

**UNDERGRADUATES' WRITING STYLE IN CHARACTER-BASED
NARRATIVE TEXT: A GENDER PERSPECTIVE**

A Thesis

*Submitted as a Partial Fulfilment of the Requirement to Obtain Bachelor of
Education in English Language Education Program*



By

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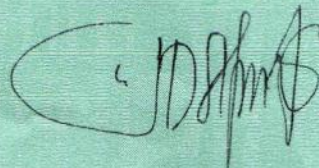
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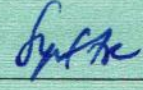
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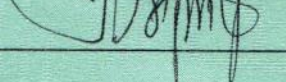
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ABSTRACT

Rizkiawan, M. A. (2023). *Undergraduates' Writing Style in Character-based Narrative Text: A Gender Perspective*. Thesis. English Language and Literature Department of Faculty of Languages and Arts, Universitas Negeri Padang

This research aims to examine what are stylistic features used by male and female in character-based narrative and to find out how male and female undergraduate students communicate the moral lesson based on the character-based narrative written. The research uses descriptive qualitative research design, employing document analysis of character-based narrative texts which were written by male and female English Literature students. The data were analysed by using coded-stylistic features adopted from Rubin & Greene (1992). The result of the analysis shows that from character-based narrative written by male and female groups, for the male groups, they are using more numbers in egocentric sequences, modal adjuncts and perceptual verbs. Meanwhile, the other 13 features; refusals, illative connectives, adversative connectives, causal connectives, additive connectives, temporal connectives, conditional connectives, first-person pronouns, second-person pronouns, intensifiers, de-intensifiers, proximals and auxiliaries of possibility are more used by female groups in writing character-based narrative text. Meanwhile, from the way male and female groups communicate the moral lesson, the results show that male groups communicate the moral lesson simpler and in the implicit conclusion. Female groups communicate the moral lesson with a complex sentence and tend to waffle.

Keywords: Writing style, Character-based Narrative, Gender perspective, Stylistic features, Moral lesson

ABSTRAK

Rizkiawan, M. A. (2023). *Undergraduates' Writing Style in Character-based Narrative Text: A Gender Perspective*. Thesis. English Language and Literature Department of Faculty of Languages and Arts, Universitas Negeri Padang

Penelitian ini bertujuan untuk mengkaji fitur gaya bahasa apa yang digunakan oleh laki-laki dan perempuan dalam *character-based narrative* dan untuk mengetahui bagaimana mahasiswa sarjana laki-laki dan perempuan mengkomunikasikan pelajaran moral berdasarkan *character-based narrative* yang ditulis. Penelitian ini menggunakan desain penelitian kualitatif deskriptif, menggunakan analisis dokumen teks naratif berbasis karakter yang ditulis oleh mahasiswa Sastra Inggris laki-laki dan perempuan. Data dianalisis dengan menggunakan *coded-stylistic features* yang diadopsi dari Rubin & Greene (1992). Hasil analisis menunjukkan bahwa dari narasi berbasis karakter yang ditulis oleh kelompok laki-laki dan perempuan, laki-laki cenderung menggunakan *egocentric sequences* sedangkan perempuan cenderung menggunakan *additive connectives*, *temporal connectives*, *first-person pronouns*, dan *second-person pronouns*. Di sisi lain, dalam pelajaran moral yang ditulis oleh kelompok laki-laki dan perempuan, perempuan cenderung menggunakan *causal connectives*, *additive connectives*, *first-person pronouns*, *second-person pronouns*, dan *de-intensifiers*, sedangkan laki-laki cenderung menggunakan *illative connectives*. Sementara itu, dari cara kelompok laki-laki dan perempuan mengkomunikasikan pelajaran moral, hasilnya menunjukkan bahwa kelompok laki-laki mengkomunikasikan pelajaran moral lebih sederhana dan dalam kesimpulan implisit. Kelompok perempuan mengkomunikasikan pelajaran moral dengan kalimat yang kompleks dan cenderung goyah.

Kata kunci: Gaya Penulisan, *Character-based Narrative*, Sudut Pandang Gender, Fitur Gaya Bahasa, Pelajaran Moral

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Nowadays, there so many ways to express our feelings or thoughts, one of them is writing. In general, writing is the ability to express ideas or thoughts by using words or written symbols. Writing is a system of visual symbols which is used to communicate the idea that someone has (Nordquist, 2019). In academic purposes, writing is an essential skill that students should be expertise. According to Graham & Alves (2021), writing is a necessary but tough skill that students must learn for fulfilling the educational needs or even civic duties. Writing serves multiple purposes; one of them is creating of narrative texts so that undergraduates must have this skill.

Narrative text is a text full of events and plots written by the author. According to Nadine (2012), narrative text educates readers about historical events through fables, legends, and folktales. Furthermore, according to Boholano (2017), entertaining, expressive, informative, and persuasive are the objectives of narrative text. It also has a different function that deals with actual or different experiences in various ways. On the other hand, Mark and Anderson (in Sari, 2015) claim that the narrative text is created to evoke our imagination and appeal to our emotions, which can cause us to laugh or cry, reflect on our lives, or weigh our advantages. Along the lines, narrative text serves a variety of purposes (Aunurrahman et al. 2017). It is not only aiming to entertain, express feelings, inform, and persuade readers but also has the power to evoke imagination and

appeal to emotions. While relaying the narrative text itself, it could bring us to a paradox called character-based in learning and teaching process.

