



English Literature Students' Performance in Writing Comparison and Contrast Paragraph Across Gender in Paragraph Writing Class

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Article History

Submitted: 2023-01-31

Accepted: 2023-02-09

Published: 2023-03-19

Keywords:

English Literature Students, Writing Performance, Comparison and Contrast Paragraph, Gender, Paragraph Writing

Abstract

A growing body of research on writing skills has indicated male-female performance disparities. This study aimed to measure English Literature students' performance in writing comparison and contrast paragraph and analyze differences across gender in paragraph writing class based on scores of writing and score of aspects of writing (content, organization, and language features). 38 students were chosen as participant with 16 male and 22 females. Descriptive quantitative research design was used with mid-evaluation paper as instrument and independent t-test and score analysis were done. Findings indicated English literature students' performance was good in score of writing. In score of aspect of writing, they scored good (71-80) in content and organization but average (61-70) in language features. There was no significant difference between male-female literature students' writing performance. In score of writing, male students scored average (61-70), while female students scored good (71-80). Both male-female scored good (71-80) in content. Male scored average (61-70) while female score good (71-80) in organization. Then, both male-female scored average (61-70) in language features.

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How to Cite: Nisrina, N., & Safitri, D. (2023). English Literature Students' Performance in Writing Comparison and Contrast Paragraph Across Gender in Paragraph Writing Class. *Journal of English Language Teaching*, 12. (1): pp. 188-197, DOI: [10.24036/jelt.v12i1.121827](https://doi.org/10.24036/jelt.v12i1.121827)

INTRODUCTION

Writing is an essential skill that every learner has to have. As stated by Setyowati & Sukmawan (2016) and Sadiku (2015), writing is indispensable in the field of communication, yet is also substantially used in academic pursuits as well. In higher education, students' performance in writing is essential for their academic success. As stated by Glazier cited in Ulfah (2018), being able to write in English is not only essential in higher education but also vital as an asset in careers. Therefore, it is confirmed that a success in English writing brings benefits not only in English learning but also in learners' life-long careers.

At English department, to pursue competence in writing, students are required to be able to complete Paragraph Writing course. There were five aspects considered in writing, they are content, organization, vocabulary, grammar and mechanics (Jacob, 1981). According to Rohim (2019) and Azimi (2022), English students' skills in paragraph writing were categorized good. These studies revealed students' strength was in organization or content, while the students' weakness was in vocabulary or mechanics. Furthermore, Asfah (2019) revealed that students were weak when writing an introductory paragraph, making their writing chronological, and writing a concluding sentence. Meanwhile, their strengths were found when writing the main sentences and the use of transitional signals.

In paragraph writing, there are several text types of paragraphs. One of the text types that is currently learned is comparison and contrast paragraph. Malenab-Temporal (2016) revealed that comparison and contrast turned out to be the most difficult methods on composing paragraph for student to master and organize. This finding is attributed to the fact that discussing similarities and differences as well as grouping or categorizing things need more analysis than other text types. A study carried out by Amri & Saputra (2020) surveyed the extent to which the third semester students' writing performance, particularly in process and comparison and contrast paragraph. Taking account to indicators of paragraph, includes: format, punctuation and mechanics, contents, organization, and sentence structure, it was revealed that their paragraph writing performance are ranged from sufficient to admirable level. Similarly, a study conducted by Toba & Noor (2019) revealed that EFL students writing ability was good. However, some of them encountered problems due to limited knowledge of writing aspects and personal reasons.

Besides students' writing performance in particular text, there have been many researchers investigate students' writing performance among gender. A study conducted by Al-Saadi (2020) found that females outperformed males in terms of writing fluency and text quality. Meanwhile, a longitudinal study carried out by Lindgren et al. (2008) revealed there is no significant effect of gender in FL (English) writing process as well as Woods (2016) that she reported there were no statistically significant differences in students' writing skills due to gender.

