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GENDER AND ERRORS IN WRITING NARRATIVE TEXTS: A STUDY AT THE THIRD SEMESTER STUDENTS OF MANAGEMENT INFORMATICS AND COMPUTER (STMIK) MATARAM

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ABSTRACT

Abstract: This study is about identifying and analyzing linguistic errors and textual errors committed by male and female students of the third semester students of Management Informatics and Computer (STMIK) Mataram. Thus, this research is focused on finding the significant differences between male and female students in terms of the frequencies of linguistic and textual errors in their narrative texts and factors contributing the errors. The sample of this research is male and female students of the third semester students of management informatic and computer (STMIK) Mataram. The data are interpreted and analyzed by quantitative descriptive analysis and multivariate analysis, using Two Ways ANOVA (F-Test) to investigate if there are any significant differences among the frequencies of linguistic and textual errors in each category and then the types of linguistic and textual errors in the two groups of male and female students are compared by use of descriptive analysis and statistical analysis.

Keywords: ***Gender, errors, writing, narrative texts.***

Abstrak: Penelitian ini bertujuan untuk menganalisa kesalahan-kesalahan linguistik dan tekstual yang dibuat oleh mahasiswa laki-laki dan perempuan semester tiga dari Sekolah Tinggi Manajemen Informatika Komputer (STMIK) Mataram. Dengan demikian, penelitian ini difokuskan untuk menemukan perbedaan yang signifikan antara mahasiswa laki-laki dan perempuan dalam hal tingkat frekuensi kesalahan linguistik dan tekstual dalam teks naratif dan faktor-faktor yang menyebabkan terjadinya kesalahan tersebut. Sampel penelitian ini adalah mahasiswa laki-laki dan perempuan semester tiga Sekolah Tinggi Manajemen Informatika dan Komputer (STMIK) Mataram. Data diinterpretasikan dan dianalisa dengan menggunakan analisis deskriptif kuantitatif dan analisis multivaria, dengan menggunakan Two Ways ANOVA (F-Test) untuk mengetahui apakah terdapat perbedaan yang signifikan antara tingkat frekuensi kesalahan linguistik dan tekstual. Kesalahan yang terdapat dalam dua kelompok siswa laki-laki dan perempuan kemudian dibandingkan dengan penggunaan analisis deskriptif dan analisis statistik.

Kata Kunci: ***Gender, kesalahan, peulisan, teks naratif***

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INTRODUCTION

Most college students learn English as a foreign language in a long period of time starting from elementary school up to the university. However, only a few students can express their feelings, emotions, desires, and thoughts in English, while the large number of them cannot speak as English native speaker fluently and accurately. It is also remarkable that a few of them can use correct words, acceptable grammars, and use appropriate language to express their idea in written form.

Skills in English language, like those in any other languages, consist of four basic language skills, namely listening, speaking, reading, and writing. The four skills are divided into two categories such as receptive and productive skills. Reading and listening skills are considered receptive whereas speaking and writing skils are known as productive (Javed, Juan, & Nazli, 2013). According to Javed, Juan, & Nazli, the writing skill is more complicated than that of other language skills.

Regarding gender and writing skill, some previous studies have shown that there are differences in writing as a language skill between male and female. But, it is also important to mention that some previous studies and literature on gender and ability in composition writing point to differing results. In some areas the results have indicated that there are no significant differences between girls and boys in writing. As Jewell and Malecki (2005) state girls significantly outperformed boys on all written expression fluency measures. Their results indicated that girls in the sample produced more written material, more correctly spelled words, and more correct writing sequences than boys. However, Jewell and Malecki did not find gender differences in the production-independent or accurate production indices. In other words, Jewell and Malecki found that males and females were equally accurate in their writing, though girls produced more writing than boys.

In English text, there are some different types of texts or genres that each type has different characteristics, form, and function. Such as narrative, descriptive, recount, report, transactional conversation, anecdotes, interpersonal conversation texts, and procedure texts. Regarding to the narrative text, In the level of university, narrative texts have not been taught. There is no subject of narrative texts in their lesson. As Riris (2014: 52), states that there were some errors found in students' narrative writings and there were some factors contributing the errors such as: lack of students' knowledge about grammatical rules, interlingual interference, and lack of students' knowledge about narrative text. But, gender as one of the factors that might contribute the students' errors has not received much attention by the previous researchers.

