
10	I like my writing to be graded. ( <i>Saya suka tulisan saya dinilai</i> )					
11	I am more likely to succeed if I can write well. ( <i>Saya lebih mungkin berhasil jika saya bisa menulis dengan baik</i> )					
12	It is easy for me to write good essays. ( <i>Mudah bagi saya untuk menulis esai yang baik</i> )					
13	I plan how I am going to write something before I write it. ( <i>Saya merencanakan bagaimana saya akan menulis sesuatu sebelum saya menulisnya</i> )					
14	Becoming a better writer is important to me. ( <i>Menjadi penulis yang lebih baik penting bagi saya</i> )					
15	Being a better writer will help me in my career. ( <i>Menjadi penulis yang lebih baik akan membantu saya dalam karir saya</i> )					
16	It is important to me that I make an A on a writing assignment. ( <i>Penting bagi saya bahwa saya mendapat nilai A pada tugas menulis</i> )					
17	I revise my writing before submitting an assignment. ( <i>Saya merevisi tugas saya sebelum mengumpulkannya</i> )					
18	Punctuation is easy for me. ( <i>Tanda baca adalah hal yang mudah bagi saya</i> )					
19	I like others to read what I have written. ( <i>Saya suka orang</i>					

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20.	lain membaca apa yang saya tulis)					
20.	Being a good writer is important in getting a good job. ( <i>Menjadi penulis yang baik sangat penting untuk mendapatkan pekerjaan yang bagus</i> )					
21.	I practice writing in order to improve my skills. ( <i>Saya berlatih menulis untuk meningkatkan keterampilan saya</i> )					
22.	I want the highest grade in the class on a writing assignment. ( <i>Saya ingin nilai tertinggi di kelas pada tugas menulis</i> )					
23.	I would rather write an essay than answer multiple-choice questions. ( <i>Saya lebih suka menulis esai daripada menjawab pertanyaan pilihan ganda</i> )					
24.	I want others to recognize me as a good writer. ( <i>Saya ingin orang lain mengenali saya sebagai penulis yang baik</i> )					
25.	Spelling is easy for me. ( <i>Mengeja itu mudah bagi saya</i> )					
26.	Choosing the right word is easy for me. ( <i>Memilih kata yang tepat itu mudah bagi saya</i> )					
27.	I am motivated to write in my classes. ( <i>Saya termotivasi untuk menulis di kelas saya</i> )					



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# APPENDIX 2

## MALE STUDENTS' QUESTIONNAIRE SCORE

UIN SUSKA RIAU



NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	TOTAL
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## **APPENDIX 3**

# **FEMALE STUDENTS' QUESTIONNAIRE SCORE**

UIN SUSKA RIAU

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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# APPENDIX 4

## RECOMMENDATIONS LETTERS

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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Nomor : Un.04/F.II.4/PP.00.9/26/2023 Pekanbaru, 02 Januari 2023  
Sifat : Biasa  
Lamp. : -  
Hal : **Pembimbing Skripsi (Perpanjangan)**

Kepada  
Yth. Harum Natasha, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : HELMI NOVIZA  
NIM : 11910422952  
Jurusan : Pendidikan Bahasa Inggris  
Judul : A COMPARATIVE STUDY BETWEEN MALE AND FEMALE STUDENTS' MOTIVATION IN WRITING DESCRIPTIVE TEXT AT TENTH GRADE OF SENIOR HIGH SCHOOL 1 SUNGAI APIT  
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an, Dekan

Wakil Dekan I



Drs. Zarkasih, M.Ag.

NIP. 19721017 199703 1 004

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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






UIN SUSKA RIAU

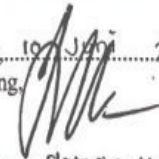
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**FACULTY OF EDUCATION AND TEACHER TRAINING**  
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Proposal
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Harum Natasha, M.Pd
  - a. Nomor Induk Pegawai (NIP) : 19820301 200901 2 012
3. Nama Mahasiswa : Helmi Noviza
4. Nomor Induk Mahasiswa : 11910422952
5. Kegiatan : Bimbingan skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	11 April 2022	Bab I		
2.	19 April 2022	Bab II		
3.	26 April 2022	Bab I, II		
4.	16 Mei 2022	Bab I, II		
5.	6 Juni 2022	Bab I, II, III		
6	10/6/2022	Acc Sem Proposal.		

