

**A CONTENT ANALYSIS OF MALE AND FEMALE STUDENTS'
DIFFERENCES IN WRITING ENGLISH FICTION AT SIXTH
SEMESTER STUDENT OF ENGLISH EDUCATION STUDY PROGRAM
OF IAIN BENGKULU IN ACADEMIC YEAR 2019/2020**

**Submitted as a partial requirement for the degree of *sarjana* (S.Pd) In
English Education Study Program Of IAIN Bengkulu**



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DEDICATION

Bismillahirrohmanirrahiim

In the name of Allah, the most gracious and merciful. All praise and gratitude to him who has given strength and patience to finish this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and friends :

This thesis is dedicated to :

1. My beloved father (Mr. Daman Huri S.Ag, M.Pd) and My beloved mother (Mrs. Yatinah S.Pd) who always sincere and patient to grow me up, educate, accompany, pray and support me at all until I can finish this thesis. I do really sorry for all my mistake to you. Mom and dad, I love you with all of my heart.
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CHAPTER I

INTRODUCTION

A. Background

In communication, people need means to deliver messages. Language is a mean to convey all human activities in communication. Language is related interaction into the society. Language and society are so intertwined that it is impossible to understand one without other. Language is used by human beings in social context , communicating their need, ideas, and emotion to one and another.¹ Language give shape to people's taught, it guides and control their entire activities.² Ultimately, attitudes language reflects attitudes to the users ans the use of language. People usually develop attitudes towards language which reflect their view about those to speak the language, context and function with which they are associated.³

In linguistics, the study between people and their language is under frame of sociolinguistic. Sociolinguistics is the study that is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of the language and how language function in communication. ⁴Many researchers have paid serious

¹Labov, William. *Sociolinguistic Pattern.*, (USA: University of Pennsylvania Press.1975..), p.83

² Syal And Jindal. *An Introduction to Sociolinguistic: Language, Grammar and Semantics*, (New Delhi Prentice-Hall Of India Private Limited.2010) p. 5

³ Holmes, Janet. *Introduction to Sociolinguistics*: (New York: Addison Wesley Longman Publish.,2007), p.344

⁴ Wardhaugh, Ronald.*An introduction to sociolinguistic*: sixth edition. (Oxford: Blackwell. 2010), p.12

attention in research related to linguistic and gender. Most of them agree that linguistic features related significantly to human's sexes. It means that people in different gender will use language and interpret things differently. Woman will have their own language characteristics. So will the men. Then, they will have their own way in understanding a discourse based on their gender. It indicates that in learning English, the people will have different potency in each language skills, such as: speaking, reading, listening, and writing mastery.

In gender point of view, people are divided into two sexes, male and female who have different characteristics both embody and disbody. The two sexes above will be different in many ways. They have different in potency. Therefore, gender differences also used by people when they talked about psychologically emotion and mental characteristic⁵. In fact, there are some significant differences both them. Sex differences are used by people when they are talked about men and woman by discovering matters dealing with biological characteristic like genital and anatomy physically. Furthermore, this biological influence some aspects for human life like politeness, grade, and language learning, included learning foreign language.

Most of previous studies have proved about apparent phonological and pragmatic differences between male and female language use in speech, informal writing such as students' essays, and electronic messaging writing⁶.

⁵ Mansour Fakh. Analisis Gender & Transformasi Sosial. (Yogyakarta: Pustaka Pelajar, 2006). p. 8.

⁶Shlomo Argamon, Moshe Koppel, Jonathan Fine, & Anat Rachel Shimoni. Gender, Genre, and Writing Style in Formal Written Text, *Journal of Education*, Vol. 1, 2017, p. 2.

it means that students' in different gender will have different interest in language skills, different topic in writing, different potency in developing language skills, different in choosing dictions, and different ways in learning English. Therefore, it is important to know about language and gender in order to give detail information about human's language potency based on their gender in order to help them to maximize the potency.

Then, there are some views and phenomena to show that male and female are different in language ability and characteristics. One of them is woman tends to be and seems to talk more about relationship than do males. In a real life, many woman writers explore relationship as the topic of their novels and short stories. They are very brilliant in exploring stories that contain relationship between one and another ones, especially in romance context. In another case, woman use more elegant and pure language because they were not allowed to leave house. It is not surprisingly that nearly all of the work on male and female linguistic difference has focused on speech and other high-interaction linguistic modalities (such as correspondence).

This assumption can also be tested in written language by looking tenses in material written by male and female.⁷ So, In this research, researcher want to investigate possibilities of gender differences in learning English in written context, especially in writing English fictions. Researcher need to find out the differences or similarities in various contexts, such as

⁷ Nykvist, martin. are we terribly different? 9 a case study of male and female fiction writing in English (English BA thesis. Hogskolan dalarana2008). p. 5

language style, ideas, the use of diction, and interest topic based on their gender. Therefore, this research is important to do.

Based on result of interviewed with literature lecturer at English Education study program IAIN Bengkulu, students learn two kinds of writing skill, namely: academic writing and creative writing. Students will get some credit points that related to creative writing. They have started to learn it from the third semester in *Introduction to literature* lesson. Then, they will get more specific skill in creative writing in the next semester in form of *Prose and Poetry* Lesson. In this lesson, students learn how to write poetry and short stories. The students output in learning literature is able to create a poetry or short story both in Indonesian Language and English. Because of writing a good literature output is not easy, it take more time to write them, so they finished their writing in their early sixth semester. However, short stories in Indonesia language version will be published because Bahasa Indonesia is our national language. Hence, the students' short stories can be read by everyone if they are published in Bahasa Indonesia. The English versions are collected as final the final project in this lesson.

The researcher interviewed the literature lecturer on January 10, 2019 in order to collect more information. Based on his explanation, the students of TBI have published four short story anthologies; namely: *first* is *Nyiur berbisik di dalam Pot* (2017). It consisted of 11 writers that consisted of 10 woman writers and 1 man writer (2018). *The second* is *Perempuan Penakluk Ombak*. It consisted of 20 writers, 19 woman writers and only one men writers. *The*

third is *Perjalanan Menuju Dunia Mimpi* (2019). It consisted of 15 writers, 14 woman writers and only one man writer. *The fourth* is *Pedas Getir Juara Keghas* (2019). It consisted of 13 writers, 7 woman writers and 6 man writers. It means that there were two short story anthologies published in 2019 that consisted of 34 writers.

Based on the information above, it can be seen that the students were taught by the same lecturer, similar age, the same status, on the same topic/theme, and under the same writing conditions. However, the result shows that the number of woman writers are more than the man writers. As preliminary assumption that women have more interest in creative writing than men. However, for the quality and other aspects, it needs a scientific research in deep to investigate it in order to get scientific result about the gender differences in students' creative writing, especially writing fictions in various aspects of their writing fictions.

Based on the problems explained above, it can be said that gender differences in writing fictions is interesting to analyze. That is why the researcher is very interested in doing research entitled *A Content Analysis Of Male And Female Student Differences In Writing Fiction At Sixth Semester Students Of English Education Study Program Of IAIN Bengkulu In Academic Year 2019/2020*. For another reason, the researcher also will be an English teacher soon, the teacher not only should create active learning condition and develop their teaching technique but also attend the factor of gender differences of their student specially in writing context . male and

female were observed to have different speaking styles, they made different choice, they they wrote in different ways about different topics. So, this factor can't be ignored in learning language because it can influence student and proficiency in learning, although this research focus on content analysis and not directly investigating the influence of sex differences to student behavior in the classrom, the researcher will get new knowledge while doing this research which its also useful to researcher in the future as an English teacher.