Regarding to the discussion above, this current study aims to measure the Literature students' writing performance in comparison and contrast paragraph across gender in paragraph writing class. The Literature students that are addressed in this research are students in English Department at Universitas Negeri Padang academic year 2022/ 2023. The writing performance was measured based on scores. The scores referred to the score of writing and of score of aspect of writing. The aspects of writing are referred to three aspects; they are content, organization, and language features. Then, independent t-test was conducted to test whether there were any significant differences appeared between male-female students' writing performance.

METHOD

A descriptive quantitative research design was used because quantitative data was suitable to measure English literature students' performance in writing comparison and contrast paragraphs based on scores (Radhakrishna et al., 2007). It also served a thorough analysis to seek differences across gender in paragraph writing class based

on score of writing and score of aspect of writing. The population in this research was English Literature Students registered in academic year 2022 Universitas Negeri Padang with the total of 130 students. Since, there were gaps between male and female students in numbers, purposive sampling was chosen. Therefore, 38 students were selected with 16 males and 22 females as sample.

In this research, mid-examination documents were utilized as instruments (Patton, 2003). The score analysis and independent t-test were utilized to provide quantitative data. Scores analyses divided the score of writing and the score of aspect of writing into seven score categories; excellent, very good, good, average, fair, poor and inadequate (Hyland, 2019). Then, independent t-test was computed to compare the score differences between male-female students writing performance. Following these analyses, differences of students' writing performance based on score of writing and score of aspect of writing in comparison and contrast paragraph would be explored among their gender.

RESULT AND DISCUSSION

Data Description

1. English Literature Students' Performance in Writing Comparison and Contrast Paragraph

The English Literature students' performance in writing comparison and contrast paragraph was measured based on scores and aspects of writing. The scoring was completed by a researcher and an expert using scoring rubric adapted from (Brown & Lee, 2015) was validated by another expert. The score tabulation is illustrated below.

Table 1. English Literatures Students' Score of Writing

N	Sum	Mean	Min	Max
38	2753.13	72.45	43.75	93.75

The result showed English Literature students' performance was generally in good category with score mean 72.45. The lowest score was 43.75 (poor) and the highest score was 93.75 (excellent).

Table 2. English Literatures Students' Score of Aspect of Writing

Aspect of Writing	Score Mean	Lowest Score	Highest Score
Content	75.66	37.5	100
Organization	72.37	25	100
Language Features	66.12	25	100

The result showed English Literature students' performance in content was generally in good category with score mean 75.66. In organization, it was generally in good category with score mean 72.37. In language features, it was generally in average category with score mean 66.12.

2. Male and Female English Literature Students' Performances in Comparison and Contrast Paragraph

Male and female English Literature students' performance in comparison and contrast paragraph were measured based on score and aspect of writing. The score tabulation is illustrated below.

Table 3. Male-Female Score of Writing

Gender	N	Sum	Mean	Min	Max
Male	16	1109.38	69.34	43.75	90.63
Female	22	1643.75	74.72	53.13	93.75

Table 5 showed male English Literature students' performance was generally in average category with score 69.34, while female English Literature students' performance was generally in good category with score 74.72. The lowest score on male students was 43.75 (poor) and on female students was 53.13 (poor). The highest score on male students was 90.63 (excellent), while on female students was 93.75 (excellent).

Table 4. Male-Female Score of Aspect of Writing

Aspect of Writing	Male			Female		
	Score Mean	Lowest Score	Highest Score	Score Mean	Lowest Score	Highest Score
Content	74.22	37.5	100	76.70	50	100
Organization	67.97	25	100	75.57	25	100
Language Features	60.94	25	87.5	69.89	25	100

The result showed the performance of male students in content was generally in good category with score 74.22, while female students was generally in good category with score 76.70. In organization, the performance of male students was generally in average category with score 67.97, while female students' was generally in good category with score 75.57. In language features, the performance of male students was generally in average category with score 60.94, while female students was generally in average category with score 69.89.

