

## Male and Female Students' Discourse Competence at Kalamansig National High School

DOI: <https://doi.org/10.47175/rielsj.v2i3.294>

| Reynaldo B. Aranego<sup>1</sup> | Bai Donna S. Aliman<sup>2,\*</sup> | Zaida K. Ulangkaya<sup>3</sup> |

<sup>1</sup>Sultan Kudarat State University, EJC Montilla, Tacurong City, Sultan Kudarat, Philippines

<sup>2</sup>Mindanao State University-Maguindanao, Dalican, Datu Odin Sinsuat, Maguindanao, Philippines

<sup>3</sup>Mindanao State University-Maguindanao, Dalican, Datu Odin Sinsuat, Maguindanao, Philippines

\*[bdsaliman@msumaguindanao.edu.ph](mailto:bdsaliman@msumaguindanao.edu.ph)

### ABSTRACT

The study aimed to determine the relationship between the oral and written discourse competence of the male and female students of Kalamansig National High School. Specifically, it sought to determine the level of oral and written discourse competence of male and female students in terms of informative, persuasive, and argumentative speeches; to find out if there is significant difference between male and female students' written and oral discourse competence level in the three parameters; and to find out if there is a significant difference between the oral and written discourse competence in general when classified according to gender. This study used the descriptive-correlation method. The researcher utilized the purposive sampling in determining the seventy (70) Grade 10 performing students of Kalamansig National High School as respondents of the study. The teacher-made communicative written and speaking tests were used as instruments to gauge the male and female student's written and oral discourse competence. Based on the findings, it was concluded that both male and female students oral and written discourse competence are good. Both group of students need equal attention from the teachers to enhance their speaking and writing skills.

### KEYWORDS

discourse competence; informative speech; persuasive speech; argumentative speech

## INTRODUCTION

Discourse competence is defined as the ability to understand and produce the range of spoken, written and visual texts. Almonte (2015) defined discourse competence as the knowledge of rules regarding the grammatical links and appropriate combination of communicative actions of various types of discourse (oral or written).

The goal of Language Arts of the K-12 Curriculum is to provide graduates language conventions, principles and skills in interacting with others. To attain this goal, English teachers follow learning competences based on teachers' guide designed by the Department of Education. One of the communicative competences that the curriculum guide wants to develop is the students' oral and written discourse. Teachers value a verbal style that is confident, assertive, and forceful. Thus, classes are regarded successful if students engage in verbal sparring through oral or written form.

It is a fact that classrooms contain certain hidden biases in terms of gender. Teachers always regard that there are distinct characteristics between male and female students in terms of classroom discipline, speech styles, and level of maturity. Male and female students tend to have different speaking styles in the classroom.

Following the Curriculum Guide of the Department of Education in the Philippines, students often complain with the writing and speaking activities. There are some students who prefer writing and there are some who prefer speaking. English teachers of the school share the same problem. Teachers regard teaching writing and speaking as challenging work considering the differences of the needs and interests between male and female students. Hence, the proponents would like to determine the oral and written discourse competence of male and female students to provide students activities in writing and speaking that are gender sensitive and free from stereotyping.

Generally, the study aimed to determine the relationship between the oral and written discourse competence of the male and female students of Kalamansig National High School during school year 2017-2018. Specifically, the study sought to answer the following questions: 1. What is the level of oral discourse competence of male and female students in terms of: informative speech, persuasive speech, and argumentative speech? 2. What is the level of written discourse competence of male and female students in terms of: informative speech, persuasive speech, and argumentative speech? 3. Is there significant difference between male and female students' oral discourse competence level in terms of: informative speech, persuasive speech, and argumentative speech? 4. Is there significant difference between male and female students' written discourse competence level in terms of: informative speech, persuasive speech, and argumentative speech? And 5. Is there significant difference between the oral and written discourse competence in general when classified according to gender?

## **RESEARCH METHODS**

The descriptive-correlation research design was used in this study to determine the discourse competence of 35 male and 35 female students and gauge the significant difference between their oral and written discourse competence. The researcher utilized the purposive sampling in identifying the performing students in each section. The researchers-made communicative writing and speaking tests were used as instruments of the study in order to gauge the male and female student's discourse competence.

In communicative writing tests, the students wrote three essays: an informative essay about the importance of taking care the nature; a persuasive essay about the importance of education among youth; and an argumentative essay about their stand on the return of the death penalty in the Philippines. Result of their test was rated using a Rubric adopted from National Center for Teachers' Excellence (2003). Scores of the students was analysed using the score range: 1-4 – Poor; 5-8 – Fair; 9-12 – Good; 13-16 – Very Good; and 17-20 – Excellent.

In communicative speaking test, the students were asked to transform their written essays into informative speech, persuasive speech, and argumentative speech.