Pekanbaru, 10 Juni 2022  
Pembimbing,

  
Harum Natasha, M.Pd  
NIP. 19820301 200901 2 012



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**PENGESAHAN PERBAIKAN  
 UJIAN PROPOSAL**

Nama Mahasiswa : Helmi Noviza  
 Nomor Induk Mahasiswa : 11910422952  
 Hari/Tanggal Ujian : Selasa, 14 Juni 2022  
 Judul Proposal Ujian : A COMPARATIVE STUDY BETWEEN MALE AND FEMALE STUDENTS' MOTIVATION IN WRITING DESCRIPTIVE TEXT AT TENTH GRADE OF SENIOR HIGH SCHOOL 1 SUNGAI APIT  
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Nuardi, M.Ed	PENGUJI I		
2.	Dedy Wahyudi, M.Pd	PENGUJI II		

Mengetahui  
 dan Dekan  
 Wakil Dekan I  
  
 Dr. Zarkasih, M. Ag.  
 NIP. 19721017 199703 1 004

Pekanbaru, 16 Januari 2023  
 Peserta Ujian Proposal

  
 Helmi Noviza  
 NIM. 11910422952





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Nomor : Un.04/F.II/PP.00.9/1551/2023  
 Sifat : Biasa  
 Lamp. : 1 (Satu) Proposal  
 Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 27 Januari 2023 M

Kepada  
 Yth. Gubernur Riau  
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
 Satu Pintu  
 Provinsi Riau  
 Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*  
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Helmi Noviza**  
 NIM : 11910422952  
 Semester/Tahun : VII (Tujuh) 2023  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : A Comparative Study Between Male And Female Students' Motivation In Writing Descriptive Text At Tenth Grade Of Senior High School 1 Sungai Apit  
 Lokasi Penelitian : SMA Negeri 1 Sungai Apit  
 Waktu Penelitian : 3 Bulan (27 Januari 2023 s.d 27 April 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



*Dr. H. Kadar, M.Ag.*  
 NIP.19650521 199402 1 001

Tembusan :  
 Rektor UIN Suska Riau



### Hak Cipta Diindungi Undang-Undang

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**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
 Email : dpmpstp@riau.go.id

### REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/53243  
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/1551/2023 Tanggal 27 Januari 2023, dengan ini memberikan rekomendasi kepada:

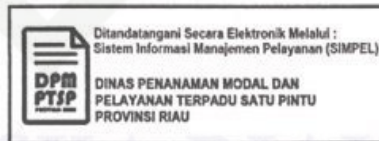
- |                      |   |
|----------------------|---|
| 1. Nama              | : HELMI NOVIZA  |
| 2. NIM / KTP         | : 119104229520  |
| 3. Program Studi     | : PENDIDIKAN BAHASA INGGRIS   |
| 4. Jenjang           | : S1  |
| 5. Alamat            | : PEKANBARU   |
| 6. Judul Penelitian  | : A COMPARATIVE STUDY BETWEEN MALE AND FEMALE STUDENTS' MOTIVATION IN WRITING DESCRIPTIVE TEXT AT TENTH GRADE OF SENIOR HIGH SCHOOL 1 SUNGAI APIT |
| 7. Lokasi Penelitian | : SENIOR HIGH SCHOOL 1 SUNGAI APIT  |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 30 Januari 2023



**Tembusan :**

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan





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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU  
**DINAS PENDIDIKAN**

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553  
 PEKANBARU

Pekanbaru, 01 FEB 2023

Nomor : 800/Disdik/1.3/2023/ 2313  
 Sifat : Biasa  
 Lampiran :  
 Hal : Izin Riset / Penelitian

Kepada  
 Yth. Kepala SMA 1 SUNGAI APIT  
 di-  
 Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/53243 Tanggal 27 Januari 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : HELMI NOVIZA  
 NIM/KTP : 119104229520  
 Program Studi : PENDIDIKAN BAHASA INGGRIS  
 Jenjang : S1  
 Alamat : PEKANBARU  
 Judul Penelitian : A COMPARATIVE STUDY BETWEEN MALE AND FEMALE STUDENTS'S MOTIVATION IN WRITING DESCRIPTIVE TEXT AT TENHT GRADE OF SENIOR HIGH SCHOOL 1 SUNGAI APIT  
 Lokasi Penelitian : SENIOR HIGH SCHOOL 1 SUNGAI APIT

