

**THE LANGUAGE ABILITY: A COMPARISON BETWEEN MALE AND FEMALE LEARNERS USING THE BOOK "FROG, WHERE ARE YOU?"  
MAYER, MERCER**

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**Abstract**

This research focuses on students' language learning in 5th grade primary school. The research project examines on the language learning of 5th grade primary school learners. The focus is to compare the linguistic skill of male and female learners by taking retelling stories using Indonesian language. The factor used in this research is grammatical cohesion analysis which examines all grammatical aspects which includes sentence, clause, grammatical errors, emotive word, and interference. Data was gained through a controlled observation and analysed using the contrasting descriptive method which looks how male and female learners construct sentences and clauses, as well as the grammar mistakes they make. 5th grade male learners of Integrated Islamic Elementary School Al Abidin Surakarta were discovered to be more proficient in using Indonesian than female students were. Female students tend to make fewer grammatical errors than male learners when reciting Indonesian stories. Male learners, on the other hand, are more imaginative and use emotive language frequently, indicating that male learners are more expressive while telling stories. According to the data, male learners were more proficient in using Indonesian than female learners. When narrating stories, female learners make fewer errors in grammar. It also shows a lack of emotional connection. It may be fair to say that male learners' proficiency in telling stories is better than the female learners' due to their expressiveness in telling the language but female learners are more structured in producing their language.

**Keywords:** *grammatical; language proficiency; language ability; male and female learners*

**INTRODUCTION**

The way men and women speak has become an intriguing subject to research. In some circumstances, men and women use a language differently. These distinctions could be due to variances in structure, form, vocabulary, syntax, and so on. Men and women have diverse voices in terms of features such as the use of verbal abilities. Women, for example, frequently use colorful words and adjectives such as excellent, luscious, and treasured that males hardly use (Wardhaugh, 2006). In summary, men and women have different ways of speaking because they are raised differently and have different roles in society. Linguistic competence is divided into two stages: acquiring and comprehension (Krasen, 1982). Language learning refers to the process of learning a language that children go through when they are acquiring their mother languages. Language learning, on the other hand, is the disciplined process of studying a language in a classroom setting with an instructor. If children can use their linguistic talents for speaking or talking, they have learned a language (Gass & Selinker, 2008). Language skills must be understood by children as the foundation of proficiency in language. Chomsky (1965) distinguished two forms of linguistics: competence and performance. Linguistic competence is

described as the speaker's or listener understands of their initial native tongue. (Chomsky, 1965).

It indicates an understanding of the language's mechanism, linguistic guidelines, grammatical proficiency, vocabulary, and all language aspects. Language performance is defined as the actual use of a language competence. (Chomsky, 1965). Performance as the actual production (speaking and writing) or understanding (hearing and reading) of language occurrences (D. H. Brown, 2007). Language has several components that consumers must understand. Aspects are classified into three categories: phonological (aspects of tone), semantic (aspects of message), and syntactic (aspects of sentence construction). These are learned as part of the language learning process. A variety of factors influence language acquisition. Only by being familiar with linguistic rules taught as children can humans create language (Dardjowidjojo, 2012). Behavioral theory and cognitive theory are two theories that explain the process of language acquisition. The belief that development of language is influenced and controlled by natural factors is referred to as behaviorism. Dardjowidjojo (2012) states children in particular come into the world with a blank slate (a blank slate with no past ideas about globe or linguistic) and that the environment shapes and gradually conditions these infants through various reinforcement schedules.

The core claim of the theory is that children come into the world with innate knowledge that leads them through the task of acquiring a language. Chomsky believes that language learning is a natural process since acquisition of language techniques are built into children from birth. The Language Acquisition Device (LAD) is a brain structure that is thought to be a fundamental tool for acquiring symbolic words. (Chomsky, 2009). In reality, nature and nurture are inextricably linked in the process of language development. Humans are unable to interact without a series of Language Acquisition Devices (LAD). As a result, nature is necessary once one is learning a language. Language is a system governed by a set of norms, not just a habit. Language is additionally structured and inventive. Similarly, the environment helps with language acquisition. In addition to innate aptitude, social interaction and cognitive (Clark, 2009).

