An Analysis of Gender Representation in Students' Writing Recount Text

Fenyda Anggraini[1]

[1] Postgraduate of English Education Study Program, Faculty of Teacher Training and Education, University of Bengkulu, Indonesia

Article Info	ABSTRACT
	The objective of this study was to determine the differences in gender representation, both male and female, in written recount texts. This study is a descriptive quantitative in which data collection techniques include giving written tests and interviews. The subjects of this study were 20 students, consisting of 10 males and 10 females, in first grade at one of the Madrasah Aliyah in the South of Bengkulu. As a result, gender representation was male in 80% and 20% of the error categories and female in 90% and 10% of the error categories. The differences between males and females were in their topics, diction, and sentence structure.

Corresponding Author:

Fenyda Anggraini

Email: Fenydaa0303@gmail.com

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1. INTRODUCTION

Gender is discussed within the framework of sociolinguistics. According to Coates (2015), commonly, gender can influence language use, social roles, dialectology, and anthropology. It can be seen in both male and female users of the language in daily life. There are some differences between male and female when they use the language, such as the style of speaking, the content, and the structure of their communication (Sundari, 2012). Talking about the content of the speech, Pratama et al. (2020) said that the male often talks about business, football, and money, while the female talks about their relationship, beauty, shopping, feelings, and sometimes hot issues. It can be said that females talk more about something and males talk more directly to the point. Wahyuningsih (2018) adds that male and female learners differed in terms of form, substance, and application. Men are often more direct than women. Furthermore, they employed more straightforward language. Women were more emotional and courteous in their use of words. They also utilized more actions and words to express their feelings, emotions, and psychological states.

In the English classroom, female students are shy about speaking up when the teacher asks them to tell and express their ideas, while male students have a good chance to speak. It means that the male student gives their ideas verbally and the female student talks less because she is afraid of speaking in front of the class. This occurrence is consistent with the findings of the study. Erdiana et al. (2019) conducted a speaking test between first-grade male and female students at a high school in Banda Aceh. As we know, pronunciation, grammar, fluency, understanding, and vocabulary are the five components of speaking ability in English. The results show that "females really outperform males in all areas of speaking."

In terms of writing mastery, several things have occurred. In second-language writing and identity building, writing and gender have a link. According to Gerot et al. (1994); Boardman and Jia in Lisa Apridona (2013), "writing is a process of getting ideas on paper to transfer ideas into words, refine main ideas, give ideas form, make a clear arrangement, think and organize, and then rethink and reorganize." Further, Kamari et al. (2012) said in their journal that gender and writing have a good relationship in writing L2 (second language). The product and process of writing in a second language differ between men and women. In addition to Richards et al.'s (2002) and Alfiyanti's (2019) statements, they also stated that there

are four procedures in the writing process: the first is planning or prewriting; the second is drafting, which focuses on the content and meaning given to the audience; the third is revision, which is a review, check, or reexamination; and the fourth is editing, which focuses on tidying up to plan the final draft.

As we know, recount text is a type of text that is commonly used in writing. Recounts, according to Knapp and Watkin in Tampubolon (2018), are "sequential writings that consist of a succession of occurrences." Writing a recount text is a task that involves keeping a record of past occurrences. The occurrences are recorded chronologically according to the setting of time and place. The objective of a recount text is to convey a story about something that happened in the past (Kemendikbud, 2017). It describes what occurred: when it took place, where it actually happened, or who was involved.

Previous research has shown ideas such as Wiyanto et al. (2020) mention in their journal that "the results of Mulac's theory (2021) of the six linguistic characteristics, namely judgmental adjectives, references to quantities, locatives, "I" references, intensive adverbs, and hedging of student descriptive text that they studied in class X MIPA 2 MAN 6 Jombang, From the six aspects above, only four are used by students: males use the locative feature more and females use the quantity of references and the "I" reference feature. Another study conducted by Pitaloka (2019) in her research on the English education study program at IAIN Bengkulu found that the difference between males and females in writing fiction is in their topic selection. Males chose general topics, and females chose romantic topics. She also discovered similarities in figurative language, with males 86 and females 97, and sentence structure, with four males and five females using complex sentences. A comparative study also conducted by Saragih et al. (2019) focused on the differences between male and female writers in aspects of writing. The result showed that female students were better at meeting criteria for writing recount texts than male students. It means that female students outperform male students in recount text writing.

The similarities between previous research and this study focused on sociolinguistics in analyzing gender differences in writing abilities. The difference between the researcher and the research above is in the type of text, where the text types were recount text, descriptive text, and fiction. Next, the object and type of research are also different. The researcher is in MA (senior high school). Some previous studies were conducted at universities, and this study is qualitative and descriptive, whereas some previous studies were comparative. Similarities and differences in these studies sought to know about the differences between men and women in writing based on sociolinguistic characteristics.

