

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Language is a reflection of speakers. A person can guess the identity such as the origin, character, or behavior of the interlocutor of the language he uses. Likewise with men and women who are two different gender, it also influences the language. Gender differentiation make a different characteristic between male and female in language. Men and women have their own language characters.

As Lakoff says in his book entitled *Language and Woman's Place* (1975), that male and female groups have different linguistic characteristics. Gender affect the use of language both oral and written language. Both of spoken and written deal with communication instead.

As, Halliday (1985) states that speech and writing have a fundamentally different organization in structure, grammar, function and purpose. In connection with language, it is obvious that language express either spoken or written has certain purpose (Halliday& Hassan, 1985). This simple purpose is to transferring a message (Kress, 1976).

The role of written language is increasingly felt as important. Various communications are now dominated by written language. Books, magazines, newspapers, correspondence, writings on the internet and other media use written language. Knowing the role of writing includes being aware of linguistic features and having some understanding of genre also become one of the factors in communicate successfully in writing (Harmer, 2007 : 30)

Alan and Vallets (1981:5) state that writing may well be considered the most difficult on the language skills. Writing involves the application of grammar and sentence pattern, vocabulary, or diction and cross cultural understanding.

Boys and girls perform differently in class. Lee (1996) found that while male students talk, female students write. Each of the female student in his study wrote more and wrote better than any of the males. Female students perform significantly better than male students in term of content, organization, grammar and diction. It was beyond the scope of the current study to draw concrete conclusion on gender differences in English writing performance (Kann,2011). This also make curious to know more about the differences competences between male and female student writing.

In other word it can be said that writing ability is someones' capability of applying words to express their idea in the form of written representasion. When student get difficult to tell the experiences, they can write it in a paper. In their writing, they also have the linguistic characteristic differently.

Writing a texts are important means of education since texts are used as educational materials in schools and have a crucial place in language education.

There are several types of text such as Recount, Report, Exposition, Discussion, Narrative and Descriptive texts (Christie &Derewianka, 2010; Knapp & Watkins, 2005; Emilia, 2011).

Base on Swales (1990:58), genre is a class of communicative events, the members of which share some set of communicative purpose. As Gerot&Wignell, (1994, 192-219) stated there are 12 types of genres and each has certain purpose,

certain stages (schematic structure) and certain linguistic features. The areas of finding the linguistic characteristic is narrative writing by the students.

Kilborn (1997) describe that narrative approach, more than any other, offers writers a chance to think and write about themselves. Base on Nattinger et al (1997: 82) defines that writing is a social event that is affected by social roles and is used to communicate. It means narrative writing can be a tool for the writer to express the feelings and ideas in the written form.

Written language is the language that male and female use by writing it on a paper or at other places using certain writing instruments. The fact shows that male and female usually have their own advantages in both group. There are those who productive in oral language but not productive in written language, and vice versa.

Some of them also different in writing language, the differences can be seen from the numeral of verbs or sentences used, the uses of conjunction, adjective, adverb and other terms of grammar. As the prelemenary data, we can see the writing sentences below :

“Afi mendengar musik, ayah membaca Koran, dan Dilla memasak di dapur. Dia membuka pintu tetapi tidak mempersilakan saya masuk“

“ Afi listened to the music, father read the newspaper, and Dilla cooked in the kitchen. She opened the door, but didn't ask me to get in.

The text above is written by female student, she used conjunction “ but, and “ to relate the situation each phrase and sentence. She also used action verb “listened, read, cooked, opened ”

“ Pada hari libur ini, aku bangun pagi sekali. Aku dan keluarga akan pergi ke Berastagi “

“ On the Holiday, I woke up earlier morning. Me and my family would going to Berastagi”.

The text above is written by male student. He use conjunction “ and, to” to relate the sentence . He also use acion verb “ woke, going “.

“ Tanjung Pura adalah kampung halamanku. Aku sangat suka tinggal di sini. Udaranya bersih, tidak banyak asap dan debu. Aku bangga dengan kampungku.”

“ Tanjung Pura is my hometown. I really like to stay here. The air is clean, no smoke and dust. I really proud of my hometown.”

The text above is written by female student. She used acion verb “stay“ and also used mental verb “like, clean, proud”.

From the sentences above, we can see the differences of sentences and the similarities that written by male and female students using verbs, conjunction, adverb and adjective. It is related to the research that has been done by Amri (2016), about the differences in writing language between male and female students, it concluded that female students produce more words, more verbs, more sentences (verbal or nominal and simple or embedded) compared to male students. The male students, produce less words, less verbs, less sentences (verbal or nominal and simple or embedded) compared to female students.

The previous study above shows the differences of writing by male and female focused on the number of verbs and sentences. Base on the previous study, the researcher wants to examines the characteristic language used by male and female in writing narrative and what make them different using writing language.

This research will focus on the Lexicogrammar Feature of Narrative Text proposed by Peter Knapp and Megan Watkins (2005).

The unit of analysis, is the written text and its components called words, the choice of lexicogrammar such as verb, temporal, conjunction, adverb, adjective and tenses used by women and men will also be examined.

So, the researcher wants to conduct a research entitled “The Linguistic Characteristics of Narrative Text Written by Male and Female Students”

1.2 Problems of The Study

The problems of the research are formulated as the following:

1. What are the linguistic characteristics of narrative text written by male and female students ?
2. How are the linguistic characteristics of narrative text written realized by male and female students ?
3. Why are the language characteristics of narrative text written by male and female students used the way they are?

1.3 Objectives of The Study

In relation to the problems of the study, the objectives of this research are:

1. To analyze the linguistic characteristics of narrative text written by male and female students.
2. to describe the way linguistic characteristics of narrative text written realized by male and female students.

3. to explain the reasons of the linguistic characteristics of narrative text written by male and female students.

1.4 Scope of The Study

This study is limited to The Lexicogrammatical Features of Narrative Text proposed by Peter Knapp and Megan Watkins (2005) to find out the linguistic characteristics of male and female in writing . It also limited to Saragih (2010) to find out the language realization. The texts are written by male and female students of Senior High School in Sekolah Tinggi Agama Islam Jam'iyah Mahmudiyah (STAI-JM) Tanjung Pura.

1.5 Significance of The Study

Findings of the study are expected to be relevant theoretically and practically, to enrich the theories of linguistics especially about characteristics of language, specifically in the literary work or in the students environment.

1. Theoretically, the findings of the study are expected to wider and strengthen the theory of language. Especially to enrich the theories about Gender in language on how the language characteristics used by male and female in writing narrative text in the way they are
2. Practically, the findings will be expected to be useful for English language learners in their attempt to enrich their instructional material of sociolinguistic and speaking object. To contribute faithful information about language and gender that can be practiced or to avoid misunderstanding of how male's and female's writing.