## **REVIEW OF LITERATURE**

Gender research studies have previously been conducted variations in language use or language acquisition between males and females. From the previous study it was found that girls are more likely than boys to make sound modifications (Rahmawati et al., 2018). They indicate that a girl makes various sounds at the close of sentences than a boy does., who sounds a little clearer while saying just one phrase in whole sentences (Rahmawati et al., 2018). Moreover, another study contrasts male and female students' abilities to write descriptive and narrative literature in English (Sembiring et al., 2016). The objective of this research is to assess students' abilities in three areas: the structure of texts, linguistic acquisition, and acquiring vocabulary based on word format. By a margin of two, male students outperformed female classmates. Within regards to the text's framework and grammar advancement, male students outperform female students, whereas female students surpass male students in terms of acquiring vocabulary based on word varieties (Sembiring et al., 2016).

It appears reasonable to assume that male and female students have significantly different levels of speaking ability, with female students surpassing male students. (Ratminingsih, 2013). In a study conducted with 82 youngsters and discovered that girls outperformed boys in terms of imaginative thought by 35 (53%) compared to 31 (47%) (Aziz, 2006). On a study conducted with 304 students and discovered that female students outperformed male students on the Standard Progressive Matrice (SPM) test in terms of intellectual intelligence (127, 28: 166, 80); emotional intelligence (88, 69: 90, 93); and spiritual intelligence (78, 20: 81, 30) (Aziz & Mangestuti, 2005).

Languages measurement can be accomplished both internally and externally. Internal language studies focus on the internal structure of the language, commencing with phonology,

morphology, syntax, and discourse organization. External studies concern the relationship between language and external aspects such as social characteristics, psychology, ethnicity, and so on. The foundation of knowing and learning a language is knowledge of language components that must be learned.

The researcher evaluates learning the grammar of the Indonesian language to pupils of fifth grade at SD IT Al Abidin Surakarta based on the background and research gaps. Its goal is to assess development of Indonesian as an alternate speech and to compare grammatical skills between male and female pupils.

This study's subjects are two male and two female classmates. The researcher consults the book. The book is a blank tale with no storyline. Children are asked to create a narrative based on the book's artwork. The researcher analyses the grammatical characteristics of each clause used by the students. The study will examine students' language abilities and compare the degrees of Indonesian development among male and female pupils. Based on the background data and research limitations, the researcher determines language acquisition of Indonesian language to fifth grade students at Al Abidin International Islamic Elementary School in Surakarta. Its objective is to evaluate grammatical abilities between male and female students and to assess Indonesian language learning as a second language.

## **METHOD**

The descriptive comparative technique was utilized in this research, which implies that each data set was gathered, documented, compared, and evaluated in its whole. This strategy employs the following techniques: (1) observing language samples, (2) recording and recording speech, and (3) evaluating data based on a specified theory.

The observation approach is used in the present research. Data was collected by videotaping pupils retelling a story. To get a conclusion, the material was transcribed and examined. This is the method employed by (G. Brown & Yule, 1983) on language development research. This research employs a cross-sectional research means for measuring time at a particular moment in time (Dardjowidjojo, 2012). The subject is made up of more than one individual and uses a specific theme. The picked issue is of the present rather than of development. The approach used is collected through observation, with a cross-sectional study structure that is controlled. The research venue, as well as the equipment adapted to the research aim, have been planned ahead of time.(Dardjowidjojo, 2012). The study was carried out in the classroom.

This research method is commonly used to compare the abilities of female and male elementary school kids in narrating stories using the book "Frog, Where Are You?" (Mayer, 1969).While attempting to determine whether female or male students are better at telling stories.

## **FINDINGS AND DISCUSSION**

The first stage of the research was to transcribe the outcomes of interviews with four informants who were SD IT Al Abidin students. Following that, sentence and clause fragmentation, as well as several other indicators, are performed. After breaking sentences and clauses, the table will describe the amount of sentences, clauses, and other indications used to determine language learning. Respondent 1, 2 , 3 and 4 are the four informants. The table below shows how many phrases, clauses, grammatical faults, emotive words, and Javanese interference each participant experienced.

Table 1. Number of Words Used

14	35	3 (sentence no. 6, 7 and 8)	2 *senang ria (sentence no.13) *keriangan (sentence no.14)	2 *Kodok (sentence no: 1,11,13,14) *Hamster (sentence no: 4,7)
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Table above shows number of words used is 155. Mention of the reference word personal pronoun II singular "anjing itu" twice; mention of the personal pronoun II reference word singular "anak itu" six times; mention of the reference word personal pronoun II singular "kodok itu" once; mention of the reference word pronominal person II singular "rusa itu" once.