Result of their test were rated using a Rubric adopted from NCTE (2003). Scores of the students was analyzed using the score range: 1-4 – Poor; 5-8 – Fair; 9-12 – Good; 13-16 – Very Good; and 17-20 – Excellent.

Three (3) English teachers from Kalamansig National High School were requested to be the raters of the said tests. The frequency counts, weighted and overall means, and standard deviation were used as statistical tool of the study. The z-test was utilized to determine the difference between the male and female oral and written discourse competence.

## RESULTS AND DISCUSSION

### *Male Students' Oral Discourse Competence*

Table 1 below shows the frequency, percentage, and description distribution of the male students' oral discourse scores in informative speech, persuasive speech and argumentative speech.

**Table 1.** Frequency, Percentage, and Description Distribution of Male Students' Oral Discourse Scores

Oral Discourse Parameters	Range of Scores	Frequency	Percentage (%)	Description
1. Informative Speech	17-20	3	8.57	Very Good
	13-16	19	54.29	Good
	9-12	12	34.29	Average
	5-8	1	2.85	Poor
	1-4	0	0	Very Poor
	Mean: SD:	13.24 2.7		
2. Persuasive Speech	17-20	0	0	Very Good
	13-16	16	45.71	Good
	9-12	18	51.43	Average
	5-8	1	2.85	Poor
	1-4	0	0	Very Poor
	Mean: SD:	12.21 2.23		
3. Argumentative Essay	17-20	3	8.57	Very Good
	13-16	12	34.29	Good
	9-12	17	48.57	Average
	5-8	3	8.57	Poor
	1-4	0	0	Very Poor
	Mean: SD:	12.21 3.11		

As reflected in Table 1, in the parameter of informative speech, three (3) male students or 8.57% obtained scores that belong to score range of 17-20 which fall on the description level of Very Good. This means that few students got highest scores in the informative speaking test. This implies that few male students can deliver an informative speech with very commendable eye contact, vocal quality, preparedness and composure, attention to the audience, and overall delivery. Moreover, 19 or 54.29 % of the male students obtained the score range of 13-16 which fall on the description level of good. This means that most of the male students got high scores in informative speaking test. This implies that most of male students deliver an informative speech with commendable eye contact, vocal quality, preparedness and composure, attention to the audience, and overall delivery. In addition, 21 male students or 34.29 % of male students got the range of scores with the description of average. This means that some of the male students got satisfactory scores in informative speaking test. This implies that almost half of the male students have acceptable eye contact, vocal quality, preparedness and composure, attention to the audience, and overall delivery. Meanwhile, only one (1) male student or 2.85 % of male students obtained a score that belongs to score range of 5-8 which belongs to the description level of poor. This means that there is only one out of 35 male students got unsatisfactory scores in informative speaking test. It implies that there is a male student who have unsatisfactory eye contact, vocal quality, preparedness and composure, attention to the audience, and overall delivery. None of the male students obtained very poor scores.

The informative speaking test in general shows that male students obtained mean score of 13.24 which falls on the description level of good. This means that the average scores of the male students is satisfactory. This implies that male students have moderate and acceptable eye contact, vocal quality, preparedness and composure, attention to the audience, and overall delivery. On the other hand, the Standard Deviation 2.7 only shows that there is moderately close distance between the lowest score and the highest score to the mean score. This implies that ability of the low performing male students in an informative speech is almost acceptable and satisfactory.

Table 1 also reflects the oral discourse scores of male students in the parameter of persuasive speech. None of the students got the scores that belong to score range of 17-20. Meanwhile, 16 male students or 45.71 % of the male students obtained scores that belong to score range of 13-16 which falls on the description level of good. This means that male students' ability to convince the audience is satisfactory. This implies that almost half of the male students' are good in persuading the audience with eye contact, vocal quality, preparedness and composure, attention to the audience, and overall delivery. In addition, 18 or 51.53% of the male students got the score range of 9-12 with the description level of average. This means that most of the male students have fair ability to convince the audience about the importance of education. This further means that these male students need to approximate their skills in delivering a speech to persuade and further develop their eye contact, vocal quality, preparedness and composure, attention to the audience, and overall delivery. Moreover, one (1) or 8.25% of the male students obtained score that belong to score range of 5-8 and none obtained the score range of 1-4 which belong to description of poor and very poor respectively. This means that a single male student among 35 respondents have difficulty in delivering a persuasive speech. This implies that this student needs to improve his ability to speak in front of the audience with confidence.

In general, the persuasive speech parameter obtained mean score of 12.21 which falls on the description level of average. This means that the performance of male students in persuading the audience is satisfactory. This implies that the male students need further improvement. Meanwhile, the figure 2.23 of the standard deviation shows close distance between the lowest and highest scores to the mean score. This implies that the ability of the lowest performing students is almost considered average or satisfactory.