According to Pillar & Orlóci (2004) the analysis of character-based community is not something new anymore, yet its current state it lacks a coherent theory and suitable analytical instruments. Furthermore, character-based narrative is a kind of storytelling in which the characters play a significant part in determining the course of the story's events and plot. Aylett et al. (2010) also jot down that in interactive narrative, character-based or emergent narrative has been viewed as a means of resolving the narrative paradox between the requirements of pre-authored plot and user interactive freedom. According to F. Scott Fitzgerald (in *Start Writing Fiction: Characters and Stories, n.d.*), character is plot, plot is character. Along the definitions mentioned before, it could be known that the goal proposed by lecturer in delivering character-based narrative is to provoke imagination and appeal to emotions by conveying facts and concepts through well-developed characters. The purpose of lecturer development should be to enable lecturers to make informed decisions, allowing their students to learn more successfully through a variety of media and technology (Dreyer, 2001). This should make the subject matter more accessible and memorable to the audience by applying the elements of stylistic feature which can lead the students to better understanding in creating a readable text.

Another related study by Rubin & Greene (1992) discovered gender-typical stylistic features in both unrevised instrumental writing and spontaneous expressive writing, which is consistent with this. They discovered that whereas female writers

tended to use more hedges, intensifiers, and personal pronouns, male writers tended to use more abstract nouns and causal conjunctions. Different methods of thinking and communicating are reflected in these variations in writing style. Males can communicate ideas logically and objectively using abstract nouns and causal conjunctions, whereas females can soften or show ambiguity with hedges and intensifiers. Additionally, Rubin & Greene (1992) contend that social and cultural factors that influence language use and communication patterns are the source of these gender-specific stylistic traits. We can learn more about the underlying social factors that affect language and gender, as well as deepen our understanding of how people communicate and express themselves, by comprehending and taking into account these stylistic variances. These gender-related stylistic differences must be recognized and taken into consideration in a variety of situations, such as education, literature, and communication research.

Understanding how gender affects the writing style of character-based narratives written by undergraduates can provide insights for supporting their writing development, such as stylistic features used and targeted moral lesson communication. Writing style and gender typically influence one another (Cheng et al., 2011). Another strength opinion also come from Guerini et al. (2013) which discovered that gender influences character-based narrative plot progression. This highlights the fact that character-based narratives are influenced by gender, and that each gender has its own writing style which also known as gender perspective. In the context of character-based narratives written by undergraduates, the influence of gender on writing style extends beyond stylistic features. Cheng et al. (2011)

noted that there are distinguishable distinctions between male and female writing styles, which can be attributed to education, literature, and communication research. Guerini et al. (2013) shed light on the impact of gender on character-based narrative. In conclusion, recognizing the impact of gender on writing style in character-based narratives written by undergraduates has the potential to considerably enhance writing growth.

1.2 Identification of the Problem

On the previous research there was a statement about the differences between male and female in the terms of their style of writing. Pursued by the previous research, this research attempts to confirm whether male and female students in English Literature have differences in writing style or not. The way to communicate the moral lesson by each gender is also attempting to be found in this research.

1.3 Limitation of the Problem

The study focuses on how undergraduate students' character-based narratives differ by gender and also focuses on gender perspectives in character-based narratives and ways to communicate the moral lesson. The researcher limits this research with only use coded-stylistic features by Rubin & Greene (1992) to examine the stylistic features in character-based narrative and communicate the moral lesson which were separated into 38 documents. Yet, this research only uses 20 documents; 10 documents from male groups and 10 documents randomly chosen from female groups by using random sampling method (Mariano, 2016).

1.4 Formulation of the Problem

According to the limitation explained above, the formulation of the problem in this research could be stated into: ‘What are the differences between male and female writing style; stylistic features and way to communicate the moral lessons in character-based narrative?’

1.5 Research Questions

Specifically, this study aims to answer the following research questions:

1. What are stylistic features used by male and female undergraduate students in character-based narratives?
2. How do male and female students communicate the moral lessons from the character-based narrative they have written?

1.6 Purpose of the Research

The purposes of this research are:

1. To find out the differences between male and female English Literature students' writing style in the aspect of stylistic features.
2. To refill the differences in the way to communicate the moral lessons.

1.7 The Significance of the Study

Theoretically, this study is expected give a better understanding about writing style, gender perspective and character-based narrative. Another point is this study hoped give numbers of theory for next research about writing style in character-based narrative within gender perspective.

Practically, this research is expected give several significances. For teacher, this inquiry is hoped to help them with character-based narrative methodology while expanding the way to grade students based on their gender. For students, this study is designed to help them to enhance their understanding about the character-based narrative and writing style. The result of this research later is also expected to be useful resource for next research which will take another comparable study about writing style in character-based narrative in the terms of gender perspective.

1.8 Definition of Key Terms

To ensure clarity in understanding the research, the following key terms used in the title are:

1. Undergraduate students: English Literature student in academic year 2022/2023 from NK-1 until NK-5
2. Writing style: the way students express their idea uses language based on stylistic features in character-based narrative concept.
3. Character-based narrative: a type of text that focuses on the development of characters and their actions, thoughts, and emotions throughout a story.
4. Gender perspective: an analytical approach that considers the impact of gender, which is male and female in English Literature class (NK-1 until NK-5)
5. Stylistic features: literary and linguistic devices used to create a unique writing style; used by English Literature students (NK-1 until NK-5)
6. Moral lessons: information about right and evil, fostering moral conduct and personal development in the terms of how the students communicate it.