

**GENDER DIFFERENCES IN STRUCTURING WRITTEN PERSONAL
EXPERIENCES AMONGST SENIOR HIGH SCHOOL EFL STUDENTS
(A Study at SMAN 2 Kerinci)**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of Education
(B.Ed.) in English Language Education*



WRITTEN BY:

INTAN JUMAIDA MILLENIA

18018043

ADVISOR:

Dr. HAMZAH, M.A., M.M.

NIP. 196112211990031001

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG**

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HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah mempertahankan skripsi di hadapan Tim Penguji
Program Studi Pendidikan Bahasa Inggris
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang
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**"Gender Differences in Structuring Written Personal Experiences amongst
Senior High School EFL Students (A Study at SMA Negeri 2 Kerinci)"**

Nama : Intan Jumaida Millenia
NIM/TM : 18018043/2018
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, November 2022

Tim Penguji,

Tanda Tangan

1. Ketua : Dra. An Fauzia Rozani Syafei, M.A

(*fauzia*)

2. Sekretaris : Dra. Yetti Zainil, M.A., Ph.D

(*Yetti*)

3. Anggota : Dr. Hamzah, M.A., M.M

(*Hamzah*)



HALAMAN PERSETUJUAN SKRIPSI

Judul : *Gender Differences in Structuring Written Personal Experiences amongst Senior High School EFL Students (A Study at SMA Negeri 2 Kerinci)*

Nama : Intan Jumaida Millenia

NIM : 18018043/ 2018

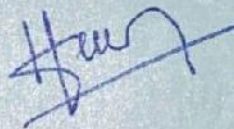
Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, November 2022

Disetujui Oleh,
Pembimbing



Dr. Hamzah, M.A., M.M
NIP. 196112211990031001

Mengetahui,

Ketua Jurusan Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph.D
NIP. 197105251998022002



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UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
DEPARTEMEN BAHASA DAN SASTRA INGGRIS
Jl. Belibis Air Tawar Barat, Kampus Selatan FBS UNP, Padang Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertandatangan di bawah ini:

Nama : Intan Jumaida Millenia
NIM/TM : 18018043/2018
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Ketua Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 197105251.998022.002

Saya yang menyatakan,

Intan Jumaida Millenia
NIM. 18018043



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
DEPARTEMEN BAHASA DAN SASTRA INGGRIS
Jl. Prof. Dr. Hamka Air Tawar, Padang 25131 Tlp. (0751) 447347
Web: <http://english.fbs.unp.ac.id>

SURAT KETERANGAN PENELITIAN PAYUNG


Nama : Intan Jumaida Millenia
NIM : 18018043
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Telah ikut serta dalam membantu penelitian dosen sebagai berikut:


Judul Penelitian : Gender Differences in Structuring Written Personal Experiences
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Kerinci)
Tim Pengusul : Dr. Hamzah, M.A., M.M.
Tahun : 2022

Padang, November 2022

Mengetahui,
Ketua Jurusan Bahasa dan Sastra Inggris


Desvalini Anwar, S.S., M.Hum., Ph.D
NIP. 197105251998022002

Dosen Ketua Penelitian


Dr. Hamzah, M.A. M.M
NIP. 196112211990031001

ABSTRACT

Millenia, Intan Jumaida.2022."Gender Differences in Structuring Written Personal Experiences amongst Senior High School EFL Students (A Study at SMANegeri 2 Kerinci)".

Although there have been many studies that analyzed gender differences in writing, there are very few studies that compare between male and female in structuring written personal experiences according to the generic structure and language features. The purpose of this study was to describe gender differences in structuring written personal experiences. The subjects were the students of SMA Negeri 2 Kerinci from two different genders; they were ten male students and ten female students. This is a descriptive research of which instrument is writing tasks. The tasks were distributed to the students in first grade in academic year 2021/2022. The results of data analysis showed that in terms of generic structure, on the topic of the most horrible experience written by male students, there was a difference of 12.1% compared to female students, and there was no significant difference in generic structure written by male and female students on the topic of the most enjoyable experience. As for language features, it was found that male students used simple past tense more than female students in their most enjoyable experience. As for the most horrible experience, the result was the opposite. Male students used more simple sentences, whereas female students used more compound sentences. Female students had a higher number of sentence lengths than male students in both text topics. In terms of lexical, there was no significant difference in the percentage of the adverb, noun, verb, adjective, and emotional adjective elements produced by male and female students. Female students had a higher percentage of modality than male students in the two topics they wrote about. The vocabulary produced by female students was more diverse than that of male students.

Keywords: Writing, personal experience, gender differences

ABSTRAK

Millenia, Intan Jumaida.2022.”Gender Differences in Structuring Written Personal Experiences amongst Senior High School EFL Students (A Study at SMANegeri 2 Kerinci)”.