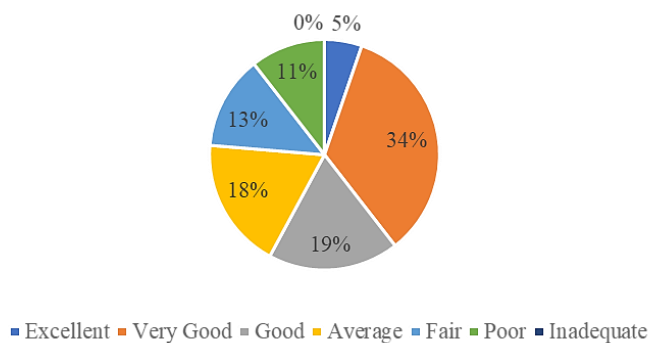
Data Analysis

In this research, score analyses and aspect of writing analyses were done. The score analyses interpreted the score into seven score category; excellent, very good, good, average, fair, poor and inadequate. Meanwhile, the aspect of writing analyses interpreted the aspect score into 4 probable performance; good to excellent, average to good, good to poor. To test whether there was any significant difference between male and female students, Independent t-test was also done. Following these analyses, patterns of differences between male and female students' writing performance was explored.

1. English Literature Students' Performance in Writing Comparison and Contrast Paragraph Analysis

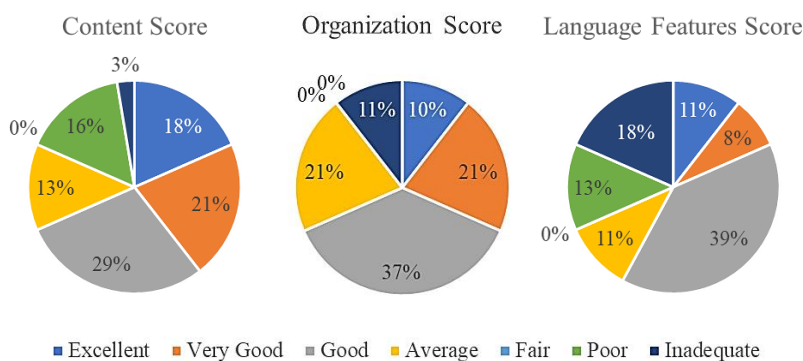
The English Literature students' performance in writing comparison and contrast paragraph was measured based on score of writing and scores of aspect of writing. The scoring was completed by a researcher and an expert using an adapted scoring rubric validated by another expert. The score analysis is illustrated below.

Figure 1. English Literatures Students' Score Analysis in writing



Before, it was confirmed that English Literature students' writing performance on average was categorized good and based on the figure above, it showed that the 34% of students scored very good was dominant in percentage.

Figure 2. English Literature Students' Score Analysis in Aspect of Writing



In content aspect, it was confirmed that students' writing performance on average was categorized good and based on the figure above, it showed 29% of students scored good was dominant in percentage. Then, in organization aspect, it was confirmed that students' writing performance on average was categorized good, and based on the figure above it showed 37% of students scored good was dominant in percentage. Last, in language features aspect, it was confirmed that students' writing performance on average was categorized average and based on the figure above, it showed 39% of students scored good was dominant in percentage.

2. Differences in Male and Female Students' Performance in Comparison and Contrast Paragraph Analyses

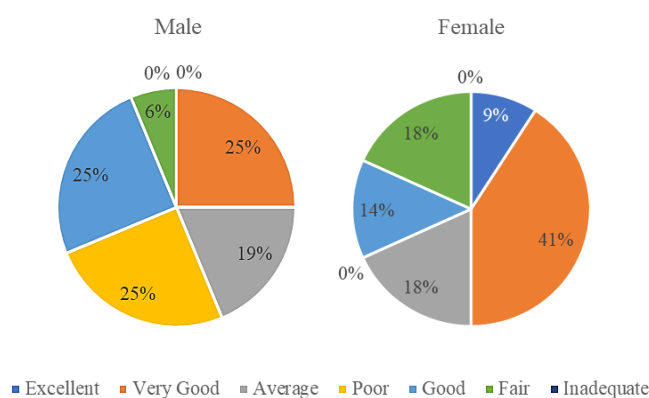
Table 5. Independent T-Test based on Gender