B. Identification of the Problem

Based on the detailed explanation in the background above, the problems in this research can be:

1. Identified lingusitic features related seignificantly to human's sexes that influences the use of language and interpret things differently between male and female.
2. Then, gender is also related to psychological emotion and mental characteristics that influence some aspects for human life like politeness, grade, and language learning, included learning foreign language, and potency in language skills.
3. In addition, TBI students of IAIN Bengkulu write anthology of short stories every year. It shows that the number of woman writers much more than man writers. It indicates that people have different interest in mastering language skills and doing creative writing.

C. Limitation of the Problem

Based on the problem above, the researcher limited the problem of this research only to identifying similarities and differences both male and female student differences in writing fiction at sixth semester students of english education study program of IAIN bengkulu in academic year 2019/2020.

D. Formulation of the Problem

Based on the background above, the problem of this research can be formulated as the following questions:

1. What kinds of the characteristics in fictions written by male and female students of English Education Study Program of IAIN Bengkulu in academic year 2019/20?20
2. What kinds of similarities and differences in the writing English fictions in discourse context?

E. Research Objectives

Based on the formulation of the problems above, the objectives of this research can be:

1. To know about the characteristics of fictions written by male and female students of English Education Study Program of IAIN Bengkulu in academic year 2019/2020
2. To investigate the similarities and differences in their writing English fictions.

F. Significance of Study

The result of this research is expected to give important information both theoretically and practically, the significant are:

1. Theoretical benefit

The benefits of this research is to give more information about the relation between linguistic and gender and to enrich the previous study and theory. It also useful for next researcher which dealing with sociolinguistic analysis specially in gender-research.

2. Practical benefits

- a. The research can be useful for researcher herself because researcher will understand some new knowledge after analyzing this subject.
- b. To give information to students that gender influences their potency in learning English, especially writing skill (writing fictions).
- c. To encourage students to maximize their writing potency based on their gender.
- d. This research can be useful for lecturer of English teacher as well, to increase their understanding about the relation between gender and linguistic. This understanding will provide lecturer awareness that students have different potency based on their gender.
- e. To encourage teachers to give actions to students in different ways based on students' potency, especially in writing fictions.

- f. It can encourage other researchers to explore more research gender differences in learning language, especially in writing fictions. The research must be in broader scope and complex matters for better result.

G. Operational Definition of Key Terms

1. *Gender* is traditionally defined as a set of two or more categories such as feminine, masculine, into which words are divided as the basis of psychological association, vivacity or other characteristic
2. *Writing* is a personal act in which writers take ideas or prompts and transform them into self-initiated topics that included into the most complex skill to show the relationship of ideas, which needs the willingness to write and practices done step by step to pass on knowledge or messages.
3. *Fiction* refers to any narrative that is derived from the imagination—in other words, not based strictly on history or fact, including novels, novellas, and short stories

CHAPTER II

LITERATURE REVIEW

A. The Definition of Sociolinguistics

Sociolinguistics is the study of relationship between language and society. This study discuss about why people speak differently in different social context.. Examining the way people use language in different social context provides a wealth information about the way language works, as well as social relationship in a community.⁸ Another expert define sociolinguistic as a term used to describe all areas of the study of relationship between language and society bother than those, such as ethomethodology, which are purely social scientific in their objectives. From the definition above, it can be concluded that sociolinguistic are the relationship between language and society.

1. Scope of sociolinguistic

Sociolinguistic has two scopes in its study, that is micro-sociolinguistic and macro-sociolinguistic, below are the explanation :

a. Macro-sociolinguistic

⁸ Holmes, Janet.. *An introduction to sociolinguistics*. (Longman : London and new York 1990). P.1

Macro- sociolinguistic refers to areas involving the study of the relatively large group of speaker. It covers secular linguistic, sociology of language in society, and others areas involving the study of relatively large group of speaker. Macro sociolinguistic concern of large group rather than individual. Generally, it discuss communal behavior.⁹ Macro sociolinguistic is the study of sociolinguistic that takes account on the study of language history and development in the scope of society in general

b. Micro-sociolinguistic

Micro-sociolinguistic defines as a term used to cover the study face-to-face interaction, discourse analysis, conversation analysis and others area of sociolinguistic involving the study of relatively small group of speakers.¹⁰ Another expert define Micro-sociolinguistics concern the study in specific speech communities with the scope of discussion such as the behavior towards language, register, speech act and style of speech

Sociolinguistic is a study which discuss about social status, ethnicity, and sexuality. In this research, researcher specifically focus on language used based on sex or gender. As stated in chapter one, this research conduct a socio- research by using literary works to difference analysis. Within social research, arts-based research tries to represent phenomena studied aesthetically through

⁹ Trudgill Peter. 2000. *An introduction to language and society*. (new York : Penguins books.ltd 2000), p. 51

¹⁰ *Ibid.*, P. 52

various forms of art¹¹. As a form of arts-based research. Leavy describes fiction-based research as a great way to explore “topics that can be difficult to approach” through fiction. Topics include the intricacies of interactions in everyday life, race relations, and socio-economic class and its effects on human life.

B. Sex, Gender and Main Distinguish Features

The definition of gender the notion between gender and sex has been discussed within many fields of science over recent decades, sex refers to biological belonging to one or another group be it male or female, meanwhile gender is refers to individual belonging in a cultural and social context, below are the explanation :

- a. sex refers to biological field humans are species that doing reproduction sexually. Humans carry two gametes (egg and sperm), each of which has half the chromosomes that carry the genes that fuse to form one or more new individuals. The biochemical level of sex definition involves two X chromosomes (XX) or an X and a Y Chromosome (XY). Individuals carrying two Xs (XX chromosomes) are labeled as women female whereas those carrying an X and a Y (XY) chromosome are labeled as men or male The other characteristics can be seen in our daily life. Male has a bass voice, but female has a soprano voice. When we see the biological appearance, female was

¹¹ Barone, T., & Eisner, E. W. Arts based research. (Thousand Oaks, CA: Sage.2002),p.

getting change of her breast and her hip, but male was not. male has moustache and beard, but female has not.¹²

- b. gender refers to cultural and social context. There are some differences between girls and boys in a school climate. Girls are likely to receive praise, to feel accepted, and to be validated based on their behavior. Girls tend to be more engaged with academic materials. They are more likely to put effort in class, pay attention, and participate in class. In addition, they appear to have greater concern for their academic performance. In contrast, many boys appear to perceive the school and classroom climate to be less than hospitable and sometimes unresponsive to their needs.

specifically, there are some main distinguish feature both male and female in general such as:

- a. one of female characteristic in language is the great tendency of females using lexical hedges or fillers, tag question, rising intonation in declaratives, empty adjectives, precise color terms, intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swear words and emphatic stress. In fact, females are different from male not only in verbal communication but also nonverbal communication.¹³

¹²David shier.2004. Hole's human anatomy and physiology. New York : Mc graw hill.p.30

¹³ Lakoff, R.T. 1976. *Language And Woman's Place*.New York : Octagon Books.