The scope of this study is restricted to the analyzing gender; male and female students, analyzing students' errors in linguistic in relation to the grammatical rules and textual errors in relation to the generic structures in a text, analyzing narrative texts which is a folktale or legend, and analyzing some possible factors affecting the errors. The objects of this investigation are male and female students of the third semester students of management informatic and computer (STMIK) Mataram.

RESEARCH METHODS

In this research, the researchers will use three instruments to collect the data: the written production test, the students' retrospective interview, and focused group discussion. The writing papers are written by the third semester students of management information on the same topic. The test is in the form of narrative texts.

First, in dealing with the data collection, to find the differences between male and female students in terms of the frequencies of linguistic and textual errors in their narrative texts, the researchers will cooperate with the lecturer and the third semester students. It is aimed at observing written works in the form of narrative texts. All students who had been selected as the respondents are given tasks to compose their writing. Their works are then used as data to be analyzed.

Second, retrospective interview, it is one type of interview that involves collecting data about past events and the last is discussion. In this case, the researchers will make focused group discussion with some of the students at the end of the research. Both retrospective interview and focused group use to clarify the result of data analysis and they can be use as

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the additional information to find out some possible factors contributing to errors made by male and female students in writing narrative text.

In this study, the instrument is a test. Validity testing used testing content validity by comparing the contents of the instrument with the subject matter that has been taught. In this case, it is certain that the respondents have not been studied in detail of narrative texts. Thus, allowing the emergence of students' error in writing narrative texts.

Validity testing criteria:

If the rcount > rtable, means the item is a valid statement

If the rcount < rtable, means the item is not a valid statement

In this study there are two items that will be tested validity namely linguistic and textual data.

In this study, the test of reliability on the instrument will use scoring and re-scoring by giving a score on the writing results in several times. It is aimed to prove the results of the data obtained will be reliable and consistent. In this case, the same instrument, the same respondents, but the results of the writing is checked in a different time.

In addition, reliability in this study is calculated using Cronbach's Alpha analysis.

Reliability testing criteria:

If rcount > rtable, means that the data is reliable

If rcount < rtable, means that the data is not reliable

There are two items that will be tested reliability, they are linguistic and textual data.

There are four procedures of error analysis in this study: identification of errors, classification of erorrs, description of errors, and explanation of errors. In order to testing the hypotheses, there are two hypotheses comparative formulation:

1) H_0 : GL = 0
   H_1 : GL ≠ 0

2) H_0 : GT = 0
   H_1 : GT ≠ 0

DISCUSSIONS

After finding the result of the test, the researcher went to the research questions: are there any differences between male and female students in terms of the frequencies of linguistic errors in their narrative texts, are there any differences between male and female students in terms of the frequencies of textual errors in their narrative texts, and what factors affecting the errors. To be able to find the differences between male and female students in terms of the frequencies of linguistic and textual errors, the researcher applied the sample list of male and female student's errors in writing narrative texts.

Table 1. Sample of errors on female's narrative text

No	Error	Suggestion
1	*She always asked Cinderella to clean their house, cooked, and all of the houseworks	She always asked Cinderella to clean the house, cooked meals, and to do all of the housework
2	*At the party, Cindrella becomed the most beautiful girl with the most beautiful dress	At the party, Cindrella became the most beautiful girl with the most beautiful dress
3	*Once upon time, in small village lived a beautiful girl with her step mother and two step sister	Once upon a time, in a small village lived a beautiful girl with her step mother and two step sisters
4	*And it was shoe's Cinderella's.	And it was Cinderella's shoe.
5	*She must hurry, or the magic is gone	She must hurry, or the magic will be gone

Table 2. Sample of errors on male's narrative text

No	Error	Suggestion
1	*Cinderella really wanted to join t that party but	Cinderella really wanted to join that party but her step mother didn't allow it.

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	her step mother doesn't allow it.	
2	*That night she danced with the prince and fell in love with him, but suddenly the clock ranged at 12 o'clock	That night she danced with the prince and fell in love with him, but suddenly the clock rang at 12 o'clock.
3	*She need to leave because that is the time when the fairy god mother magic dissapeared	She needed to leave because that was the time when the fairy god_mother's_magic dissapeared.
4	*Her life is like prison locked her happy to be able to be true.	Her life was like a prison that locked her happiness to be true.
5	*The curiousity of the prince makes him becomes crazy in finding the woman he had dance with	The curiousity of the prince made himself crazy in finding the woman he had danced with.