		Independent Samples Test					95% Confidence Interval of the Difference	
		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	-1.134	36	.264	-5.37997	4.74321	-14.99964	4.23970
	Equal variances not assumed	-1.105	29.128	.278	-5.37997	4.86998	-15.33831	4.57837

The result showed a sig/p-value (2-tailed) .264. It means there was no significant difference of male-female English Literature students' writing in comparison and contrast paragraph.

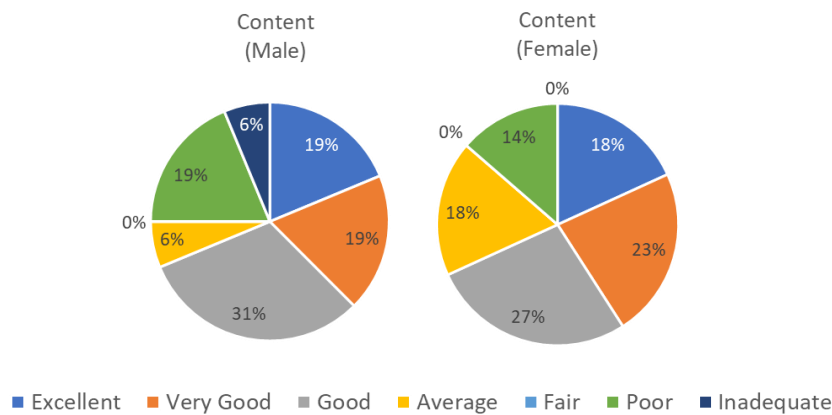
As for the distribution of score analyses between male and female students, the result was seen as below:

Figure 3. Male and Female Score Analysis in Writing



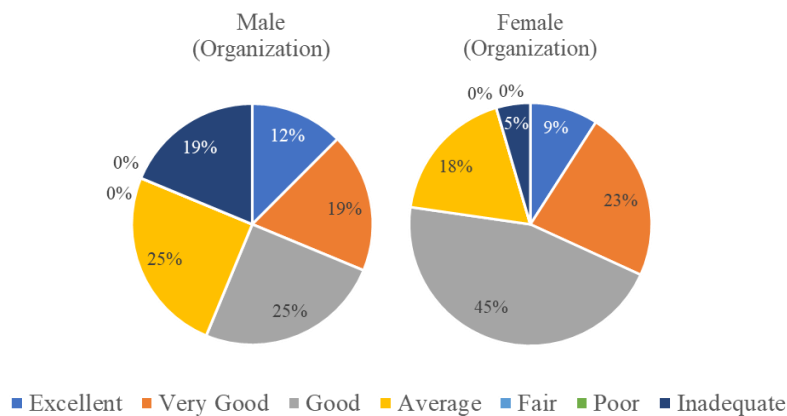
Before, it was confirmed that male students' writing performance on average was categorized average and based on the figure above, it showed that the male students scored excellent, very good, and poor was dominant in percentage which achieved by 25% of students by each score. Then, it was confirmed that female students' performance on average was categorized good and based on the figure above, it showed female students scored very good was dominant in percentage which achieved by 41% of them.

