GENDER'S DIFFERENCES IN WRITING ACHIEVEMENT OF NARRATIVE TEXT

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Abstract: This study was aimed at the difference between the second semester students' writing achievement of narrative text based on gender at Baturaja University. The method used in this study was descriptive method. All the populations of this study were 139 students from six classes and the samples were 68 students taken by purposive sampling. The essay test form was used as a the technique for collecting the data. The data of the test was analyzed by using independent t-test on SPSS 16.0 version. Based on the data analysis, the findings of this study indicated that the mean score of male students were 48.30. Further, there was no (0%) student in very good level, there were 5 students (14.71%) on good level, there were 5 students (14.71%) on enough level, there were 25 students (73.59%) on poor level, and there were 16 students (47%) on failed level. While, the mean score of female students were 55.68. Further, there was 1 student (0.03%) on very good, there were 9 students (26.47%) on good level, there were 7 students (20.59) on enough level, there were 7 students (20.59%) on poor level, and there were 10 students (29.41%) on failed level. It meant that female students had higher level than male students in writing achievement. The result of mean difference were 7.386. It was described that there was significant difference in writing achievement of narrative text based on gender.

Keywords: *Gender's diefferences, Narrative text, Writing achivement*

Writing is one of four language skills. Writing is having ideas, organizing ideas, and communicating ideas (Johnson, 2008). Writing is the ability of the language users or students to transfer information, thought, ideas what they think, image and describe in written text to the readers. They can write all of their idea in a paragraph, a text, or a book. In writing, there are some factors which must be considered by writer. Nik et al. (2010) list several require skills of good performance in writing, such as getting the grammar right, having a wide range of vocabulary, demonstrating a mastery of conventions in mechanics of writing, and being able to construct effective and complex sentence. In line with that, Oshima and Hogue (2007) maintain that a reader can follow writer idea easily if in each paragraph has coherence. In the field of English teaching and learning, even thought students are mostly commanded their teacher to write more, it is still hard to find students who are able to cope their writing difficult. Msanjila (2005) points out that the students can cope their problem difficulties in writing if the students are taught writing as a skill by professional language teacher.

One of the texts in writing skill is narrative text. Oshima & Hogue (2007: 24) points out that narration is story writing about events in the order. It means that narrative text is the telling of a story that occurs in the past. Narrative text is text that contains three generic structures: they are orientation, complication, and resolution. The relationship between gender differences and language reflected in vocabulary are where male language found more frequently tabooed words and slang than female language (Ning et al., 2010). Male and female found the different in topic selection where the choice of male topic about politics and sports while female about education and family. Male always try to offer solutions while female often offer sympathy. The request pattern of male can be described by the word "direct" while female "indirect". Male talk much more than female in public communications and females tend to use the low-rise intonation with statements more frequently than male speakers.

Oshima & Hogue (2007: 24) list three generic structure of narrative text, they are:
1. Orientation
   introducing the characters of the story, the time and the place the story happened (who, what, when and where).
2. Complication
   a series of event in which the main character attempts to solve the problem.
3. Resolution
   the ending of the story containing the problem solution.

Gender plays an important aspect in language learning. It relates with meaning, the strategy learning, activities and their achievement. Gender consists of male and female. In line with it, Claire (2004) states that gender refers to the socially constructed ways in live, as our identity as males or females. UNESCO (2006) also asserts that the concept of gender also includes the expectations held about the characteristic, aptitudes, and likely behavior of both women and men (femininity and masculinity). Robert et al. (2012: 6) sees the differences between male and female texts are the involvement or informational approach. Male writers tend to use more specific nouns in their writing, in order to give specific information. Female writers compose in ways to involve the reader in their writings. Female writers for the reader to understand and relate to content that is written. Male writes to explain the information without eliciting involvement from the teacher.