Meskipun telah banyak penelitian yang menganalisis perbedaan gender dalam tulisan, hanya sedikit penelitian yang membandingkan antara laki-laki dan perempuan dalam menyusun pengalaman pribadi tertulis menurut struktur generik dan fitur bahasa. Tujuan dari penelitian ini adalah untuk mendeskripsikan perbedaan gender dalam menstruktur pengalaman pribadi tertulis. Subjek penelitian ini adalah siswa SMA Negeri 2 Kerinci dari dua jenis kelamin yang berbeda; mereka adalah sepuluh siswa laki-laki dan sepuluh siswa perempuan. Penelitian ini merupakan penelitian deskriptif yang instrumennya berupa tugas menulis. Tugas tersebut dibagikan kepada siswa kelas satu tahun ajaran 2021/2022. Hasil analisis data menunjukkan bahwa ditinjau dari struktur generik, pada topik pengalaman paling mengerikan yang ditulis oleh siswa laki-laki, terdapat perbedaan sebesar 12,1% dibandingkan dengan siswa perempuan, dan tidak ada perbedaan yang signifikan dalam struktur generik yang ditulis oleh siswa laki-laki. dan siswa perempuan pada topik pengalaman yang paling menyenangkan. Adapun fitur bahasa, ditemukan bahwa siswa laki-laki lebih banyak menggunakan simple past tense daripada siswa perempuan dalam pengalaman mereka yang paling menyenangkan. Adapun pengalaman yang paling mengerikan, hasilnya adalah sebaliknya. Siswa laki-laki lebih banyak menggunakan kalimat sederhana, sedangkan siswa perempuan lebih banyak menggunakan kalimat majemuk. Siswa perempuan memiliki jumlah panjang kalimat yang lebih tinggi daripada siswa laki-laki di kedua topik teks. Dari segi leksikal, tidak terdapat perbedaan yang signifikan dalam persentase unsur adverbial, nomina, verba, adjektiva, dan adjektiva emosional yang dihasilkan oleh siswa laki-laki dan perempuan. Siswa perempuan memiliki persentase modalitas yang lebih tinggi daripada siswa laki-laki dalam dua topik yang mereka tulis. Kosakata yang dihasilkan oleh siswa perempuan lebih beragam dibandingkan dengan siswa laki-laki.

Keywords:Menulis, pengalaman pribadi, perbedaan gender

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is the most effective communication tool, and it has an important role in human life. A person can use language to communicate ideas, thoughts, and feelings to others, both orally and in writing. By using language, people can communicate and interact with each other. Language, communication, and life are closely intertwined. Language can be used in a variety of contexts, including education, society, politics, economics, and culture. People use language in various ways. This is because of their different styles, registers, interactions, thinking, culture, linguistic attitudes, gender, politeness, and stereotypes.

Gender is a socially and culturally constructed aspect of men and women. Stoller (1960) described that gender is used in relation to men's and women's behavior and cultural practices. Then, according to Nurwoko (2004), gender is the difference that we can see in men and women when viewed through their values and behavior. The term "gender" refers to the societal distinctions that exist between men and women.

Gender is one of the sociolinguistic topics that can be used as a major part of any research, especially language research. In sociolinguistics, gender is a unique subject that focuses on sex physically to see the relationship between social life and language. Gender concerns men and women who use language. In terms of gender, it can be seen that there are differences in the ways and styles of expressing language between men and women.

Gender differences are popular research in various fields, such as sociolinguistics, psychology, and women's studies. In these fields, many aspects have been studied from different perspectives with different methodologies regarding the differences between men and women. Gender differences between men and women are viewed as gender differences rather than sex differences. Sex refers to a very large level biologically, while gender is a social construction that involves the overall genetic, psychological, social, and cultural differences between men and women (Wardhaugh, 2006:315).

Writing is a process of pouring creativity or ideas through written language, which is commonly called an essay (Putri, Laeli, and Mufaridah 2022). In this activity, students can express their ideas in written form. Suparno and Yunus (2008) define writing as an activity to convey messages (communication) by using written language as a medium or tool. In other words, writing is an activity that involves expressing ideas, opinions, or messages in written form. Sarimarsutalinda et al. (2018) state that writing is a thought process in which ideas are generated, thought about how to express them in good writing, and ideas are organized into clear statements and paragraphs for the reader.

Writing and gender have a relationship in second language writing and identity construction (Kamari et al. 2012). The difference between male and female writing has become an interesting research topic. In the context of second language and foreign language learning between male and female students, many studies have reported that there are differences between males and females in terms of writing. Salsabila, Herawati, and Hidayati (2021), found that male and female students have different and similar writing styles. These differences and similarities make them have

their own characteristics in writing. The differences that occur can be seen in terms of lexicon and grammatical features.

Pratama, Dwiyantri, and Manik (2020) in their study about gender differences in the length of writing, found that female students produced more complex sentences than male students, which affected the length of their writing, while male students used simpler sentences than female students. Female students also tended to describe their feelings in their writing, which makes the writing more vivid. Meanwhile, male students were more to the point. They focused on events and only told stories about what happened without putting too much into their feelings, which makes their writing shorter than women's. In terms of five writing characteristics (intensifying, hedging, tag questions, empty adjectives, and adverbs), the data showed that female students produced five more features than male students did.