At the same time, Table 1 shows the argumentative speech oral discourse parameter. Three (3) or 8.57 % of the male students got scores that belong to score range of 17-20 which belongs to the description level of very good. This means that few male students got very satisfactory ratings in an argumentative speaking test. This implies that only a number of male students can convince and change the minds of the audience with very commendable eye contact, vocal quality, preparedness and composure, attention to the audience, and overall delivery. On the other hand, 12 or 34.29% of the male students obtained scores ranging from 13-16 which describes the level of good. This means that some of the male students have satisfactory scores in the argumentative speaking test. This further shows that these male students speak in front of the audience with good eye contact, vocal quality, preparedness and composure, and attention to the audience while influencing the ideas of the listeners. Meanwhile, 17 male students or 48.57% of the male students got the scores range from 9 to 12 which falls on the description level of average. Data mean that almost half of the male students have got the passing score in an argumentative speaking test. This connotes that majority of the male students at least reached the minimum skills requirement in convincing and changing the minds of the audience with acceptable eye contact, vocal quality, preparedness and composure, and attention to the audience. Furthermore, three (3) male students or 8.57% of the male

students obtained the scores between the ranges of 5-8 which is described as fair. Furthermore, none of the male students belong to score-range of 0-4 which is described as very poor. This means that few of the male students got low scores in an argumentative speaking test. This implies that a small number of male students have difficulty in maintaining eye contact, vocal quality, composure, and attention to the audience while delivering an argumentative speech.

In general, the argumentative speech obtained the mean of 12.21 which belong to the description level of average. This means that the male students obtained satisfactory score in an argumentative speech. This further means that the male students are skillful in delivering their arguments in general public. On the other the standard deviation with the figure of 3.11 reflects slight closeness of highest and lowest scores to the mean score. This implies that the low performing male students in argumentative speech is near to level of average. Psychologists believed that male student behaves differently from female. Maltz and Borker (1982) claims that boys tend to play in large groups that are hierarchically structured, their group has a leader, their status is negotiated via orders, or telling jokes/stories, their games have winners and losers, and they talk about skills, size, and ability.

Studies of classrooms ranging from kindergarten through graduate school have shown that teachers are more likely to call on male students, even when female students raise their hands or when no one does, wait longer for male than for female students to respond to question, give male students more eye contact following questions (thus inviting response), remember and use the names of male students, ask male students more questions that call for “higher order” critical thinking as opposed to “lower order” recounting of facts, coach male students to develop their thoughts by giving them more extended and more specific feedback on the quality of their ideas and give male students specific information on how to complete projects themselves, rather than doing it for them <http://cte.virginia.edu/resources/teaching-a-diverse-student-body-practical-strategies-or-enhancing-our-students-learning/gender-dynamics-in-the-classroom/classroom-dynamics/>.

### ***The Female Students' Oral Discourse Competence***

Table 2 shows the frequency, percentage, and description distributions of the female students' oral discourse scores in informative speech, persuasive speech and argumentative speech.

As indicated in Table 2, in the parameter of informative speech, 16 or 45.71 % of the female students obtained the scores ranging 17-20 which describes as very good. This means that almost half of the female students got the highest scores in an informative speech. This implies that many female students are excellent in giving informative speeches. Also, in the parameter of informative speech, 9 or 25.71% of the female students got scores ranging 13-16 that falls on the description level of good. This means that some of the female students acquired satisfactory scores in an informative speech. This implies that these female students are capable of delivering an informative speech with commendable eye contact, voice quality, composure and attention to the audience. On the other hand, 10 or 28.57% of the female students got scores ranging from 5 to 8 which is described as average. This means that some female students have fair scores in an informative speech. This implies that these female students have little difficulty in maintaining good eye contact, voice quality, composure and attention to the audience while having a speech. They need little assistance from their teachers. Meanwhile none of the female students belong to level of poor and very poor. This only means that all female students have an acceptable skill in informative speaking.

**Table 2.** Frequency, Percentage, and Description Distribution of Female Students' Written Discourse Scores

Oral Discourse Parameters	Range of Scores	Frequency	Percentage (%)	Description
1. Informative Speech	17-21	16	45.71	Very Good
	13-16	9	25.71	Good
	9-12	10	28.57	Average
	5-8	0	0	Poor
	1-4	0	0	Very Poor
	Mean: SD:	15.19 3.42		
2. Persuasive Speech	17-21	9	25.71	Very Good
	13-16	14	40	Good
	9-12	11	31.43	Average
	5-8	1	2.85	Poor
	1-4	0	0	Very Poor
	Mean: SD:	14.04 3.32		
3. Argumentative Essay	17-21	5	14.29	Very Good
	13-16	16	45.71	Good
	9-12	12	34.29	Average
	5-8	2	5.71	Poor
	1-4	0	0	Very Poor
	Mean: SD:	13.24 3.18		

The informative speech got the mean of 15.19 falls on the description level of good. This only shows that the female student's ability in informative speech is satisfactory. This further implies that the female students are skillful in maintaining eye contact, voice quality, composure, and attention to the audience while educating minds of the listeners. Furthermore, the figure of standard deviation of 3.42 shows slight disparity between highest and lowest score to the mean score. This implies that the low performing female students in informative speech should at least approximate his/her skill in order to cope with the ability.