Before the main study, preliminary research was conducted on first grade students at one of Madrasah Aliyah South Bengkulu to check for gender disparities in writing demands.The findings revealed that while writing a request, women tend to write for longer periods of time than men. This showed that there were gender disparities in the duration of writing, and it prompted this study to look into them. Based on the detailed information explained above, the researcher formulates the following research question:

1. Is there a difference in the representation of males and females in recount text?
2. What are the differences in gender representation between male and female writers of recount texts?

2. METHOD

2.1 Research Design
This study used a quantitative method supported by the described data. According to Airasian et al., (2012), descriptive quantitative data is used to analyze, explain, forecast, or regulate the events explored in this research in terms of statistical or numerical data. This method was also used to explain and obtain data on differences in gender representation between males and females in written recount texts.

2.2 Population and Sample
This research was conducted in one of the Madrasah Aliyah located in South Bengkulu in the academic year 2021–2022. The participants of this study were 20 first grade students (X class). They consist of 10 males and 10 females who will write the recount text during the research.

2.3 Instruments
The instruments in this study were writing tests. According to Kunandar (2008), a writing test is a test in which questions and answers are given to students in written form. The researcher gives a free topic about recount text to students, and students write it down. Then the writing sheet will be assessed according to Tymson's theory in Pitaloka (2019).

The researcher also used interviews as an instrument. According to Winardi and Fatmawati (2018), in unstructured interviews refer to the type of interview in which the researcher asks questions that are general

in nature and minimal in number. Questions are only general topics to help focus respondents. Followed by the process of listening without causing too much interruption to the respondent.

2.4 Technique for Collecting Data

This study's data came from one of the Madrasah Aliyah (MA) in South Bengkulu for tenth grade students in the 2021–2022 academic year.Data collection procedures are as follows:

1. With the approval of the class X English teacher, the researcher gave a written test to students
2. The text that was already given about recount text with the free topic
3. The researcher collected the student writing test
4. After that, researchers began to separate gender differences between males in females in recount text.

2.5 Technique for Analysis Data

The researcher analyzed the data as follows:

1) The researcher collects students' writing results
2) The researcher identify student differences
3) The researcher calculates the student's result in the form of a percentage of each male and female:

$$P = \frac{f}{n} \; x \; 100\%$$

P = students' percentage
f = the frequency of students
n = students' number

4) The researcher interpreted the statistical data
5) The researcher derives the conclusion

3. RESULT AND DISCUSSION

3.1 RESULT

In the data analysis technique above, it stated that the researcher analyzed the data by Tymson's (1998) theory. The analyze guide consists of topics, diction/vocabulary, and sentence structures. The results of the assessment will show whether there are or not differences in writing between male and female students in the five writing aspects.

3.1.1 Is There Any Difference In Gender Representation Between Males And Females In Writing Recount Text?

a. Topic

Table 1. Topic Of Student's Writing Recount Text

Gender Representation	Student	Theme	Topic	Explanation
Males	MS1, MS3, MS5, MS20, FS17	Mystic	Visiting Suruman Cave, Exploring *Sebakas* Village, Exploring *Cugung malu*, My old school, *Sepit* River	In text the student write about their exploration to *Suruman* Cave, *Sebakas*, *Cugung malu*, My Old school and *Sepit* river mentioned their supranatural experience
	MS4, MS7, MS10, MS11	Adventure	Climbing Dempo Hill, Hunting Durian, Hunting "duku" with my friend, Swimming under the waterfall	The student write down about climb dempo hill with his friend, hunting for durian, hunting "duku" and trip to the forest to bath under waterfall
Females	FS2, FS6, FS8 FS15, MS19	Daily Routine	Cooking Partner, skincare routine, watching Tv with my sister, Rainy	The student write down about their daily routin

			day, Trying make up toturial	
FS9, FS12, FS13, FS14, FS16, MS18		Shopping	Hunting korean's look, trying out new make up product, home decor stuffs, My moms' birthday gift	Student write down about their experiences in shopping

Based on the table above, we can derive the conclusion that the theme chosen by male students is mostly about mystical and adventurous themes. There were five students who wrote about mystical themes. They were MS1, MS3, MS5, MS20, and FS17. Their topics were about visiting Suruman Cave, exploring Sebakas Village, exploring Cugung Malu, my old school, and the Sepit River. Therefore, there were four students who were exploring adventures. They were MS4, MS7, MS10, and MS11. Their topics were climbing Dempo Hill, hunting durian, and swimming under the waterfall. This challenging theme was categorized as a masculine theme, as is the topic.