There are also the differences in gendered language form. Mesthrie et al. (2009) maintans that gendered language forms are said reflect the different roles and statuses of women and men. UNESCO (2005) sees gender as the social roles and responsibilities that are believed to belong to men and women within a particular social group; for example, "men as income earners" and "women as child caregivers." Gender differences in learning style that girls more inductive and concrete in their thinking and girls better able to follow meandering and detailed arguments, while boys more deductive and abstract in their thinking and more often ask for evidence to support arguments as well as getting bored more easily than girls (Phoenix, 2004). Boys prefer to use more symbols, graphs and diagrams in printed material, while girls, who are more linguistically fluent, tend to prefer written texts.

Daly (2004) states that boys have a natural disposition to writing non-fiction can be over-generalized. Their desire to write using their own ideas means that they can find some informative or transactional writing to be constricting and irrelevant. Boys have a tendency to try new vocabulary more readily than girls, risking attendant spelling errors; where this is part of the normal drafting process, risk-taking brings results. Kristal (2012) sees females generally use first names for their characters, while males have a proclivity for referring to their characters by their last names. Males are very precise in describing specific items and limited information about the setting, while females give a more overall description. Males have a more serious and dryer tone, while female word choice has a lighter feeling and a larger propensity towards humor. Females include the emotional aspect of things, while males only mention emotions in extreme situations and only in a clinical sense. Males often have longer and more complex sentences, females say things simpler and to the point. Females generally use common everyday language that is immediately understandable, while males lean towards more archaic phrases and obscure terminology that require a dictionary to fully comprehend. In line with that Jones & Myhill (2007) who found that the gender differences identified for paragraphing and textual organization indicate that, in general, boys' paragraphing was more competent than girls'. Boys' writing was more likely to be paragraphed appropriately, whereas girls' was more likely to use partial or inconsistent paragraphing or very short paragraphs.

In relation to the empirical findings above, the present study is intended to the following problems:
1.	How were the second semester male students writing achievement at Baturaja University?
2.	How were the second semester female students writing achievement at Baturaja University?
3.	Was there any significant difference between the second semester students' writing achievement based on gender at Baturaja University?

Method

Descriptive study was used in this research. Descriptive study was carried out during the research in order to see the trends in the real field whether or not there is significant difference in students' writing achievement based on gender.

Subjects of the Study

The subjects of this study were the second semester students of Bahasa Indoneisa and Regional Literary Education Study Program of Baturaja University in the academic year 2017/2018. There were six classes with the total population of the study was 139 students. In this study, the writer used purposive sampling. In purposive sampling, researchers handpick purposively because the writer did not use all of the population in one hand regarding of unbalanced number of male and female students. The writer used Slovin's formula to take a sample of the population. Based on calculation by using Slovin's formula, generated the sample of study was 68 students.

Data Collection and Analysis

The data of this study would be collected by using test. The writer gave written test to the students to write a narrative text. Here, to know the validity, the writer conducted content validity. Simply, by applying content validity, the test was expected to be able to measure the specific purpose as stated in the problems of the study, whether or not the items would answer the problems and whether the test would be valid to be tested in the real study. In content validity of writing test, the writer used syllabus of Menulis II. Inter-rater method was used to judge the writing test. The data taken are analyzed by using alpha coefficient (Cronbach's Alpha) in SPSS (version 16.0).

In analyzing the students' result of writing test, the writer asked two people as raters. The writer were selected based on their achievement and qualification. In determining the score level of writing achievement based on gender, the writer used individual students' score to get level of students' ability. To get percentage the students' score distribution, the writer used the percentage score. The independent sample t-test analysis was conducted in order to find out whether or not significant difference in students writing achievement based on gender. It would be analyzed by using SPSS (version 16.0).

Results

The results are presented in the order of the research problems addressed in this study. As mentioned earlier, three questions are dealt with in this study and the answers to each of them are described below.

Question 1. How were the second semester male students writing achievement at Baturaja University?

The percentage of male students writing achievement are presented in Table 1. As the table indicates, there was no (0%) student in very good, there were 5 students (14.71%) on good level, there were 5 students (14.71%) on enough level, there were 8 (23.53%) on poor level, and there were 16 students (47%) on failed level.