Table 2 also reflects the cores of students in persuasive speaking test. These are 9 or 25.71 % of the female students got the scores ranging from 17-20 with the description of very good. This shows that some of the female students got high scores in persuasive speech. This implies that a number of female students are very competitive in convincing the audience on a certain point. Meanwhile, 14 or 40% of the female students obtained score ranging from 13-16 which belong to the description level of good. This means that almost half of the female students scored satisfactory in the persuasive speaking test. This implies that many female students need little assistance from teachers in improving eye contact, composure, voice quality and attention to the audience. Moreover, 11 or 31.43% of the female students have scores ranging 9-12 described as average. This means that there are a number of female students obtained fair scores in persuasive speaking test. This implies that there is tolerable eye contact, composure, voice quality and attention to the audience while convincing the audience in a persuasive speech. On the other hand, only one (1) or 2.85% of the female students obtained the score range of 5-8 which belongs to the level of poor. This means that only one female student got the lowest score in persuasive speech. This implies that only one female student has difficulty in delivering a persuasive speech.

The mean score obtained by the female students in persuasive speech is 14.04 which is described as good. This means that in general, the female students obtained scores in persuasive speech is satisfactory. This implies that the female students have good eye contact, acceptable voice quality, and commendable composure. On the other hand, the standard deviation with the figure of 3.32 shows that the lowest and highest scores of female students in persuasive speech is slightly close. This implies that almost all female students are good in delivering a persuasive speech.

Table 2 also presents the scores obtained by the female students in the parameter of argumentative speech. Five (5) or 14.29% of the female students got scores ranging 17-20 which belongs to the description level of very good. This means that few female students got highest scores in argumentative speaking test. This connotes that there is a small number of female students who are confident and fluent in delivering an argumentative speech. Sixteen (16) or 45.71% of the female students obtained scores 13-16 which is considered as good. This means that majority of the female students obtained satisfactory scores in argumentative speaking test. This further means that many of the female students have met satisfactory eye contact, composure, attention to the audience and voice quality. Twelve (12) female students or 34.29% of the female students obtained scores 9-12 which is described as average. This discloses that some of the female students have obtained fair scores in argumentative speech. This means that these students need further assistance from the teachers in developing their skills in presenting their arguments in organized and well-delivery. Only 2 female students or 5.71% of the female students obtained scores 5-8 with the description level of poor. None of them belongs to the level of very poor. This means that fewer female students have unsatisfactory scores obtained in an argumentative speech. This implies that only few needs rigid assistance from the teachers to develop their confidence and voice quality.

The overall performance of the female students in an argumentative speech is shown by the mean obtained with the figure of 13.24. This means that the overall performance of the female students is considered good. This implies that the confidence and overall delivery of the female students is satisfactory. The SD with the figure of 3.18 suggests that the performance of the female students with the lowest score in argumentative speech is far to consider as good. This means that the teachers should take extra efforts for the low performing female students in persuasive writing.

According to Poynton (1985) female speak “better” (more “correctly” and with more “refined” accents) than male. It means that there is a difference between male and female in the way of their speaking. Also, female students may be less likely to raise their hands immediately in response to initial questions than their male counterparts, less likely to call out and demand the teacher’s attention, less likely to receive peers’ approval if they do “break rules” and speak out in class frequently without being called on, less likely to receive feedback, whether praise, help, or criticism, less likely to have their comments credited, developed, adopted, or even remembered by the group, more likely to be interrupted when they speak or to have other students answer questions directed to them <http://cte.virginia.edu/resources/teaching-a-diverse-student-body-practical-strategies-for-enhancing-our-students-learning/gender-dynamics-in-the-classroom/classroom-dynamics/>.

### **Male Students’ Written Discourse Competence**

As reflected in Table 3, ten (10) or 28.57% of the male students obtained range of scores of 17-10 which belongs to the description level of very good. This means that some of the male students got outstanding scores in informative essay test. This implies that almost one-fourth of the male students have no difficulty in writing their point-of-view about

certain issues. In the same way, there are ten (10) or 28.57 % of the male students got the range of scores of 13-16 which is described as good. This means that some of the male students got satisfactory scores in an informative writing test. This further means that a number of male students have a commendable writing ability in putting their points in an organized and clear composition.