Figure 4. Male and Female Score Analysis in Content Aspect

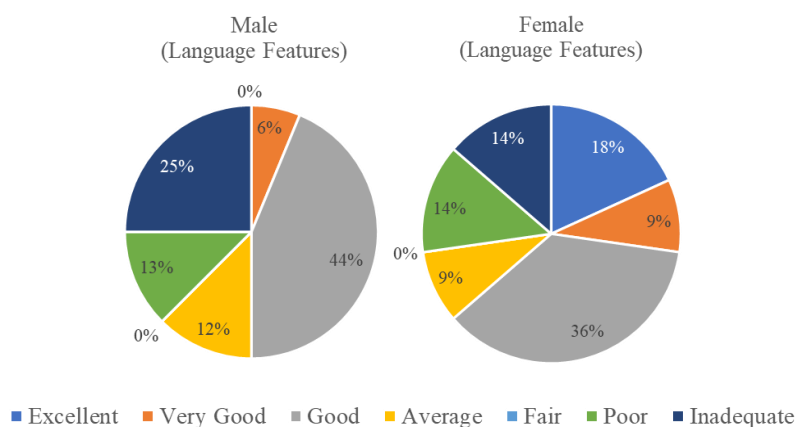


In content aspect, it was confirmed that male students' writing performance on average was categorized good, and based on the figure above, it showed 31% of male students scored good was dominant in percentage. Then, it was confirmed that female students' writing performance on average was categorized good, and based on the figure above, it showed 27% of female students scored good was dominant in percentage.

Figure 5. Male and Female Score Analysis in Organization Aspect



In organization aspect, it was confirmed that male students' writing performance on average was categorized average, and based on the figure above, it showed 25% of male students scored good and average was dominant in percentage. Then, it was confirmed that female students' writing performance on average was categorized good, and based on the figure above, it showed 45% of female students scored good was dominant in percentage.

Figure 6. Male and Female Score Analysis in Language Features Aspect

In language features aspect, it was confirmed that male students' writing performance on average was categorized average, and based on the figure above, it showed 25% of male students scored inadequate was dominant in percentage. Then, it was confirmed that female students' writing performance on average was categorized average, and based on the figure above, it showed 36% of female students scored good was dominant in percentage.

Discussion

Based on the data analysis, the result showed that English Literature students' writing performance in paragraph writing particularly in comparison and contrast paragraph was scored good. The finding of this study corroborated with the findings of Rohim (2019) and Azimi (2022) that found the students' skill in paragraph writing is also particularly good. It was also in line with Amri & Saputra (2020) and Toba & Noor (2019) who particularly examined writing performance in comparison and contrast.

Then, in determining male and female literature students' writing performance particularly in comparison and contrast paragraph, statistical analysis was done. The result showed that there was no significant difference in writing performance between male and female Literature students. This result was in line with Lindgren et al. (2008) and Woods (2016) that stated there was no significant difference in writing skill between male and female students.

Based on the score analysis in writing, male literature students' writing performance was generally categorized average with score 69.34, while female literature students' writing performance was generally categorized good with score 74.72. According to this result, female students' performance was ahead male students' performance in writing comparison and contrast paragraph.

Then, based on scores in aspect of writing, male students scored 74.22 (Good) and female students scored 76.90 (Good) in content. Then, in organization, male literature students scored 67.97 (Average) while female students scored 75.57 (Good). Last, in language features, male students scored 60.94 (Average), and female students scored 69.89 (Average). Based on the results above, it can be concluded that both male and female literature students performed better in content, followed by organization

and language features. It was in line with Azimi (2022) that claimed in paragraph writing, students were better in content but different from Rohim (2019) who claimed students were better in organization.

CONCLUSION

The findings and discussion indicated that English Literature students' performance in comparison and contrast paragraph was good in score of writing. In content and organization, they also scored good but in language features they scored average. It means they performed better in content and organization. Then, based on statistical analysis, there was no significant differences between male and female students' writing performance. Based on score of writing, male students' performance was average while female students' performance was good. Based on score of aspect of writing, both male and female students scored good in content. Then, in organization, male students scored average while female students score good. Last, in language features, both male and female students scored average. It means male students performed better in content, while female students performed better in content and organization.

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