Table 1. Percentage of Male Students' Ability Level

The Score Range (Grade)	Frequency	Level of the Students' Ability	Percentage
80-100	0	Very Good	0
66-79	5	Good	14.71
56-65	5	Enough	14.71
46-55	8	Poor	23.53
0-45	16	Failed	47.06
Total			**100**

Question 2. How were the second semester female students writing achievement at Baturaja University?

The descriptive statistics of female students' ability level percentage is presented in Table 2. The result of female students' writing achievement are there was 1 student (0.03) on very good level, there were 9 students (26.47%) on good level, there were 7 students (20.59%) on enough level, there were 7 (20.59%) on poor level, and there were 10 students (29.41%) on failed level.

Table 2. Percentage of Female Students' Ability Level

The Score Range (Grade)	Frequency	Level of the Students' Ability	Percentage
80-100	1	Very Good	0.03
66-79	9	Good	26.47
56-65	7	Enough	20.59
46-55	7	Poor	20.59
0-45	10	Failed	29.41
Total			**100**

Question 3. Was there any significant difference between the second semester students' writing achievement based on gender at Baturaja University?

The distribution of data of writing achievement based on gender could be seen in Table 3.

Table 3. The Distribution of Data of Writing Achievement Based on Gender

Score	Mean	Minimum	Maximum	Standard Deviation
Writing Achievement: Overall	51.99			
Male	48.30	21.59	72.73	13.168
Female	55.68	29.55	82.95	15.647

The distribution of data of students' score writing achievement in overall was 51.99. Male students got 48.30 of mean score, minimum score of male students was 21.59 and maximum score of male students was 72.73. While, Female students got 55.68 of mean score, minimum score of female students was 29.55, maximum score of female students was 82.95. The result of data that male students standard deviation was 13.168 and female was 15.647.

The writer concluded that the students utilized a variety of achievement in writing based on their gender. Specifically, gender-based difference in writing achievement showed that male students got lower mean score than female students (mean score of male students= 48.30, female students' got 55.68). In order of mean difference, the result of male students and female students was 7.386, the result could be seen in table 4.

Table 4. **Summary Statistics of Gender-based Differences in Writing Achievement**

		t-test for Equality of Means				95% Confidence Interval of the Difference	
		T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Writing Achievement	Equal variances assumed	2.106	66	.039	7.386	3.507	.384

Based on the analysis of t-test for equality of means of independent sample t-test in equal variance assumed, t_{table} in 95 confidence interval (α= 5) of df = n-2 (68-2=66) in the test of 2-tailed significant level 0.039. It means that 0.039 was lower than α = 0.05. It was described that there was statistically significant difference in writing achievement based on gender.

Discussion

Based on the results, writing achievement of female students had higher level than male students. It was showed by the mean score of female students were higher than the mean score of male students. Furthermore, and there was significant difference in students' writing achievement based on gender of the second semester students at Baturaja University. This study supported the previous research done by Graham, Beringer, and Fan (2007). The study stated that girls were better writing achievement, but it showed no statistical difference in writing achievement related to gender. Another finding, girls reported stronger writing self-efficacy, writing self-concept, self-efficacy for self-regulation, value of writing, and task goals, and they received higher grades in language arts while boys stronger performance-approach goals (Pajares & Valiante, 2001).

Conclusion

In line with the research problems dealt with in the present study, the conclusions were drawn. Female students had higher level than male students in writing achievement which means female students writing achievement were higher than male students. Besides, male and female students of the second semester students had significant difference in writing of narrative text. It indicates that there is a significan difference ability of gender in writing narrative text.

Based on the results of the study it is suggested that teachers should learn how to manage between male and female differences during the writing process. However, the result of the study could become the data to English lecturer at Baturaja University in improving students writing achievement. They will learn how to teach writing in the classroom based on gender. Moreover, the students should be provided with training session as improvement in writing achievement. The other researchers were also suggested to continue this study with other design of research, so this study could being perfectly.

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