Female students prefer complex topics based on their hobbies. The majority of their topics are about beauty. The theme chosen by female students is about daily routine and shopping. There were five students who wrote about their daily activities; they were in FS2, FS6, FS8, FS15, and MS19. Their topics included cooking with partners, skincare routines, watching TV with my sister, rainy days, and experimenting with make-up tutorials. There were six students who wrote about the shopping theme. They were FS9, FS12, FS13, and FS14. Their topics included looking for the Korean look, trying out new makeup products, and home decor. All of these things reflect a feminine theme.

b. Diction (verb)

Table 2. Diction Of Student's Writing Recount Text

Gender Representation	Student	Theme	Diction (verb, phrase)	Explanation
Males	MS1, MS3, MS5, MS20, FS17	Mystic	disappeared, lost village, mysterious, death, possessed, ghost trance, mistic river, shiver scared,	In text the student write about their exploration to Gua Suruman, Sebakas, Cugung malu, My Old school and sepit river mentioned their supranatural experience
	MS4, MS7, MS10, MS11	Adventure	Climbing, strength up, hunting, holding, swam, walked, ran, firing up, trip	The student write down about climb dempo hill with his friend, hunting for durian, hunting "duku" and trip to the forest to bath under waterfall
Females	FS2, FS6, FS8 FS15, MS19	Daily Routines	Roast, steam, minched, cry, tear, scream, doubt, over exiting, stress	The student write down about their daily routin
	FS9, FS12, FS13, FS14, FS16, MS18	Shopping	Eyeshadow, contouring, shading, blending, gift, ring, clothes, present, shabby, mouve, lilac, pinky, teracotta, burgundy	Student Write down About Their experiences in shopping

From the table above, the researcher explained that the theme chosen by the student was about mystical and adventure themes. There There were five students who chose mystical themes. They were MS1, MS3,

MS5, MS20, and FS17. Their vocabulary consists of disappeared, lost village, mysterious, death, possessed, ghost trance, misty river, shiver, and scared. There were four students who chose the adventure theme. They were MS4, MS7, MS10, and MS11. Their words were: climbing, strength up, hunting, holding, swimming, walking, running, firing up, and trip. This proves that males tend to engage in physical activities.

Female students chose the theme of daily activities and shopping. There were five students who chose to write about their daily activities. They were FS2, FS6, FS8, FS15, and MS19. Roast, steam, mince, cry, tear, scream, doubt, over excitement, and stress are all words in their vocabulary. Therefore, there were six students who chose dictionaries about the shopping theme. They were FS9, FS12, FS13, FS14, FS16, and MS18. Their vocabulary consists of eyeshadow, contouring, shading, blending, gift, ring, clothes, present, shabby, mocha, lilac, pinky, terracotta, and burgundy. Females tend to choose specific and detailed orders.

c. **Sentence Structure**

Table 3. Sentence Structure of Student's Writing Recount Text

Gender Representation	Student	Sentences structure
Male	MS1, MS3, MS4, MS5, MS7, MS10, MS11, MS18, MS19, MS20	Simple sentence
Female	FS2, FS6, FS8, FS9, FS12, FS13, FS14, FS15, FS16, FS17	Compound sentence

From the table above, the researcher found that males and females differ in sentence structure. Males mostly use simple sentence structures. They are MS1, MS3, MS4, MS5, MS7, MS10, MS11, MS18, MS19, and MS20. Therefore, females used compound sentences. They are FS2, FS6, FS8, FS9, FS12, FS13, FS14, FS15, FS16, and FS17. Simple sentences have one main idea, which men prefer to express or convey directly when composing sentences. Females have a compound sentence structure, which means one sentence can have two clauses connected by a conjunction. Women have more words to express their feelings. It proved that men are simpler than women.

d. **Representation between Males and Fmales**

The researcher categorizes gender representation between males and females as in the table above. After that, the researcher calculates the persentages of gender representation as follows:

Table 4. Representation Between Males and Females

No	Students	Classification		Frequency		Percentage	
		Maskulin	**Feminim**	**M**	**F**	**M**	**F**
1	MS1	Mistyc	-	4	1	40%	10%
	MS3						
	MS5						
	MS20						
	FS17						
2	MS4	Adventure	-	4	0	40%	0%
	MS7						
	MS10						
	MS11						
3	FS2	-	Daily	1	4	10%	40%
	FS6						
	FS8						
	FS15						
	MS19						
4	FS9	-	Shooping	1	5	10%	50%
	FS12						
	FS13						
	FS14						

	FS16						
	MS18						
Total	20	2	2	10	10	100%	100%

From the table, the researcher explained that there were five students' mistyc themes in maskulin categories: four males (MS1, MS3, MS5, and MS20) and one female (FS17). Male students were 40, and female students were 10%. Next, there were four students' adventure themes in maskulin categories. There were four students (MS4, MS7, MS10, and MS11) and no females, for a male-to-female ratio of 40% to 0%.