- b. Another expert, Tymson also classifies differences on males and females in communication as seen in the table below¹⁴

Male style	Female style
Focus on information	Focus on relationship
Report style of speaking	Rapport style of speaking
Goal driven	Process oriented
Single task approach	Multi-task approach
Succinct language	Storytelling style of speech
Working towards a destination	On a journey
Need to know the answer	Want to ask the right question

In writing assessment, student's performance has been claimed to vary with gender.¹⁵ Elements of , gender, ethnicity and so forth all bear upon the way different people respond to writing task¹⁶ Specifically, male and female also have another differences in writing context specially in stylistic such as :

¹⁴ Tymson,C. *You Just Don't Understand Women And Men In Conversation*.(New York : Harper Collins Publisher Inc.1998)

¹⁵ Rashid,Sabariah And Galea Shameem Rafik.2007. Indonesian Journal Of English Language Teaching : Esl Writing Variability And Writing Tasks, Gende Proviency Level. Vol.3 No 2. P.92

¹⁶ Brosell G.1986. Current Research And Unanswered Question In Writing Assesement *Writing Assesement :Issues Strategies* New York:Longman P. 175

- a. *Writing topic*, male and female tend to vary in the topics they discuss¹⁷ as stated female select more personal topic such as their family, their emotion and their friendship meanwhile male prefer more impersonal topics, often based on factual or technical knowledge such as football cars, or home improvements¹⁸
- b. *Diction (verb)* , some linguist claims that there are some different distinction can be found in male and female's diction which it is "masculine" and "feminine" diction (verb context)¹⁹. Male are more rational and more ratioable than female and female are more intuitive and more perspective than male. Female use more feminism verbs than men. There is evidence that the woman do sense or perceive person/objects, events/meaning more often than do male and their reason slightly less than male. ²⁰
- c. Previous researcher, Koppel and Argamon in their research findings also claimed that the different use of *grammatical categories* by male and female indicate that male and female tend to present things in a different way. Koppel's findings claimed that males indicator were largely noun specifier such as; determiners, number and modifier. Whereas females negation, pronoun, certain preposition. In the other hand, Argamon revealed that female used more pronoun such as : I,

¹⁷ Wareing, Shân.. Language and gender. In Thomas, Linda et al. *Language, Society and Power: An Introduction*.. 2nd Edition(New York. Routledge.2004),p. 75-92

¹⁸ Coates,Jennifer..Women, Men and Language .3rd Edition. (Harlow. Pearson Education. 2004),p. .89

¹⁹ Hiatt, Mary. 1977.The Way Women Write .(New York. Teachers College Press. 1977),p. .117

²⁰ *Ibid.* P. 119

you, she, her, their self, yourself, herself and male used more noun specifiers including determiners such as a the that these.

C. The Concept of Writing

1. Writing

Writing is one of language skills which have to be acquired by student²¹ it is one of the important ways in communication and another way for people to use, to express their thoughts, feelings, and judgements about what they have read seen or experienced²² writing is a personal act which writers takes idea or prompts and transform them into self initiated topics. To write well, students need to incorporate the purpose or prompt into their own unique approach to writing²³. Writing is a complex skill to show relationship of ideas, which need the willingness to write and practice done step by step to pass on knowledge or message. So, writing is one of the way to speak and express what in our minds. Writing is a continuous process of thinking and organizing, rethinking and reorganizing²⁴ the written products that require specialized skills on how to generate ideas ideas and how to organize them coherently , how to use discourse markers

²¹ Ni made et al “ The Effect Of R.A.F.T. Strategy And Anxiety Upon Writing Competency Of The Seventh Grade Student Of SMP Negeri 3 Mengwi In Academic Year 2013/2014” P.1

²² Rahma leora “ Teaching Writing By Combining ABC Brainstorming Strategy And R.A.F.T Strategy At Senior High School” p.1

²³ O’ malley, J.M., and I. Valdes pierce, *Authentic Assesement For English Language Learners, Practical Approaches For Teachers*, (USA : Longman, 1996), P.136

²⁴ Boardman C.A And Jia F, “ *Writing To Communicate* “ in lisa apridona : *Teaching Writing Hortatory Exposition Text By Combining Hamburger Strategy And Quick Write Strategy For Senior High School Students*, “ E- journal of STKIP PGRI SUMBAR (2013): p. 5

and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to produce a final products.

a) Purpose of Writing

Purpose in writing determines the nature of writing. Students need clear specification of the purpose in order to the task. There are three purposes in writing : the first is expository or informative writing. The writers share the knowledge and give information, direction or ideas. Examples of informative writing include describing events or experiences, analyzing concept, speculation on causes and effects and developing new ideas or relationship. This type of writing could include a biography about a well known person or someone from the writer's life.

The second is expressive or narrative writing this second type is the personal or imaginative expression, in which the writer produces stories or essays. This type of writing is often based on observation of people, object, and places and may include creative speculation and interpretation. This type of writing also often use for entertainment, pleasure discovery or simply, as fun writing can include poems and short plays. And the third is persuasive writing. This type of writing may include evaluation of the book, a movie, a consumer product, or a controversial issues or problem. Writers

can also use personal experience or emotional appeals to argue in support their view²⁵.

b) Writing Process

The process of writing as a classroom activity incorporates the four basic writing stages. They are planning, drafting, revising, and editing. The planned writing experiences for students can be described as follows²⁶

1) Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulated the student to write. Since its function is to stimulate the students's ideas to write, the writing ativities must be prepared to provide themlearning experiences of writing, such as brainstorming and etc.

2) Drafrting

At this stage the studets will focus on the fluency of writing and write without having much attention to accurancy of their works. During the process of writing, the students must also focus on the content and the meaning of writing.

3) Revising

The students review and examine the text to see how effectively they have communicative their ideas to the

²⁵ O' malley, J.M., and I. Valdes pierce, *Authentic Assesement For English Language Learners, Practical Approaches For Teachers*, (USA : Longman, 1996), P.137

²⁶ Jack C. Richards And Willy A Renadya, *Methodology In Language Teaching* UK: Cambridge University Press, 2002), P. 316-318

reader. Revising is not a simply activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

4) Editing

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by teacher. The main activity done by the student at this stage is editing their mistakes on grammar, spelling, punctuation, sentences diction and etc.

c) Types Of Writing In Academic Field

Types of Writing There are two major types of writing.²⁷

1) Practical writing

This type deals with facts and functional writing. We can find it in letters, summaries, or series of notes. In IAIN Bengkulu student should pass several sequences of academic writing such as Writing I, Writing II and ended up with Advance Writing as final subject

2) Creative writing

This type usually exists in literature. Such as novel, romance, science fiction, etc. not only got lectured on academic writing, in IAIN Bengkulu, students also got a sequences of creative

²⁷ Marry Finnochiaro, *English as a Second Language: from Theory to practice*, (New York: Regents Publishing Company, Inc. 1974), p. 86

writing subject, which it started from introduction of literature, and learning specific skill in prose and poetry

d) Requirement of good writing

Good writing in any languages involve knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, we should know that a paragraph is a group of sentences which contain relevant information about one main or central idea²⁸ A good paragraph normally focuses on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. The function of the idea is to control the content of paragraph. A paragraph basically consists of three parts; those are introduction, body, and conclusion. In writing a good paragraph, we should concern three things, they are:

1) Unity/Cohesion

The unity is synonymous with oneness. It means that each paragraph connected with other. All sentences in a paragraph should state on the one thing in the topic sentence. All of the sentences stick together. Every good paragraph has unity, which means that in each paragraphs,

²⁸ Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Penerbit Kanisius, 1995), p. 64.

only one main idea is discussed. If you start to discuss a new idea, begin a new paragraph²⁹

2) Coherence

There are four requirements of coherence paragraph, they are : repetition of the key of nouns, the use of pronouns, use transition signals to make ideas related each other.