On the other hand, six (6) or 17.14% of the male students got the scores range 9-12 which belongs to the description level of average. This means that few male students got fair scores in an informative writing test. This implies that these students need to approximate their ability to organize their thoughts in a writing composition considering choice of words and mechanics. Moreover, eight (8) or 22.86 % of the male students obtained the range of scores 5-8 which belongs to the description level of poor. This means that some of the male students got unfavorable scores in an informative writing test. This means that these students need rigid assistance from the teachers for them to learn coherence, consistency and unity in writing. Furthermore, only one (1) or 2.85 % of the 35 students got scores range of 1-4 which is described as very poor. This means that only one (1) of the thirty-five (35) male students obtained a very low score in an informative speech. This implies that this student needs remedial writing instruction from the teachers.

**Table 3.** Frequency, Percentage, and Description Distribution of Male Students' Written Discourse Scores

<b>Oral Discourse Parameters</b>	<b>Range of Scores</b>	<b>Frequency</b>	<b>Percentage (%)</b>	<b>Description</b>
1. Informative Essay	17-20	10	28.57	Very Good
	13-16	10	28.57	Good
	9-12	6	17.14	Average
	5-8	8	22.86	Poor
	1-4	1	2.85	Very Poor
Mean:	12.78			
SD:	4.88			
2. Persuasive Essay	17-20	8	22.86	Very Good
	13-16	10	28.57	Good
	9-12	8	22.86	Average
	5-8	8	22.86	Poor
	1-4	1	2.85	Very Poor
Mean:	12.32			
SD:	4.69			
3. Argumentative Essay	17-20	7	20	Very Good
	13-16	6	17.14	Good
	9-12	9	25.71	Average
	5-8	10	28.57	Poor
	1-4	3	8.57	Very Poor
Mean:	10.96			
SD:	5.11			

Overall, the mean obtained by the male students in an informative essay is 12.73 which belongs to the description level of average. This means that the male students' ability in an informative essay writing is fair. This implies that the male students need further guidance from the teachers to develop their writing skills. The figure 4.88 which is the standard deviation only shows that the range from the lowest score to the mean score of the male students is far. This implies that the male students in the lower-level needs to double time to cope with the complex requirement in writing an informative essay.

Table 3 also reflects the scores of male students in persuasive writing parameter. Eight (8) male students or 22.86% of the male students obtained the score range of 17-20 which falls on description level of very good. This means that some male students got highest scores in a persuasive speech. This implies that some of the male students are skillful enough to persuade others through an effective writing composition. In addition, ten (10) male student or 28.57 % of the male students obtained the scores range 13-16 which is described as good. This means that one-fourth of the male students got the satisfactory scores in a persuasive essay test. This implies that some of the male students are good in convincing readers through a clear and organized written ideas. Moreover, eight (8) male students or 22.86 % of the male students obtained scores range 9-12 which is described as average. This means that few male students got fair scores in a persuasive essay test. This implies that few male students have moderate difficulty in organizing their diction on certain issue. In the same way, eight (8) or 22. 86% of the male students got scores range 5-8 which is described as poor. This means that few male students got low scores in persuasive essay test. This implies that few of the male students found persuading the readers as very difficult. They need assistance from the teachers. Furthermore, one (1) or 2.85 % of the male students got the score range of 1-4 which is described as very poor. This means that one student among 35 male students got the lowest score in persuasive writing test. This implies that this student needs assistance from the teachers since he did not met expectations.

The mean score obtained by the male students in persuasive writing is 12.32 which is described as average. This means that the male students in general have an acceptable ability in writing persuasive essay. The SD with the figure of 4.8 only shows that the low performing male students in persuasive writing test have many things to cope to consider their writing skills acceptable.

Table 3 also presents the parameter in argumentative essay. Seven (7) or 20 % of the male students obtained the scores range 17-20 which is described as very good. This means that some of the male students got outstanding scores in an argumentative writing test. This implies that some of the male students have a very commendable skill in pointing out their arguments through writing. Meanwhile, six (6) or 17.14% of the male students obtained scores range 13-16 which is described as good. This means that few of the male students got satisfactory scores in an argumentative essay test. This implies that these male students need little assistance from the teachers to improve their writing skills in organizing their arguments in certain issue. Moreover, nine (9) or 25.71% of the male students obtained scores range 9-12 which falls on the description level of average. This means that some of the male students got fair scores in an argumentative writing test. This implies that some of the male students need further improvement with their writing ability in argumentative essay. Ten (10) or 28.57 % of the male students obtained scores range 5-8 which falls on the description level of poor. This means that the largest number of male students got low scores in an argumentative writing test. This implies that many male students need remedial writing instruction in an argumentative essay writing. Furthermore, three (3) or 8.57 % of the male students obtained scores range 1-4 which is described as very poor. This means that there is a number of male students who got the lowest scores in an argumentative writing test. This implies that writing an argument to change the minds of writers pose high difficulty among these students. They need remediation from their teachers.

