

## CHAPTER I

### INTRODUCTION

#### A. Background of study

Masniyah (2017) points out that writing skill is one of the competencies that either male or female students must acquire to learn English. The reader must be able to understand your thoughts, feelings, and experiences through your writing. Writing can also be seen a communication between the writer and the reader. As a result, the most crucial skill in teaching English is writing.

Abu Hurairah radhiallahu ‘anhu says:

" : ٢٨٠٤ – حَدَّثَنَا قُتَيْبَةُ ، أَخْبَرَنَا اللَّيْثُ ، عَنِ الْخَلِيلِ بْنِ مُرَّةَ ، عَنْ يَحْيَى بْنِ أَنْ صَالِحٍ عَنْ أَبِي هُرَيْرَةَ قَالَ كَانَ رَجُلٌ مِنَ الْأَنْصَارِ جَلَسَ إِلَى رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ ، فَيَسْمَعُ مِنَ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ الْحَدِيثَ فَيَعْجِبُهُ وَلَا يَحْفَظُهُ ، فَشَكَرَ ذَلِكَ إِلَى رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ ، فَقَالَ يَا رَسُولَ اللَّهِ إِنْ لَأَسْمَعَ مِنْكَ الْحَدِيثَ فَيَعْجِبُنِي وَلَا أَحْفَظُهُ فَقَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ اسْتَعِنْ بِيَمِينِكَ وَأَوْ مَا بِيَدِهِ الْخَطِّ وَفِي الْبَابِ عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو هَذَا حَدِيثٌ لَيْسَ إِسْنَادُهُ بِذَلِكَ الْقَائِمِ . وَسَمِعْتُ مُحَمَّدَ بْنَ إِسْمَاعِيلَ يَقُولُ . »  
الخليل بن مُرَّةَ مُنْكَرَ الْحَدِيثِ

Allah tells us to write because it is essential in our lives. As a result, students in higher education are typically require to complete a variety of academic writing tasks such as essays, academic assignments, and thesis as part of their bachelor's degree requirements. They will need many sources to use as references

Mariani (2021) clarifies that students are unconcerned because the references are abundant on the internet. The availability of non-profit connections can lead to various academic misconducts, such as the tendency for students to download reading material from someone else's paper and claim it as their own in writing concerning the vocabulary they use.

Many authors have elaborated on vocabulary use of writing in their research. This is due to the perception that a wide range of vocabulary defines a person's capacity for cognition. The first previous study in his research is the research by Arina et. al (2014) which shows that the differences of gender in learning. Arina et al. (2014) discuss vocabulary learning strategies (VLSs) for learner mastery. Nonetheless, in this study, the subjects are dividing in the direction of two formations on their gender (male and female). The findings reveal that there were six strategies apply by male and female learners in learning new vocabularies. Female learners tend to apply most strategies rather than male learners did. Female learners apply dictionary strategies more often rather than other strategies. This effect on their vocabulary mastery. The more the apply vocabulary learning strategies, the better the vocabulary mastery the student get.

The second previous study in this research is by Muharromah and Syarif (2019) who discuss the differences of teacher's expert in using reporting verbs in their publication. Furthermore, there are differences between each expert teacher in using reporting verbs and this is based on the teacher's prior knowledge and the extent to which he/she knows the various functions of reporting verbs.

Moreover, the next previous study, Ishikawa (2015) claims that most previous research has focused on writings created in uncontrolled environments. There are gender differences in language usage in essay writing, with male students using more nouns associate to social-economic movement to expand knowledge or current real issue about the given arguments. In contrast, female students use more pronouns, intensifiers and modifiers, and words relate to cognitive psychological

case to express their feelings and develop good relationships. It can be concluded that we cannot deny the potential that factors other than gender influence the outcomes.

Therefore, the differences in the use of writing in the aforementioned studies, this research focus on finding the difference in using reporting verbs between male and female students in the thesis proposal and using the content analysis method, which follows the previous method as a guide.

## **B. Definition of Key Terms**

To avert misinterpretation in this study, in this chapter there are some definitions of key terms that are essential to recognize as displays:

1. Reporting verbs in academic writing is one of the most direct means of attributing content to another source, and it is an essential rhetorical choice claim by Muharromah and Syarif (2019). In this study, the reporting verbs studied are limit to reporting verbs in accordance with the results of the study by Muharromah and Syarif which have been adapted from Hyland (2002). Furthermore, the reporting verbs analysis focus on citations in chapter 1 to chapter 3 of the thesis proposal.
2. Na (2016) points out that gender differences in psychology, social background, and personal experience play a role in gender disparities in language learning. The importance of gender variations in language adoption is examined in depth. Male students are more likely to use social media. Female students are more likely to use meta-cognitive and cognitive methods than male students. Female students are more likely to use meta-

cognitive and male tactics than male students. For instance, Ishikawa (2015) showed that male students employ more words connect with particular social and economic activities, as well as scientific phenomena. They tend to focus on certain characteristics of things or situations, or on specific times and locations where activities occur. Female students, on the other hand, tend to employ more personal pronouns and phrases associate with psychological cognitive abilities. This reasonably that detects that it is possible for female students to use reporting verbs with category cognitive, for example using positive cognition category such as think, understand, agree, concur, hold, know. However, gender differences discussed in this study are limited only in terms of differences in writing thesis proposals and perceptions in writing thesis proposals. Hence, in the perception section only limit by the theory of Gibson et al (2011) which divides into 6 perception factors.

### **C. Research Question**

Based on the background above, the problem question of the study can be formulated as the following:

- 1) What reporting verbs category appears on male students in writing thesis proposal?
- 2) What reporting verbs category appears on female students in writing thesis proposal?
- 3) What are the differences between male and female student's perception reporting verbs in writing thesis proposal?

#### **D. Objective of Study**

The purpose of this research is:

- 1) To find out the category and sub-category of reporting verbs that male students use in writing thesis proposals.
- 2) To analyze the category and sub-category of reporting verbs that female students use in writing thesis proposals.
- 3) To discover the variations perception in writing reporting verbs in the thesis proposal between male and female students.

#### **E. Significance of Study**

The outcome of this research expectantly can give some perquisites not only hypothetically but also practically go to;

##### **1. Lecturer**

Theoretically, it may provide data and feedback to lecturers. Practically, lecturers may explore ideas and understandings connect to the usage of varied terminology by male and female.

##### **2. Students**

Theoretically, to strengthen their ability can improve by study many types of reporting verbs. Practically, the advantages include the opportunity to engage with a variety of reporting verbs.

##### **3. Other researchers**

Theoretically, it serves as a starting point for comparing reporting verbs in academic writing. Practically, other researchers may practice or choose a variety of vocabulary use related to academic writing.