2. Fiction

Literature is referred as the entire in written expression. entirety of written expression, with astetic and artistic. ³⁰ The term genre usually refers to one of the three classical literary forms of epic, drama, or poetry. In fact, a precursor of the modern novel (fiction) because of its structural features such as plot, character presentation, and narrative perspective.

3. The Definition of Fiction

Fiction broadly refers to any narrative that is derived from the imagination, in other words, not based strictly an history or fact

³¹. There are three basic form of fiction :

1. *The novel* runs at least eighty thousand word. Some novels are bit shorter than this and many run way longer. Novels are usually broken into chapters, which give the reader

²⁹ Alice Oshima and Ann Hogue, Writing Academic English, (USA: Addison-Wesley Publishing Company, 1981), 2nd Ed., p.29

³⁰ Klarer, Mario. An Introduction To Literary Studies. (London And New Yor :Rouledge . 2004)3rd Ed.p.1

³¹ J.A. cuddon.1992. *The Penguin Dictionary Of Literary Terms*. London ; penguin books. P. 600

much-needed mental break. The novel is the literary equivalent of a symphony, the big, ambitious form of fiction.³²

2. *Short story*, short stories tend to run no longer than fifteen thousand words and most run shorter than this. Short stories are the literary equivalent of songs. They are not necessarily less emotionally complex than novels but the scope of short story is narrower. Often, short stories focus on a single event or at least a single aspect of a character's life.³³
3. *The Novella*, this form is form which hover in between the novel and the short story. In length, novellas run from about fifteen thousand words to about eighty thousand words. To generalize any further of this form would do them injustice.³⁴

1) Elements of fiction

The terms plot, time, character, setting, narrative perspective, and style emerge not only in the definitions and characterizations of the genre of the novel, but also function as the most important areas of inquiry in film and drama. Since these aspects can be isolated most easily in prose fiction, they will be dealt with in greater detail in the following section by

³² Gotham Writer's Workshop. *The Practical Guide From New York's Acclaimed Creative Writing School*. (Bloomsbury : Holtzbrink Publisher.2003), P.3

³³ *Ibid*,p. 4

³⁴ *ibid*

drawing on examples from novels and short stories. The most important elements are plot character point of view, setting, below are the explanation³⁵:

a. Plot

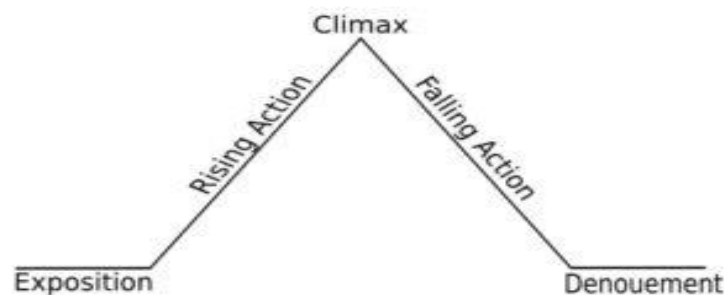
Plot is the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at the outset of the narrative. An ideal traditional plot line encompassed following four sequential levels :

<p>Exposition- complication-climax or turning point- resolution or denouement</p>

Exposition or presentation of the initial situation is disturbed by a complication or conflict which produces suspense and eventually leads to climax, crisis or turning point. The climax is followed by resolution of complication which with the text usually ends(denouement. Most of traditional fiction , drama and film employ this basic plot structure, which also called linear plot. In many cases, even in linear plots flashback and foreshadowing introduce

³⁵ Klarer, *Op.cit.*, P.14

information concerning the past or the future into the narrative



b. Character

There are two meaning of character that is a person in fictional story and qualities of person. a written context can be rendered either as types or as individuals, bellows are the explanation :

- 1) Refer to person in fictional character, can be :
 - a) Protagonist- clear center of the story, all major events are important to this character
 - b) Antagonist- opposition or enemy of main character
- 2) Characteristic of a character can be revealed through :
 - a) His/her physical appearance
 - b) What she/he says/ thinks, feels, dreams and what he/she does or does not to do
 - c) What other say about him/her and how other react to him/her
- 3) Character can be :

a) Flat character

Flat character is a typified character in literature dominated by one specific trait (one dimensional character)

b) Round character

Round character usually denotes a persona with more complex and differentiated features

c. Point of view

The term of point of view, or narrative perspective, characterized the way in a text present persons, events, and setting. The subtleties of narrative perspectives developed parallel to the emergence of the novel and can be reduced to three basic positions of the action of the text: is either mediated through an exterior unspecified narrator, (omniscient point of view), through a person involved in action (first person narration) or presented without additional commentary (figural narrative situation). The most common manifestations of narrative perspective in prose fiction can be structured to the following pattern :

Omniscient point of view	First person narration	Figural narrative situation
-------------------------------------	-----------------------------------	--

Through external narrator who refers to protagonist in the third person	By protagonist or by minor character	Through figures acting in the text
---	--------------------------------------	------------------------------------

- 1) *First person narration* tends the action as seen through a participating figure, who refers to her or himself in the first person. First person narration can adopt the point of view either of the protagonist or of a minor figures. The majority of novel first person narration use, of course, the protagonist (main character) as a narrator.
- 2) *Minor (first person narration)* as first person narrator by depicting events as seen through the eyes of another person, the character of protagonist remains less transparent.
- 3) *Figural narrative situation* the narrator moves into the background, suggestion that the plot is revealed solely through the action of character in text. This literary technique is relatively recent phenomenon, one which has been developed with the rise of modern novel,

mostly in order to encourage the reader to judge the action without an intervening commentator.

d. Setting

Setting is another aspect traditionally included in analyses of prose fiction, and it is relevant to discuss of other genres too. The term *setting* denotes the location, historical period, and social surroundings in which the action of text develops.

4. Writing Fiction Process

As explained above four main elements of fiction are : plot character, point of view and setting. After writing fiction, there are several things that should be build. By taking the author step by step through such topics as creating characters, composing dialogue, crafting plots, and using different points of view, this course will help author get that book out of author's head and heart and into the hands of reader, below is researcher divide it into general stage such as :

a. Starting writing process

One approach to overcoming this obstacle is to think about what the opening of a story is supposed to do: draw readers in and capture their curiosity. The beginning of story should also suggest something important about the story the main characters, the tone, or the setting. Also, fiction writer should know the story they want to tell, how to describe first

paragraph or sentence should be, below are several way to start writing process by questioning by according to James Hynes , below are the questioning techniques ³⁶ :

- 1) “How I start to write?” into three separate questions: the artistic question, the logistical question, and the psychological question
- 2) Who’s telling the story? What verb tense will you use? What voice is the story in? These early choices can be daunting because every decision you make will have consequences later on, many of which you can’t foresee
- 3) Who’s telling the story? What verb tense will you use? What voice is the story in? These early choices can be daunting because every decision you make will have consequences later on, many of which you can’t foresee
- 4) Finally, the psychological question relates to how you gear up emotionally to begin

b. Build fictional world through evocation

Evocation is a powerful technique, . It entails both the writer and the reader using their imagination.³⁷ The idea of evocation is at the heart of all fiction consist of the thing that allow the fictional story and imaginary characters to loudge themselves ineradicably in theminds of reader. It means that writer should