Based on the sample lists of female and male students' errors above, the researcher classified the errors into two categories of errors: linguistic and textual errors. Linguistic errors were divided into four types of errors: omission errors, addition errors, misformation errors, misordering errors. While, textual errors were divided into four types of errors: orientation errors, complication errors,, resolution errors, and re-orientation errors.

After classified the errors, then the researcher described the errors. According to Brown (1980), there were four types of linguistic errors in this research:

Linguistic Errors

Omission error is characterized by the absence of an item that must appear in a well – formed utterance. The example of female and male student's errors such as in:

1) Omission of plural marker (-s/es)
   **However she didn't have any beautiful dress--*
2) Omission of indefinite article: a/an
   **Once upon -- time*
3) Omission of definite article: the
   ** -- angel gave her a white dress*

Addition error is characterized by the presence of a linguistic item which should not appear in a well-formed and interference by native language. Such as in:

1) Addition of plural marker: -s/-es
   She always asked Cinderella to clean their house, cooked, and all of the* ***houseworks*
2) Addition of preposition: (to, with, at)
   The prince married* ***with* *Cinderella*
3) Addition of redundant verb
   After* ***finished* *helped her sisters, Cinderella came back to her room.*

Misformation error is characterized by the use of the wrong form of the morpheme or structure. The error was interference by the first language. For example in:

1) Auxiliary verb alternated
   ** She* ***do*** *all of the homework.*
2) Prepositions alternated: in
   But,* ***in* *twelve o'clock, she must went home*
3) Verb 'be' alternated
   All of the girls in the town* ***was* *invited to the party*

Misordering error is indicated by false placement of certain morphemes or group of morphemes. Such as in:

1) Noun modifier
   That was a beautiful* ***dress party*
   ** It also made a pair of* ***shoe glass***
2) Misordered of pronoun she/her
   *****her*** *was* ***she*** *step sister*
   She lived together with her step mother and* ***two her step sisters*
3) Misordered of relative pronoun 'who'

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__who__ the girl matched with the glass shoe

4) Verb modifier

* *They lived in the house of __own cinderella's father__*

Textual Errors

There were four types of textual errors in this research:

Orientation error presents the setting of the story, commonly used opening phrases like 'one day', 'once upon a time', 'long ago' and used past tense to inform the events in the past time. Such as:

Using present tense to tell a story in the past time

* *"Long ago, there __is__ a beautiful woman in Lombok. She __is__ a princess of Lombok, everyone __amaze__ with her beauty and respected her.*

The use of opening phrase

* *"-------,the story start with a thousand fireworks exploded the sky. in a very small village in nowhere.*

Complication error explains the problem or conflict that happening to the character. It commonly used time connectives like 'first, 'then', 'but', and 'finally' to keep the continuity among the problems.

The use of time connectives

* *"He went everywhere ----- found his true love. He tried to get that women with his richness .----- , it didn't work to that girl.*

Resolution error presents the final part of story or when the story end and the conflict are solvable. Resolution commonly used closing phrases like 'finally' to close the story. For example:

The use of closing phrases

* *" -----, after her speech. She jumped into the sea and suddenly dissapeared. All of the people was so sad because of her decision"*

Re-orientation (comment/value) error is the alteration that happens to the character in the story or moral value in the story. It is an optional part or aspect in one story and it is not influential to the contents of paragraph.

The fourth step was explanation of errors, in order to answer the first and second research questions: are there any significant differences between male and female students in terms of the frequencies of linguistic and textual errors.to be able to find the differences between female and male students' errors on linguistic and textual errors, the researcher applied the list of contrasting errors between the two groups.

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Table 4. Contrasting female and male students' linguistic and textual errors

Types of Error	No	Sub-type of Error	GENDER			
			FEMALE		MALE	
			Number	Percent	Number	Percent
Linguistic	1	Omission	150	44.64	88	36.07
	2	Addition	58	17.26	41	16.80
	3	Misformation	121	36.01	112	45.90
	4	Misordering	7	2.08	3	1.23
Total			**336**	**100.00**	**244**	**100.00**
Textual	1	Orientation	2	8.00	3	10.34
	2	Complication	5	20.00	6	20.69
	3	Resolution	11	44.00	11	37.93
	4	Re-orientation	7	28.00	9	31.03
Total			**25**	**100.00**	**29**	**100.00**