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An- KEPALA DINAS PENDIDIKAN  
 PROVINSI RIAU  
 SEKRETARIS  
  
 RITA LINDAWATI, SH, M.SI  
 Pembina Tingkat I (IV/b)  
 NIP. 19660717 198603 2 002

Tembusan:  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

**Hak Cipta Dilindungi Undang-Undang**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**DINAS PENDIDIKAN**  
**SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 SUNGAI APIT**  
Alamat : Jl.GajahMada KodePos : 28762  
Email : sman1sungaiapit@gmail.com Telp :  
NSS : 301091103004 NPSN : 10403421  
Akreditasi : A

**SURAT REKOMENDASI**

Nomor : 422/ SMAN 1 Sungai Apit / 2023/ 007

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau, Nomor: Un. 04/F. II.4/PP.00.9/ 20209/2022 Tanggal 23 Desember 2022 Hal Mohon Izin Melakukan Prariset, maka saya yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Sungai Apit Kabupaten Siak Provinsi Riau memberikan rekomendasi kepada :

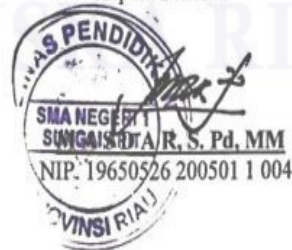
Nama : HELMI NOVIZA  
NIM : 11910422952  
Jurusan : Pendidikan Bahasa Inggris  
Jenjang : S1

Pada prinsipnya kami tidak keberakatan yang bersangkutan melakukan Kegiatan Prariset di SMA Negeri 1 Sungai Apit Kabupaten Siak Provinsi Riau.

Demikianlah surat Rekomendasi ini dibuat untuk dapat dimaklumi dan dipergunakan seperlunya.

Dibuat di : Sungai Apit  
Tanggal : 19 Januari 2023

Kepala Sekolah








**Hak Cipta Diindungi Undang-Undang**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**PEMERINTAH PROVINSI RIAU**  
**DINAS PENDIDIKAN**  
**SEKOLAH MENENGAH ATAS ( SMA ) NEGERI 1 SUNGAI APIT**

Alamat	: Jl.GajahMada	KodePos	: 28762
Email	: sman1sungaiapit@gmail.com	Telp	:
NSS	: 301091103004	NPSN	: 10403421

Akreditasi : A

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**SURAT KETERANGAN**  
 Nomor : 422 / SMAN 1 Sungai Apit / 2023/ 024


Berdasarkan surat Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, Nomor: 503/DPMPSTP/NON IZIN-RISSET/53243 tanggal 27 Januari 2023 tentang pelaksanaan izin riset, maka saya yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Sungai Apit Kabupaten Siak dengan ini menerangkan bahwa :

Nama	: HELMI NOVIZA
NIM	: 119104229520
Jurusan	: Pendidikan Bahasa Inggris
Jenjang	: S1

Nama tersebut benar telah menyelesaikan kegiatan penelitian / riset di SMA Negeri 1 Sungai Apit, guna mendapatkan data penelitiannya yang berjudul : **"A COMPARATIVE STUDY BETWEEN MALE AND FEMALE STUDENTS' MOTIVATION IN WRITING DESCRIPTIVE TEXT AT TENTH GRADE OF SENIOR HIGH SCHOOL 1 SUNGAI APIT"**.

Demikianlah surat keterangan riset ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Dibuat di : Sungai Apit  
 Tanggal : 14 Februari 2023



M A S D A R, S. Pd, MM  
 NIP. 19650326 200501 1 004

**Hak Cipta Dilindungi Undang-Undang**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## CURRICULUM VITAE

Helmi Noviza is the second daughter of Mr. (alm) Azhari and Yusmidar. She was born on Sungai Apit, June 25<sup>th</sup>, 2001. In 2013, she graduated from SDN 003 Pangkalan Sesai. She also finished her study at SMPN 5 Sungai Apit in 2016 and SMAN 1 Sungai Apit in 2019.

In 2019, she was accepted to be a student at English Education Department, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2022, she was doing KKN (Kuliah Kerja Nyata) program in Kandis, Kab. Siak. Then, she was doing Pre-Service Teacher Practice (PPL) program at SMAN 12 Pekanbaru on September until December 2022. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on January 2023 by the thesis entitled “A Comparative Study Between Male And Female Students’ Motivation in Writing Descriptive Text at Tenth Grade of Senior High School 1 Sungai Apit”.