³⁶ Hynes, James. 2014. *Writing Great Fiction: Storytelling Tips And Technique*. United States : The Great Courses. P.4

³⁷ *Ibid*,P.12

calling up emotional response or calling up memories, recollection or association

Writers use their skill with words to call forth scenes from their imaginations in enough detail that readers, without really thinking about it, use their own imaginations and memories to fill in the gaps. In the process, memories, emotion, sensory impressions are evoked

One of the benefit of evocation is that even through readers are doing half the work, they don't realize it, and they actually enjoy the experience. The feeling of being in the scene with the characters and being engaged by the narrative is one of the great pleasure of reading fiction.

c. Introducing character

Both the writer and reader are aware of those specific details in the moment they meet a character. In this stage a fiction writer should know how to make the first impression by exploring five ways to introduce character as follows :

- 1) Through straight-forward description
- 2) Showing the character in action
- 3) Through the first person narration
- 4) Through report by other character
- 5) By placing the character in the specific time and place

d. Mechanics of writing dialogue

In fiction, dialogue has purpose, usually to evoke the character, advance the plot, or provide exposition while real-life dialogue is often rambling, incoherent and dull. Below are some basic technique for using dialogue tags and for mixing speech, action and speech such as :

- 1) The mechanical rules of dialogue, including frequent paragraph breaks and the use of quotation marks, serve two fundamental purposes: to separate direct quotations by the characters from the rest of the narrative and to clarify for the reader just who is speaking at any given time
 - 2) The first rule by writing dialogue is that all direct quotation set apart from the rest of the text by quotation marks, and the second rule is that every time a new character speaks or the speaker changes, that first line in the dialogue should be set apart by paragraph break.
 - 3) In its most basic form, a dialogue tags is simply the name of a character or a pronoun standing in for the name, plus some variation of the verb
- e. Turning story into a plot

There are several ways of fiction imposes order on chaos : when we evoke a person, a scene, a situation we select the best detail that best get across what we want the reader to see and understand. When we write the dialogue, we suggest real

speech without actually reproducing it, thus impose purposing of speech. But perhaps the most imposes order in chaos is through the creation of the stories and plot as this five ways below :

- 1) Introducing plot
- 2) Defining plot
- 3) Continuum the story-plot
- 4) End the literary continuum

D. Some Related Previous Study

There are many researcher who conducted research related this study. *The first* is under the title ” sex difference in learning English (A comparative study in learning narrative text at second grade Of SMA Al-Muhammad Cepu Blora In The Academic Year Of 2010/2011)”. This research is conducted by Puspita Sari (SRN: 073411039), bachelor program of English language education of walisongo state institute for Islamic studies (IAIN) walisongo which the objectives are :

1. To describe how male in learning narrative text
2. To describe female in learning narrative text
3. To find out the similarities of both learning
4. To find out the differences of both learning

The researcher gathered the data through structured and unstructured interview, systematized observation and documentation. After that, the researcher analyze the data using the phenomenological approach and the

comparative qualitative with applying analysis inductive and reflective mode of topic. The subject of this research were the student of second grade of SMA Al-Muhammad Cepu Blora In The Academic Year Of 2010/2011". The results of this research show that there are several differences both male and female in learning narrative text. These similarities and differences come because there are different characteristics at male and female as the basic aspect of term "sex differences. Moreover, male and female have dominant differences in aspiration of narrative text itself.³⁸ The similarities with this research are under the frame of sociolinguistic which it discusses about how gender influences language in education context. In the other hand, there are also several differences, that is in this research, researcher using content analysis based on written document while on this previous using comparative approach in spoken form. This research also conducted in higher level, that is in sixth semester of English Education study program of IAIN Bengkulu, while previous research was conducted on second grade of senior high school

The second is "Male And Female Speaking Ability (A Comparative Study" At Fourth Semester of English Department On Iain Walisongo In Academic Year Of 2009/2010) by Siti Nur Halimah (SRN : 053411410), Bachelor Program Of English Language Education Of State Institute For Islamic Studies Walisongo Semarang. This study is to find

³⁸ Charisma puspitasari. Sex difference in learning English (A comparative study in learning narrative text at second grade Of SMA Al-Muhammad Cepu Blora In The Academic Year Of 2010/2011), thesis (Semarang IAIN Walisongo, 2011)

out the extent to which speaking ability of male and female different from that of female students. The similarities is under the sociolinguistic scope, gender- discuss and the object is a university student. In the other hand, the differences are : the approach is comparative study while this research using content analysis : the skill of this research is writing while previous research was comparative³⁹

CHAPTER III

³⁹ Male And Female Speaking Ability (A Comparative Study” At Fourth Semester of English Department On Iain Walisongo In Academic Year Of 2009/2010)

RESEARCH METHOD

A. Research method

This research used Qualitative content analysis as a method of research. Different expert define it in difference way. However, the essence will be similar. According to Cavanagh, content analysis is a research flexible method for analyzing text data⁴⁰. Content analysis describe a family of analytical approach ranging from impressionistic intuitive, interpretive analysis to systematic, strict textual analysis⁴¹. In this research, researcher using descriptive qualitative approach. then the researcher explored the similarities and differences in some aspect at sixth semester students of English Education Study program of IAIN Bengkulu in academic year 2019/2020

B. Population and sample

1. Population

Population is an important aspect of the research because some of them were sources of data In this research. Population can be defined as a larger group of people which one hopes to apply the result where the researcher would like to generalize the result of the study in a research⁴². In doing a research, researcher must find a view members of the group to study them. In this research,the researcher conduct a research at sixth semester student of TBI IAIN Bengkulu in academic

⁴⁰ Hsiu-Fang Hsieh, Shannon Sarah E. Qualitative Health Research Three Approaches To Qualitative Content Analysis.(Stage Publication 2005)P.1277

⁴¹ *ibid*

⁴² Jack R. Fraenkel, Norman E. Wallen, Hellen H. Hyun. *How To Design And Evaluate Research In Education Eight Edition*, (USA Mc Graw Hill.2012),P,92

year 2019/2020 that consist of 4 classes. They can be seen as the following table :

Table 1
Sixth Semester Student of TBI IAIN Bengkulu
In Academic Year 2018/2019

No	Class	Number of Student
1.	TBI VI A	31 Students
2.	TBI VI	34 Students
3.	TBI VI	30 Students
4.	TBI VI	31 Students
	Total Number	126 Student

2. Sample

Sample must be appropriately choosen in research because they were totally source of the data. Sample can be defined as a small partor quantity intended to show what the whole is like for analysis porpuse⁴³. It can be said that not all population can be sample in a research. In this research, researcher apply purposing sampling in taking sample. Based on literature lecturer in TBI IAIN Bengkulu, not all student produce fiction in form of short stories after gertting prose

⁴³ Sugiyono *Statistic For Research* (Bandung Alfabeta.2014),P.62

and poetry subject. There were only 34 students who can produce fictions in form of short stories classes under 2 different theme. First is *Magis Realism* (21 writer 18 female and 3 male writer) and. For the other topic is *Locality* which it consist of 13 writers (6 male 7 female). Because this research is gender- based research, so the sample must be balance in order to get balanced result so, the researcher only use writers under theme of *Locality* which published in 2019. So, The 13 fiction were sample in this research.