The mean of 10.96 shows that the male students' written discourse competence is average. This means that male students have moderate ability to write counter arguments in a clear and forceful written conviction. This implies that male students need to further

study skills in writing argumentative essays. The SD with the figure of 5.11 suggests that students who obtained low scores in argumentative speech need to double their efforts to cope with the skill requirements to have a good writing output. Hogan (2013) claims that male students find it difficult to take the formal requirements of writing as seriously. Some are resistant in writing. Writing composition requires organization around a central theme or topic. In addition, Coniglio (2017) asserts that boys have distinct behavior in writing that teachers should consider. Boys are more physical, boys need more space to learn, boys are not as good at reading and writing as girls.

**Female Students' Written Discourse Competence**

**Table 4.** Frequency, Percentage, and Description Distribution of Female Students' Written Discourse Scores

Oral Discourse Parameters	Range of Scores	Frequency	Percentage (%)	Description
1. Informative Essay	17-20	16	45.71	Very Good
	13-16	11	31.43	Good
	9-12	5	14.29	Average
	5-8	3	8.57	Poor
	1-4	0	0	Very Poor
	Mean: SD:	15.07 3.9		
2. Persuasive Essay	17-20	14	40	Very Good
	13-16	8	22.86	Good
	9-12	7	20	Average
	5-8	5	14.29	Poor
	1-4	1	2.85	Very Poor
	Mean: SD:	13.81 4.8		
3. Argumentative Essay	17-20	10	28.57	Very Good
	13-16	8	22.86	Good
	9-12	6	17.14	Average
	5-8	9	25.71	Poor
	1-4	2	5.71	Very Poor
	Mean: SD:	12.21 5.25		

Table 4 also reflects the persuasive essay parameter of female students written discourse competence. Fourteen (14) or 40% of the female students obtained scores range 17-20 which falls on the description level of very good. This means that some of the female students got high scores in the persuasive writing test. This implies that some of the female students have the ability to maintain interest of the readers and to present reasons and supports excellently. There are eight (8) or 22.86% of the female students obtained the score range of 13-16 which falls on the description level of good. This means that few of the female students got very satisfactory scores in a persuasive speech. This implies that few students have the skill of the proper and correct writing mechanics in persuading readers to believe with their points. On the other hand, seven (7) female students or 20% of the female students obtained scores between 9-12 which is described as average. This means that few of the female students got satisfactory scores in a persuasive writing test. This implies that few female students need extra efforts to learn proper and effective organization of personal opinions to convince the readers. Meanwhile, five (5) or 14.29 % of the female students obtained scores between 5-8 which falls on the description level of poor. This means that few female students got low scores in a persuasive writing test. This

further means that there are few female students who have difficulty in enhancing their point-of-view in writing persuasive essay. Furthermore, only one (1) female student or 2.85% of the female students got the scores range 1-4 which is described as very poor. This means that only one female student got the lowest score in persuasive essay test. This implies that there is a female student who has a problem in organization, word choice and mechanics of writing.

The overall weighted mean of the female students' persuasive writing obtained the figure of 13.81 which is described as good. This means that scores of female students in persuasive writing test is satisfactory. This implies that female students' ability to convince others through effective writing is very acceptable. The standard deviation with the figure of 4.8 only suggests that the female students who belonged to low performing groups needs to approximate more their ability to write clearer and more forceful points.

Table 4 also reflects the written discourse competence of female students in argumentative writing. Ten (10) female students or 28.57 % of the female students belong to the level of very good described by the score range 17-20. This means that few of the female students got superior scores in an argumentative writing test. This implies that only few female students are skillful in presenting their arguments in a clear and strong manner. Eight (8) or 22.86% of the female students obtained scores range 13-16 which is described as good. This means that some of the female students got very satisfactory scores in an argumentative writing test. This implies that some of the female students have are close to consider as superior argumentative writers. Meanwhile, six (6) or 17.14 % of the female students got scores range 9-12 which is described as average. This means that few of the female students got satisfactory scores in an argumentative writing test. This implies that few of the female students need to learn more skills to improve their ability to lay down their points in counter arguments. On the other way around, nine (9) or 25.71 % of the female students obtained scores between 5-8 which is described as poor. This means that some of the female students got low scores in an argumentative writing test. This implies that there are some of the female students who have difficulty in writing clear and forceful arguments. However, two (2) or 5.71% of the female students obtained scores from 1-4 which is described as very poor. This means that few female students have the lowest scores in the test. This implies that a number of female students needs assistance from the teachers to enhance their writing skills.

In general, the mean score of female students argumentative writing test scores obtained the figure of 12.21 which is described as average. This implies that female students are good in argumentative writing. The standard deviation of 5.25 suggests that low performing female students in argumentative writing needs further remediation for them to cope with the complex skills they supposed to learn in writing. According to Lakoff (1975) females are good in using lexical hedges or fillers, tag questions, rising intonation on declaratives, empty adjectives, precise terms, intensifiers, hyper-correct grammar, super polite forms, avoidance of strong swear words, and emphatic stress in writing. In fact, females are different from male not only in verbal communication but also in nonverbal communication. Coniglio (2017) asserts that girls produce more drama, tend to multitask better, write with more detail.