Factors that can influence students in writing include their background, abilities, talents, interests, intelligence, and also gender. Gender differences indirectly affect the way students express their ideas in oral and written form. In addition, based on their background and social life, it is undeniable that the personal experiences of each student are certainly varied, whether they are the most fun or the scariest experience, and so on. Male and female students have different ways of writing about their personal experiences.

In writing about a personal experience, of course, it cannot be separated from the generic structure of the text, which is a sequence of events experienced by the author him/herself. There are other elements that also need to be considered by the author, including grammar and lexicon elements. The researcher is interested in identifying the differences between male and female students in structuring written

personal experiences to see the generic structure and grammatical elements along with the lexicon of the texts they produce.

Several studies have been undertaken by researchers to support this study. The first was a study conducted by Noviansyah and Anam (2018) entitled "Gender Differences in Writing Achievement of Narrative Text". All the populations of the study were 139 students from six classes, and the samples were 68 students taken by purposive sampling. The second was a study by Wiyanto (2020) with the title "Gender Differences in Students' Ability in Writing Descriptive Text. The study analyzed the linguistic features that male and female students tended to use and attempted to find out the gender differences that are reflected in the students' writing ability. The third study was conducted by Saragih et al. (2019) and was entitled "Comparative Analysis of Male and Female in Writing Recount Text". The study focused on what mistakes were usually made by men and women in making recount texts. The errors include errors in grammar, preposition errors, conjunction errors, article usage errors, pronoun errors, and plural noun usage errors.

From the studies above, it can be concluded that several previous studies examined gender differences in students' writing achievement, gender differences in students' writing abilities, and the errors made by different genders in writing. However, to the best of the researcher's knowledge, no one has investigated gender differences in structuring written personal experiences. Secondly, previous studies on gender differences in writing focused on other types of text. In this study, the researcher focused on analyzing the differences between male and female students in structuring their personal experiences in written form. Moreover, there have been

many studies that analyze gender differences in writing, but very few studies focused on structuring texts.

Based on the background above, the researcher was interested in conducting the research entitled "Gender Differences in Structuring Written Personal Experience amongst Senior High School EFL Students (A Study at SMAN 2 Kerinci)".

1.2 Identification of the Problem

Based on the background above, there are several research topics concerning gender differences that can be investigated. First, gender differences in writing achievement. Researchers can examine gender differences based on students' achievements in writing a text with a certain genre. Second, gender differences in writing ability. In this case, the researcher can conduct research on the differences between the writing ability of male and female students. Then, errors in writing made by different genders. In this case, the researcher can see what errors are common in texts written by different genders. Lastly, research can be directed to see gender differences in structuring the text. Researchers can see the differences in the generic structure and language features written by students of different genders.

1.3 Limitation of the Problem

In this study, the researcher limited the research on gender differences in structuring written personal experience amongst EFL high school students. The researcher focused on examining the differences in the generic structure of the text and the language features of personal experiences written by male and female students. The subjects of this study were students in the tenth grade at SMAN 2 Kerinci in the academic year of 2021/2022.

1.4 Formulation of the Problem

Related to the focus of the problem above, the problem is formulated as "What are the differences in personal experience texts written by different genders?"

1.5 Research Questions

In this research, there are two questions that would be answered, they are:

1. What are the similarities and differences in the generic structure of personal experiences written by male and female students?
2. What are the similarities and differences in language features of personal experiences written by different genders?

1.6 Purposes of the Research

The purposes of this research are:

1. To find out similarities and differences between texts of personal experiences written by male and female students in terms of generic structure.
2. To find out the similarities and differences of language features of the texts of personal experiences written by different genders.

1.7 Significance of the Research

The study of gender differences in structuring written personal experiences amongst EFL high school students is expected to be useful theoretically and practically. Theoretically, this study can become a brief literature for those who need to widen their knowledge and understanding on the field of Sociolinguistics, especially on the gender differences in structuring written personal experiences. Practically, the researcher hopes that this study can be useful and advantageous for other researchers

who want to do further studies related to gender differences in structuring written texts.

1.8 Definition of the Key Terms

- 1. Gender:** Moore (1994) defines “gender” as the commonly shared expectations and norms within a society about appropriate male and female behavior, characteristics, and roles. Then, Sugihartono et al. (2007) claimed that sex and gender are two different things, but still interrelated. In general, sex is defined as individual differences based on biological factors brought about by birth, i.e., the difference between the sexes of males and females, while gender is the psychosocial aspect of men and women.
- 2. Writing:** a process of expressing ideas or thoughts in words should be done at leisure time (Leo, 2007).
- 3. Narrative Personal Experience:** a report of a sequence of events that have entered into the biography of the speaker by a sequence of clauses that correspond to the order of the original events.