C. Data Collecting Technique

In this research, researcher use a content analysis as data collecting technique. Content data analysis is a type of qualitative research that analized by review an appraisal theme⁴⁴. Below are the procedures of data collecting technique used by researcher.

1. Firstly, the researcher met literature lecturer who teach prose and poetry and the students who wrote fiction to ask their permission for doing research
2. Secondly, researcher collect all fiction in form short stories from students in Indonesia and English version
3. Thirdly, the researcher asked the literature lecturer to approve that the fictions in form of short stories are reliable to publish and have fullfil good characteristics of fiction

⁴⁴ Hsieh, H. Sarah,E,S.(2010) Qualitative Health And Research Three Approaches To Qualitative Content Analysis. New York : Stage Publication P.14

4. Fourthly, the researcher read all the short stories Then, the researcher read the data in available cards
5. Finally, the researcher analyzed the data and complete the research report

D. Research instrument

In collecting data, the researcher applied a research instrument in form of card needs based on chapter two. The cards can be as following description

Card 1 : Topic of The Story

<i>No</i>	<i>Respondents</i>	<i>Conflicts 1</i>	<i>Conflict 2</i>	<i>Conflict 3</i>	<i>Topic</i>

Card 2 : Structure Of The Story Elements

<i>No</i>	<i>Respondents</i>	<i>Description of Setting</i>	<i>Description of Character</i>	<i>Plot Structure</i>

Card 3 : Language Stylistic

<i>No</i>	<i>Respondents</i>	<i>The Use of Figurative Language</i>	<i>The Use of Sentence Structure</i>	<i>The Use of Diction</i>

Card 4 : genre of the story

<i>No</i>	<i>Respondents</i>	<i>Formula 1</i>	<i>Formula 2</i>	<i>Formula 3</i>	<i>Genre</i>

E. Data Analysis

In analyzing data, the researcher will qualitative data analysis. In this research, the researcher applied interactive model of data analysis

proposed by Miles and Huberman (1994). The data analysis consisted of three main components, namely: (1) data reduction; (2) data display; (3) drawing and verifying conclusion.⁴⁵

1. Data reduction: data reduction occurs continually throughout analysis. In early stages, it happens through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and memoing and associated activities such as finding themes, clusters, and patterns. In the later stage, it happens through conceptualizing and explaining, since developing abstract concept also a way reducing data.
2. Data display: data display organize, compress and assemble information. In this research, the way of displaying data through graphs, chart, diagram and table in order to make data clearer
3. Drawing and verifying conclusion. While drawing conclusion logically follows reduction and display of the data. Then, possible conclusion can be note.

CHAPTER IV

RESULT AND DISCUSSION

⁴⁵ Matthew B. And A. Michael Huberman. *Qualitative Data Analysis : A Source Book Third Edition*, USA, Sage Publishing, 1994, P.174

This chapter of the researcher would describe the result and discussion after completing the data collection and analysis. This chapter consisted of two parts, namely: the result of the research and discussion. The detail explanation for this chapter can be as following description:

A. Result

1. Characteristics of Fiction Written by Male and Female Writers

Male and female have different in thoughts. Therefore they have also difference characteristics in writing, especially writing fictions. The differences can be seen from: the topic of the story, story elements, language stylistics, and genre. The explanation of the difference can be explained as the following narration:

a. Topic of the Story

The result of detail analysis of the short story written by sixth semester students of TBI IAIN Bengkulu in academic year 2019/2020 (see appendix 1), the researcher found that there are various kinds of topics written by the students. The topic can be seen as the following table:

Table 1:
Topic of the Story

No.	Respondent	Topic
1	Male 1	Love
2	Male 2	Friendship
3	Male 3	Family

4	Male 4	History
5	Male 5	History
6	Male 6	Friendship
7	Female 1	Painful Love
8	Female 2	Love
9	Female 3	Painful Love
10	Female 4	Travelling
11	Female 5	Customary Law
12	Female 6	Friendship
13	Female 7	Customary Law

1) Tabel 1

Based on the tabel 1 above, it was found that there were 5 male students chose a general topic. The topic covers: friendship, family, and history; and there was a male student chose topic about love. On the other hand, there were 4 female students chose emotional topic such as the painful of love and the happiness of love; and there were 2 female students chose general topic as their topic of the story (See Appendix 1)). The analysis above proved that the characteristics of male writers tended to write a story that related to more *impersonal topics* that involved *factual or technical knowledge*; and female writers tend to explore *personal topic* that involved their inner *emotion*.

b. Story Elements of Male and Female Students

The result of researcher analysis can be seen as following table:

1) *Fictional characters*

Tabel 2
Elements of Story: Fictional Characters

No.	Respondent	Character of fiction
1	Male 1	1. Round character 2. Flat character
2	Male 2	1. Round character 2. Flat character
3	Male 3	1. Round character 2. Flat character
4	Male 4	1. Flat character 2. Flat character
5	Male 5	1. Flat character 2. Flat character
6	Male 6	1. Flat character 2. Flat character
7	Female 1	1. Round character 2. Flat character
8	Female 2	1. Flat character 2. Flat character
9	Female 3	1. Flat character 2. Flat character
10	Female 4	1. Flat character 2. Flat character
11	Female 5	1. Round character 2. Flat character
12	Female 6	1. Round character 2. Flat character
13	Female 7	1. Round character 2. Flat character

2) **Tabel 2**

Based on the tabel above, it showed that the sixth semester students of TBI IAIN Bengkulu explore the characters in their stories in different

ways. There were 3 male students who used round characters; and 9 students who used flat characters in their stories. Then, there were 4 female students who used round characters; and 10 students who used flat characters in their stories. Based on those analysis, it is clear that there was no significant differences between male and female students in exploring the characters in their story.

2) *Plots of the Stories*

In exploring their stories in form of fictions, male and female students at the sixth semester of English department Study Program in IAIN Bengkulu used the following plotting techniques:

Table 3:
Plot Techniques

No.	Respondent	Plot Technique
1	Male 1	Flashback
2	Male 2	Linear
3	Male 3	Flashback
4	Male 4	Linear
5	Male 5	Flashback
6	Male 6	Flashback
7	Female 1	Linear
8	Female 2	Linear
9	Female 3	Flashback

10	Female 4	Linear
11	Female 5	Linear
12	Female 6	Flashback
13	Female 7	Linear

1. Tabel 3

Based on the table above, there were 2 male students who used flashback techniques; and 4 male students who used linear techniques. On the other hand, there were 2 female students who used flashback techniques; and 5 female students who used linear techniques. It can be concluded that male students preferred to write flashback technique rather than linear ones. While female students preferred to use linear technique rather than flashback ones.