### ***Significant Difference between the Male and Female Students' Oral Discourse Competence***

Table 5 shows that the male and female oral discourse in an informative speech parameter obtained the mean score of 13.24 and 15.19 respectively, standard deviation of 2.7 and 3.42 with a computed z-value of 2.648 which is described as significant. This shows that

the female students obtained higher scores than male students in an informative speaking test. Thus, this further explains that there is a significant difference between the male and the female informative speaking ability.

**Table 5.** Comparison of Oral Discourse Scores between Male and Female Students

Oral Discourse Parameters	Compared Variables	N	Mean	SD	Computed Z-value	Description
Informative Speech	Male	35	13.24	2.7	2.648	Significant
	Female	35	15.19	3.42		
Persuasive Speech	Male	35	12.21	2.23	2.707	Significant
	Female	35	14.54	3.32		
Argumentative Speech	Male	35	12.21	3.31	1.328	Not Significant
	Female	35	13.24	3.18		

**Legend:**  $Z(\text{Table}) = \pm 1.96$

In addition, the male and female oral discourse in the parameter of persuasive speech obtained mean scores of 12.21 and 14.54 correspondingly, standard deviation of 2.23 and 3.32 in the given order with a computed z-value of 2.707 which is described as significant. This means that the female students obtained higher scores than the male students in a persuasive speaking test. This implies that female students are better in organizing their convictions in convincing the audience than the male students.

Moreover, the male and female argumentative speaking obtained means of 12.21 and 13.24, standard deviation of 3.31 and 3.18 respectively with computed z-value of 1.328 which is described as not significant. This means that the scores obtained by the male and female students are almost the same. This implies that the ability of male and female students in changing minds of listeners are almost the same.

Students, males and females, are expected to know that they have an equal ability in everything, especially in speaking ability. So, they all are expected to study hard and try their best to improve their speaking skill through speaking practice intensively. Students, males or females, have to be better in speaking with rich vocabulary. So, when they have rich vocabulary, they can speak English more effectively with the vocabulary that they have. Language educator including the teacher should remember that while it's good to be aware of these communication differences between male and female students. They must go beyond the assumptions and decide how to respond and interact based on actual behavior. In the end, as the teacher we can improve a student's achievements in language learning especially in speaking based on her or his gender. The more we know our students, their needs, goals, learning styles, considering their gender differences, the more we can help them to improve their learning achievements

### **Significant Difference between the Written Discourse Competence of Male and Female Students**

**Table 6.** Comparison of Written Discourse Scores between Male and Female Students

Written Discourse Parameters	Compared Variables	N	Mean	SD	Computed Z-value	Description
Informative Essay	Male	35	12.78	4.88	2.169	Significant
	Female	35	15.07	3.9		
Persuasive Essay	Male	35	12.32	4.69	1.314	Not Significant

	Female	35	13.81	4.8		
Argumentative Essay	Male	35	10.96	5.11	1.009	Not Significant
	Female	35	12.21	5.25		

**Legend:** Z (Table)=±1.96

It is reflected in Table 6 that the written discourse in an informative essay of male and female students obtained the weighted means of 12.78 and 15.07, standard deviation of 4.88 and 3.9 respectively with the computed z-value of 2.169 which is described as significant. This entails that there is a difference between the male and female students' informative writing ability. That is, most female students obtained higher scores than male students in informative writing test. This connotes that male students need more assistance from the teachers than female students.

Also reflected in the table is the parameter of persuasive speech with weighted means of 12.32 and 13.81, standard deviations of 4.69 and 4.8 with computed z-value of 1.314 described as not significant. This shows that there is no difference between male and female students' written discourse competence in persuasive essay writing. That is to say that there are similarities between the scores of the male and female students in a persuasive writing test. This only implies that both genders need equal attention from teachers to improve their writing skills.

Lastly, it is reflected that the male and female argumentative essay obtained weighted means of 10.96 and 12.21, standard deviations of 5.11 and 5.25 with computed z-value of 1.009 described as not significant. This discloses that the male and female student's scores in argumentative writing test is almost similar. That is to say that both genders have a fair ability to put their arguments into writing considering the organization, choice of words and mechanics. This concord to the results of the study conducted by Javed et. Al (2013) that there is no significant difference between the performance of male and female students in writing skills. Results are also similar to the findings of the research done by Berninger et al (1997). This contradicts what Pajares et. al. (1999) found that girls performed better than boys. The results of the present research revealed that there is no significant difference between the performance of male and female students in the competency of writing sub-skills.