Next, there were five students' daily themes in the feminism category. They were four females (FS2, FS6, FS8, FS15) and one male (MS16). Female students made up 40% of the total, while male students made up 10%. Next, there were six students' shopping themes in feminized categories. There were five female students (FS9, FS12, FS13, FS14, FS16) and one male student. The percentage of females was 50%, and the percentage of males was 10%. The gender representation between male and female percentages is categorized as follows:

Table 5. Error of Gender Representation

No	Gender Representation Persentages	
	M	**F**
1	80%	90%
2	Error = 20%,	Eror = 10%
Total	100%	100%

Based on the data in the table, the researcher can conclude that there were differences between male and female students in the writing of recount texts. It can be seen from the table above that a male has 80% and a female has 90%. The error in gender categories was 20% for men and 10% for women.

3.1.2 *What are the differences in gender representation between male and females in writing recount text?*

After getting the result from the first research question, the researcher would explain some differences in gender representation in student-written recount texts. They are:

1. **Topic**
   There were differences between males and females in the writing topics in the text. As we have seen above, men prefer physical activities such as hunting durian, exploring the forest to bathe under waterfalls, and looking for duku in the forest, as well as mystical things such as exploring lost villages, going to mystical rivers, and going to mysterious places. While women prefer themes that are a little excessive and more personal, as we saw above, the topic of women preferring daily activities such as skincare, cooking, make-up, watching TV, and shopping is like going to a Korean store to buy Korean style, buying home decor, and buying makeup tools and gifts. This is in accordance with Tymson's (2008) theory.

2. **Diction**
   In the choice of words, males and females also have differences. Females used more dictionaries about feelings such as doubt, sadness, and crying; used more color specifiers such as lilac, burgundy, pinky, and terracotta; and used more verbs and feminine adjectives than males. Males, on the other hand, prefer words that refer to being masculine, dashing, and with a diction that is not overly exaggerated, as females do.

3. **Sentence Structure**
   Based on the first research question, the researcher found that there were differences between males and females in sentence structure. Males made simple sentences, while females used compound sentences. Females talked more than males, as the researcher mentioned earlier. Females wrote down about 150–170 words and males about 120–140 words in the recount text. In short, males are more simple than females.

3.2 DISSCUSSION

The results of the first and second research questions were that there were differences between males and females in the writing of recount texts. The student percentages in gender representation were male 80% and 20% error categories and female 90% and 10% error categories. The differences in gender representation between male and female are in the topics, diction/vocabulary, and sentence structure. In conclusion, the students in first grade in one of the madrasahs in the south of Bengkulu have a difference in their writing skills when recounting texts.

This result was related to the research by Anggara et al. (2020). In their error analysis of the recount text, they focus on gender representation in male and female characters. The errors of women were: omission was 12, addition was 13, misformation was 12, and misordering was 1. The errors of men were: omission was 5, addition was 5, misomission was 27, and misordering was 1. The conclusion of their research was that the mistakes made by women and men are mostly in the field of misinformation because both of them have little knowledge and understanding of recount texts.

Research from Pratama et al. (2020) was also about gender representation of males and females. This study focuses on the difference between both of them in the length of their writing. The study stated that there were significant differences between women and men in picking up words. Women speak faster and in longer sentences than men.The development of the writing method is also different. It lies in conveying feelings in five aspects, namely the selection of adjectives, hedging, adverbs, question tags, and intensifying.

Further research by Wulandari et al., (2020). This research is also about the differences between men and women in writing descriptive texts about describing people. From the data obtained, it is stated that women and men are in the same category or level. It is in the "Good" category, but they differ in the assessment score. The female score outperforms the male. It can be seen from five aspects. The first aspect was the identification of 3.35 female students and 3.15 male students. The description aspect of female students was 3.35 and that of male students was 3.08. On the aspect of language features, female students scored 2.69 and male students scored 2.65. On the vocabulary aspect of female students, 3.15 and male students, 2.85; and on the mechanical aspect of female students, 3.04 and male students, 2.88

4. CONCLUSION

From the explanation above, the researcher can conclude that there were differences in gender representation between males and females in the writing of recount texts. Data from the maskulin and feminim theme categories show this. In masculine categories, male students in the mystic theme were 40% and female students 10%; in the adventure theme, males were 40% and females 0%. In Feminim categories, male students made up 40% of the daily themes and females made up 10%; in shopping themes, males made up 10% and females made up 50%. The student percentages in gender representation were male 80% and 20% error categories; female 90% and 10% error categories. The topics: masculine categories (mystic and adventure themes) and feminine categories (daily and shopping themes); their diction: males tend to physical activities and females tend to express their feelings; and their sentence structure: male students prefer simple sentences and female students prefer compound sentences.

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