3) *Setting*

The sixth semester students of TBI IAIN Bengkulu used the

Table 4:
Settings of the Stories

No.	Respondents	Settings
1	Male 1	Unsettled Garden
2	Male 2	Crowded City
3	Male 3	Crowded City
4	Male 4	Historical House
5	Male 5	Crowded Rural Area
6	Male 6	School
7	Female 1	Beautiful Kingdom

8	Female 2	Village
9	Female 3	Village
10	Female 4	Beautiful Rainfall
11	Female 5	Village
12	Female 6	Beautiful Village
13	Female 7	Village

2. Tabel 4

Based on the Tabel 4 above, it showed that male students tended to explored their settings of the stories in form of *historical, crowdedness, and horror settings*. However, male students tended to explored their settings of the stories in form of *the beauty of landscapes*, such as beautiful villages and rainfall.

c. Language Stylistics

Writing a fiction has a long process in managing languages. The writers tried to explore their ideas through language in order that the discourse that they delivered can be easily understood by the readers. Male and female writers have their own characteristics in arranging sentences to create the story. The language stylistics used by the writers can be seen from the figurative language that they used, dictions, and sentence structures. The use of language stylistics by the sixth semester of English department Study Program in IAIN Bengkulu can be seen as the following explanation (See Appendix 3)

1) Figurative Languages

Figurative language is a matter of choosing and using words in accordance with the contents of which would be submitted⁴⁶. The use of figurative language can help the readers to be easier to understand the fiction's meaning. The sixth semester of English department Study Program in IAIN Bengkulu used various kinds of figurative language in their fictions. The result can be seen in following table (See appendix 3):

Tabel 5:
Language Stylistic

⁴⁶Tjahjono. *Basic Poetry*.(Jakarta : Nusa Pers.1998),.P.201

No	FOS	Respondents' Frequency												
		M1	M2	M3	M4	M5	M6	F1	F2	F3	F4	F5	F6	F7
1	SM	1	-	2	1	-	1	3	1	1	4	4	-	-
2	MP	-	-	-	-	1	-	-	-	-	-	1	-	1
3	AP	1	-	-	-	2	2	-	1	-	1	2	-	-
4	SS	-	-	-	-	-	-	-	1	1	3	2	-	-
5	HPC	3	1	-	-	-	-	-	-	-	-	-	-	-
6	LT	-	1	1	1	-	1	-	-	-	-	-	-	-
7	HB	-	2	-	-	1	-	-	-	-	1	-	1	-
8	PSN	3	-	1	-	1	-	-	3	1	3	-	-	-
9	FBL	-	-	-	-	1	-	-	1	-	-	1	-	-
10	EPO	1	-	-	-	-	-	-	-	-	-	-	-	-
11	SYM	1	-	2	2	-	-	-	-	-	-	-	-	-
12	CLX	-	-	2	1	-	-	1	1	1	-	-	-	-
13	RTS	-	1	-	-	-	-	-	-	-	-	-	-	-
14	EXC	2	1	2	1	2	-	-	-	1	-	1	1	-
15	ENM	-	1	-	-	-	-	-	1	-	-	-	-	-
16	CTR	-	-	1	1	-	-	-	-	-	-	-	-	-
17	ZM	2	1	1	1	1	-	1	-	-	-	1	-	-
18	PRX	2	2	4	2	-	1	-	3	3	1	1	-	-
19	EUP	-	1	-	-	1	-	-	3	1	1	-	1	-
20	TT	-	-	1	-	2	-	-	3	2	-	1	1	-
21	ANM	-	-	1	2	1	-	-	1	-	1	1	-	1
22	RPT	-	-	-	-	1	-	-	-	-	1	1	-	-

23	<i>ALL</i>	-	-	-	-	-	-	1	-	-	-	-	-	-
24	<i>PLO</i>	-	-	-	-	-	-	-	-	3	-	-	-	-
25	<i>PRL</i>	-	-	-	-	-	-	-	-	1	1	1	2	1
Total		22	11	17	12	20	4	7	18	18	17	18	11	6

3. Tabel 5

Based on the table 5 above, researcher find that there were 25 kinds of figurative languages used by male and female writer in their short stories such as : simile, metaphor, anthropomorphism, sinesthesia, hyperbole, litotes, hypocorism, personification, fable, eponym, symbolic, irony, climax, exclamansio, enumerasio, contradiction, zeugma, paradox, euphism, tautology, onomatopea, repetition, alliteration, pleonasm, and parallel (See appendix 6). However, male and female had difference in using the figurative languages. Male students mostly focused on using some figurative languages; and they avoided using figurative languages, such as: metaphor, sinesthesia, ephony, exclamation, enumerasiom, repetition, alleteration, pleonasme, and paralel.

Conversly, female students mostly focused on using some figurative languages; and they avoided using figurative languages, such as: hipokorisme, litotes, eponym, symbolic, enumersio, and alliteration. In short, the male students tended to use comparative figurative

languages; on the other hand, male students tended to use similarities of figurative languages.

2) *Diction*

Male and female will be different in choosing dictions to use in their fictional writings. Some linguists claimed that there are some different distinctions can be found in male and female's dictions which it is "masculine" and "feminine" diction (verb context)⁴⁷. In male and female writing fiction at sixth semester of English department Study Program in IAIN Bengkulu, it could be found that there were some dictions related to gender found in their fictional writings. The findings can be seen in following tabel :

Tabel 6:
The Use of Dictions in Students' Fictional Writings

<i>No.</i>	<i>Respondent</i>	<i>Word/Phrase</i>	<i>Gender Diction</i>
1	Male 1	Crying, screaming	Female : spirit expression
2	Female 1	All I can do just crying a river	Female : melancholic expression
3	Female 3	Mocca blanket	Female: color specifier

⁴⁷Hiatt, Mary. *The Way Women Write* .(New York. Teachers College Press. 1977), P .117.

4	Female 6	Blac-metalic car	Female: color specifier
		Now im feeling like useless friend	Female : expression of emotion
		I feels like I'm slapped	Female : expression of emotion

4. Tabel 6

Based on table 6 above, it can be found that male and female students used some gender dictions in expressing their feeling and thought in their fictional writings. Male students tended to used dictions that related to spirit expresion. On the other hand, female students tended to used dictions that related to melancholic, colourful, and emotional expresion in writing their fictional stories.

3) *Sentence Structures*

It can be possible for the male and female writers had their diffrenece in the sentence structures in creating their fictional stories. In this research, researcher only identified main sentence structure used in whole text and divided the sentence structure based on the sentence complexity. They were: *complex sentence* and *simple sentence*. The findings of the research can be seen in following tabel:

Tabel 7:
The Use of Sentence Structure

<i>No</i>	<i>Respondent</i>	<i>Sentence Structure</i>
1.	Male 1	Complex sentence
2.	Male 2	Complex sentence
3.	Male 3	Simple sentence
4.	Male 4	Complex sentence
5.	Male 5	Simple sentence
6.	Male 6	Complex sentence
7.	Female 1	Complex sentence
8.	Female 2	Simple sentence
9.	Female 3	Complex sentence
10.	Female 4	Complex sentence
11.	Female 5	Simple sentence
12.	Female 6	Complex sentence
13.	Female 7	Complex sentence

5. Table 7

Based on table 7 above, it can be found that there were 4 male students who used complex structures in their fictional stories; and 2 other male students who uses simple structure. On the other hand, there were 5 female students who used complex structure; and 2 other

female students used simple sentence. In conclusion., there were no different characteristics between male and female students in writing sentence strutures. Gender did not influence students' ability in sentence structure. The students' English quality affected the use of their sentence structures in writing fictional stories.