### ***Students' Oral and Written Discourse Competence when Classified according to Gender***

Table 7 reflects the mean, standard deviation, the computed z-value and the description of the male and female oral and written discourse competence.

The overall oral discourse competence of male and female students obtained the figures of 13.3 and 14.32 which are described as good. This means that both male and female students got high scores in the oral discourse tests. This implies that both genders have commendable eye contact, voice quality, attention to the audience, and confidence. The standard deviation with the figure of 2.72 and 2.88 for male and female respectively shows that students have satisfactory deliver their speech to inform, speech to persuade, and speech to argue. This implies that the students need little assistance from the teachers for the improvement of their skills. Meanwhile the computed z-value (1.523) shows the description of not significant. This means that the null hypothesis saying that there is no significant difference between the male and female oral discourse competence is accepted. This implies that the ability of male and female students to present their point-of-views, stance, and arguments in speaking are both satisfactory.

**Table 7.** Oral and Written Discourse Competence of Male and Female Students when Classified into Gender

Competency Parameters	Compared Variables	N	Mean	SD	Computed Z-value	Description
Oral Discourse	Male	35	13.3	2.72	1.523	Not Significant
	Female	35	14.32	2.88		
Written Discourse	Male	35	12.05	4.5	1.587	Not Significant
	Female	35	13.71	4.25		

In addition, Table 7 reflects the written discourse competence of male and female students. The overall mean of male and female students with the figure of 12.05 and 13.71 belongs to the description level of good. This means that both genders admirably got satisfactory scores in the three (3) writing tests such as informative writing test, persuasive writing tests, and argumentative writing test. This implies that both genders also need little assistance from the teachers to improve their writing skills. Moreover, the standard deviation of the figure of 4.5 and 4.25 respectively shows that scores of some male and female students is far to consider as good. This implies that teachers should help those individuals who have difficulty in expressing their point-of-views, stances, and arguments. Furthermore, Table 7 presents the computed z-value of 1.587 which is described as Not Significant. This suggests that the null hypothesis saying that there is no significant difference between the male and female students' discourse competence is accepted. This implies that the students' written discourse competence in informative, persuasive and argumentative essay when classified into gender is the same.

Balabagan (2015) claims that if male or female student is good in written discourse, he/she is also good in oral. Data concord to Taylor (2015) asserts that curricula in schools need to include overt attention to gender norms, patterns, and outcomes to make sure students understand and can evaluate the gendered expectations found in all sources, academic, social and cultural; and the curriculum needs to show students how these attitudes affect their communication and (hence) their lives. Curricula need to help teachers and students see that many gendered associations are problematic and can be changed. Needed curricular changes will attend to gender equity in course content, instructional materials, interaction patterns and media; and the changes will involve assignments that link to students' lived experience both as children and prospective effectively functioning adults.

## CONCLUSION

Based on the findings of the study, it is concluded that both male and female students' oral and written discourse competence are good. Both group of students need equal attention from the teachers to enhance their speaking and writing skills.

## REFERENCES

- Almonte, L. et.al. (2015). *Celebrating Multi-culturalism through World Literature*. Pasig City: REX Book Store, Inc.
- Coniglio R. (2017). *Why Gender Matters in the Classroom: The Differences Between Boys and Girls*
- Hogan, G. (2003). *Building Better Paragraphs*. USA: Wadsworth Cengage Learning.
- Javed, M., Juan, W., & Nazli, S. (2013). A Study of Students' Assessment in Writing Skills of the English Language. *International Journal of Instruction*. 6. 129-144.

- Lakoff, R. (1975). *Language and Woman's Place in Language in Society* (Vol.2). Cambridge: Cambridge University Press.
- Maltz, D., & Borker, R. (1982). *A Cultural approach to male-female miscommunication. In J. J. Gumperz (Ed.), Language and social identity*. New York: Cambridge University Press.
- National Teacher Center for Excellence. (2003). *Speaking and Writing Rubrics*. URL: <http://www.readwritethink.org/files/resources/lessonimage/lesson398/rubric-essay2.pdf>, May 2017
- Pajares, F., Miller, M. D., & Johnson, M. J. (1999). *Gender differences in writing self-beliefs of elementary school students. Journal of Educational Psychology*, 91(1), 50–61. <https://doi.org/10.1037/0022-0663.91.1.50>
- Poynton. (1985). *Female Discourse Styles*. [https://pdfs.semanticscholar.org/0fb4/b43f5d1643d283c43b8507310506ce4067d\\_c.pdf](https://pdfs.semanticscholar.org/0fb4/b43f5d1643d283c43b8507310506ce4067d_c.pdf)
- <http://cte.virginia.edu/resources/teaching-a-diverse-student-body-practical-strategies-or-enhancing-our-students-learning/gender-dynamics-in-the-classroom/classroom-dynamics/>