Table 2. Number of Words Used

16	31	2 (kalimat nomor: 13, 14)	2 *kaget (kalimat nomor: 12) *takut (kalimat nomor: 13)	3 *kodok (kalimat nomor: 1, 2, 3, 15, 16) *toples (kalimat nomor: 2) *hamster (kalimat nomor: 9)
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Table above shows number of words used is 183. Mention of the personal pronoun II reference word singular "laki-laki itu"; 6 mentions of the personal pronoun II reference word singular "anak laki-laki itu"; 1 mention of the reference word pronominal person II singular "anak itu"; 1 mention of the reference word personal pronoun II singular "anjing itu"; 3 mentions of the reference word pronominal person II singular "anak laki-laki".

Table 3. Number of Words Used

14	31	6 (sentence nomor: 1, 6, 8, 11, 13, 14)	4 *terjatuh (sentence no: 4, 7) *marah (sentence no: 10) *sangat mengerikan (sentence no.	2 *kodok (sentence no. 1 dan 2) *tawon (sentence no. 2)
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16) *terkejut (sentence no: 21, 26)
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Table above shows number of words used is 193. Personal pronoun II reference word singular "anak itu" is mentioned twice; personal pronoun II reference word singular "anak kecil itu" is mentioned eight times; personal pronoun II reference word singular "anjing itu" is mentioned twice; personal pronoun II reference word singular "katak itu" is mentioned once; and personal pronoun II reference word singular "rusa itu" is mentioned once.

Table 4. *Number of Words Used*

18	39	3 (sentence number: 6, 8, 11, 14)	5 *kaget (sentence number: 2) *jatuh (sentence number: 6) *ceroboh (sentence number: 6 dan 7) *kesal (sentence number: 7) *diam (sentence number 16)	4 *kodok (sentence number: 1, 2, 9, 11, 14, 15) *hamster (sentence number: 8, 9, 10) *tawon (sentence number: 8 dan 9) *toples (sentence number: 7 dan 18)
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Table above shows number of words used is 246. Mention of the reference word personal pronoun II singular "anak laki-laki" 1 time; mention of the reference word personal pronoun II singular "anak laki-laki itu" 3 times; mention of the personal pronoun II reference word singular "anak itu" 1 time; mention of the reference word personal pronoun II singular "katak itu" 1 time; pronouncing the reference word personal pronoun II singular "anjing itu" 1 time; mention ofThe reference term pronominal person II singular "rusa itu" is mentioned once.

According to the outcomes, male students in the fifth grade at Al Abidin Islamic International Elementary School in Surakarta are more adept in grammatical cohesion than female students. It depends on the interpreting of learners using an empty narrative book. There are some very fascinating things observed in the mention or naming of the characters of tiny children, frogs, and dogs in Mercer Mayer's story "Frog, Where are You?" between male and female students. Based on the statistics shown above, it is possible to conclude that Respondent 1 and 2 make less grammatical errors when narrating stories. Respondent 3 and 4, on the other hand, have a larger vocabulary than Respondent 1 and 2. The usage of the lingual units "anak itu" and "anak laki-laki itu" by Respondent 1 and 2 to refer to the child characters in the story, as well as the use of the linguistic units "katak itu" and "anjing itu" by the frog and dog characters. It also demonstrates the lack of a strong emotional connection.

Throughout Respondent 3 and 4, the lingual units used to name characters are more common, such as the mention of little children, frogs, dogs, deer, and owls using the linguistic units "anak itu", "laki-laki itu", "katak itu", "rusa itu", and "burung hantu itu". It demonstrates a child's imagination of the story's characters. Respondent 3 and 4 are clearly more innovative than Respondent 1 and 2. Aside from that, the acquisition of words from Respondent 3 and 4 was greater, and emotive words were used more frequently. This demonstrates that Respondent 3 and 4 are more expressive storytellers than. As a result, male students' grasp of Indonesian is comparable to that of female students.

## CONCLUSIONS

In accordance with the data, male pupils in 5th grade at Al Abidin Islamic International Elementary School in Surakarta outperform female students in terms of grammatical consistency and emotive words, according to the data. It is based on students' retelling utilizing a blank interpretation book of Mercer Mayer's "Frog Where Are You?" When telling stories, female students make fewer grammatical errors. On the other hand, male students are more imaginative and utilize emotive terms frequently, indicating that male students are more expressive while presenting stories. It can be concluded that male students' proficiency of Indonesian is comparable to that of female students.

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