TABLE 5. ANOVA table of linguistic errors

Tests of Between-Subjects Effects

Dependent Variable:Frequency

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	648.804[a]	61	10.636	7.228	.000
Intercept	417.528	1	417.528	283.748	.000
G	10.373	1	10.373	7.050	.008
L	569.297	30	18.977	12.896	.000
G * L	68.921	30	2.297	1.561	.029
Error	1093.308	743	1.471		
Total	2160.000	805			
Corrected Total	1742.112	804			

a. R Squared = ,372 (Adjusted R Squared = ,321)

Table 6. ANOVA table of textual errors

Tests of Between-Subjects Effects

Dependent Variable:Frequency

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	12.162[a]	9	1.351	8.432	.000
Intercept	21.608	1	21.608	134.832	.000
G	.192	1	.192	1.200	.276
T	11.892	4	2.973	18.552	.000
G * T	.077	4	.019	.120	.975
Error	19.231	120	.160		
Total	53.000	130			

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Tests of Between-Subjects Effects

Dependent Variable:Frequency

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	12.162[a]	9	1.351	8.432	.000
Intercept	21.608	1	21.608	134.832	.000
G	.192	1	.192	1.200	.276
T	11.892	4	2.973	18.552	.000
G * T	.077	4	.019	.120	.975
Error	19.231	120	.160		
Total	53.000	130			
Corrected Total	31.392	129			

a. R Squared = ,387 (Adjusted R Squared = ,341)

According to table above, contrasting frequencies of different types of linguistic errors between the two groups showed there were some significant differences between male and female students in linguistic errors. It was found that female made more dominant errors in omission, while male made more dominant errors in misformation. While, in textual errors showed that there were not any significamt differences between male and female students in terms of the frequencies of textual errors.

In addition, to find if there are significant differences between male and female students, the researcher used Two Ways ANOVA (F-test) of linguistic and textual category:

1. F-test of Linguistic Errors Category

H_0: GL = 0
H_1: GL ≠ 0

From the above results obtained, there was significantly different interaction p = 0.029 ($p < 0.05$) then H_0 (null hypothesis) was rejected it means there was a real difference between male and female students in terms of frequencies of linguistic errors category between omission, addition, misformation, and misordering in writing narrative texts at the level of significance a = 5%. It is found that omission (article) generated a frequency greater than addition, misformation, and misordering in female's linguistic errors. While it is also found that misformation (irregular verb) generated a frequency greater than omission, addition, misordering in male's linguistic errors

2. F-test of Textual Errors Category

H_0: GT = 0
H_1: GT ≠ 0

From the above results obtained, there was not significantly different interaction, p = 0.975 ($p > 0.05$) then H_0 (null hypothesis) fails to be rejected, it means there was no real difference between male and female students in terms of frequencies of textual errors category between orientation, complication, resolution, and re-orientation in writing narrative texts at the level of significance a = 5 %. It is found that resolution (the use of closing phrases) generated a frequency greater than orientation, complication, and re-orientation both in female and male's textual errors.

Based on the data analysis, focused group discussion, and retrospective interview, the researcher found several factors that responsible for male and female students' errors in writing narrative text: interlingual interference (language transfer), intralingual interference, lack of male and female students' knowledge of narrative text, its generic structures and grammatical features. These factors were found contributing male and female students' errors in writing narrative text.

CONCLUSION

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After the study was completed and the results of the data analysis were obtained, it can be concluded that there was significantly different interaction $p = 0.029$ ($p < 0.05$) then H_0 was rejected it means there was a real difference between male and female students in terms of frequencies of linguistic errors category in writing narrative texts at the level of significance a = 5%. There were 336 of 580 (57.93%) error frequencies found in female's linguistic errors. While, 244 of 580 (42.07%) error frequencies found in male's linguistic errors, there was not significantly different interaction, $p = 0.975$ ($p > 0.05$) then H_0 fails to be rejected it means there was no real difference between male and female students in terms of frequencies of textual errors category in writing narrative texts at the level of significance a = 5 %. There were 25 of 54 (46.29%) error frequencies found in female's textual errors. While, 29 of 54 (53.71%) error frequencies found in male's textual errors. Based on the data analysis, retrospective interview, and focused group discussion, there were several factors that affecting female and male students' errors in their narrative text: intralingual interference, language transfer, lack of female and male students' knowledge about narrative text, and gender.

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