d. Genres of the Stories

As explained in chapter II, genre can be defined as category. It means that a story can be classified into specific genre based on the formula used by the authors in writing it. Formula in literature can be popularly understood as narrative structure of a fiction. By accumulating formula, the readers would understand the genre of the story that they were reading. After analyzing the data in the research, the sixth semester students of TBI IAIN Bengkulu in academic year 2019/2020 wrote their stories as the following genres:

***Table 8:
Genres of the Stories***

<i>No.</i>	<i>Respondent</i>	<i>Genre</i>
1.	Male 1	Realism
2.	Male 2	Realism
3.	Male 3	Realism
4.	Male 4	Romance
5.	Male 5	Realism

6.	Male 6	Realism
7.	Female 1	Tragedy
8.	Female 2	Romance
9.	Female 3	Tragedy
10.	Female 4	Travel Writing
11.	Female 5	Magic Realism
12.	Female 6	Magic Realism
13.	Female 7	Travel Writing

6. Tabel 8

Based on the table 8 above, it can be found that there were 5 male students who wrote their fictional stories by using *realism genres*, and 1 male student who wrote his fictional story by using *romance genre*. On the other hand, there was 1 female student who wrote her fictional story by using *tragedy genre*, 2 female students who wrote her fictional stories by using magic realism genres, and 2 other female students wrote their fictional stories by using *travel writing genre*. In conclusion, the male students tended to write realism genre and female students tended to write *romance* and *travel writing genres*.

2. Similarities and Differences of Male and Female Students in writing Fictions

In this stage, the researcher would explain the similarities and differences between male and female students in writing fictional stories.

Based on the detail analysis on the previous focuses, it can be taken the generalization of male and female characteristics – similarities and differences – in writing fictional stories. The detail characteristics can be seen as the following table:

Table 9:
Similarities and Differences of Male and Female
In Writing Fictional Stories

No	Focuses	Male	Female
1.	Topic of the Stories	writing a story that related to more <i>impersonal topics</i> that involved <i>factual or technical knowledge</i>	exploring <i>personal topic</i> that involved their <i>inner emotion</i> .
2.	Story Elements		
	<i>Fictional Characters</i>	Using <i>flat and round characters</i> in their fictional characters.	Using <i>flat and round characters</i> in their fictional characters.
	<i>Plots of the Stories</i>	preferring to write <i>flashback techniques</i> rather than <i>linear ones</i> .	preferred to use <i>linear techniques</i> rather than <i>flashback ones</i> .
	<i>Settings of the Stories</i>	Tended to explored their settings of the stories in form of <i>historical, crowdedness, and horror settings</i> .	Tended to explored their settings of the stories in form of <i>the beauty of landscapes</i> , such as beautiful villages and rainfall.

3.	Language Stylistics		
	<i>Figurative Languages</i>	Mostly focused on using some figurative languages; and they avoided using figurative languages, such as: metaphor, sinesthesia, ephony, exclamation, enumerasiom, repetition, alleteration, pleonasme, and paralel. In short, male students tended to use similarities of figurative languages.	mostly focused on using somefigurative languages; and they avoided using figurative languages, such as: hipokorisme, litotes, eponym, symbolic, enumersio, and alliteration. In short, the male students tended to use comparative figurative languages.
	<i>Dictions</i>	using dictions that related to <i>spirit expresions</i> .	using dictions that related to <i>melancholic, colourful, and emotional expresions</i> .
	<i>Sentence Structures</i>	Gender did not influence students' ability in sentence structure. The students' English quality affected the use of their sentence structures in writing fictional stories.	Gender did not influence students' ability in sentence structure. The students' English quality affected the use of their sentence structures in writing fictional stories.

4.	Genres of the Stories	<i>Realism genre</i>	<i>Romance and travel writing genres.</i>
	<i>Fictional Characters</i>		

7. Tabel 9

Based on the table 9 above, it can be said that there were two similar things that male and female students had in writing fictional stories, namely: first, *creating fictional characters* in their stories. Both male and female students created *flat* and *round characters* in their fictional stories based on the need of character in their stories; Second, *sentence structures* in the stories. Gender did not influence students' ability in writing sentence structure. The use of complex or simple sentences in the story were not based on their genders. In fact, the students' English quality and experiences in language exploration affected the use of their sentence structures in writing fictional stories. Then, there were some differences that male and female students had in writing fictional stories, namely: *first*, they were different in choosing *topics of the story*. Male students tended to write a story that related to more *impersonal topics* that involved *factual or technical knowledge*. On the other hand, female students tended to explore *personal topic* that involved their inner *emotion*. *Second*, they were different in determining *plots* of the stories. Male students preferred to write

fleshback techniques rather than *linear ones*. While female students preferred to use *linear techniques* rather than *fleshback ones*. Third, they were also different in exploring *settings* of the stories. Male students tended to explore their settings of the stories in form of *historical, crowdedness, and horror settings*. On the contrary, female students tended to explore their settings of the stories in form of *the beauty of landscapes*, such as beautiful villages and rainfall. Fourth, they were different in using *figurative languages*. Male students mostly focused on using some figurative languages; and they avoided using figurative languages, such as: metaphor, sinesthesia, eponym, exclamation, enumeration, repetition, alliteration, pleonasm, and parallel. In short, male students tended to use similarities of figurative languages. On the other hand, female students mostly focused on using some figurative languages; and they avoided using figurative languages, such as: hyperbole, litotes, eponym, symbolic, enumeration, and alliteration. In short, the male students tended to use comparative figurative languages. Fifth, they were different in choosing *diction* sixth, they were different in choosing *genres*

B. Discussion

The first idea that made the researcher interested in doing the research was the problems happened in students' writing class. The idea was extent into the students' creative writing. The main problems of this research can be identified linguistic features related significantly to

human's sexes that influences the use of language and interpret things differently between male and female. Then, gender is also related to psychological emotion and mental characteristics that influence some aspects for human life like politeness, grade, and language learning, included learning foreign language, and potency in language skills. In addition, the sixth semester students of TBI IAIN Bengkulu write anthology of short stories every year. It shows that the number of woman writers much more than man writers. It indicated that people have different interest in mastering language skills and doing creative writing.

Therefore, the researcher asked some questions to be answered in this research, namely: (1) What kinds of characteristics in fictions written by male and female students of English Education Study Program of IAIN Bengkulu in academic year 2019/2020 ?; and what kinds of the similarities and differences in their writing English fictions in discourse context? The aims of the research were: (1) to know about the characteristics of fictions written by male and female students of English Education Study Program of IAIN Bengkulu in academic year 2019/2020; and (2) to investigate the similarities and differences in their writing English fictions. By using appropriate theories, the researcher doing the research by applying content analysis as the method of the research.

1. Similarities and Differences of Male and Female Students In writing Fiction

a. Topic of the story

Topic of the story is written by the authors based on their experience and their social condition. As explained before that basically male and female tended to vary in the topics they discuss⁴⁸. It means that female selects more personal topic such as their family, their emotion and their friendship meanwhile male prefer more impersonal topics, often based on factual or technical knowledge such as football cars, or home improvements⁴⁹. Therefore, male and female have different characteristics in the topic of the stories that they are written.

As can be seen in Tabel 1 above, in choosing topic both male and female are use various topic for their short story. based on the finding researcher see that the average of male writer use general topic and the average of female writers are use emotional topic. So, the researcher conclude that gender influence male and female writing topic in sixth semester of English department study program of IAIN Bengkulu

⁴⁸Wareing, Shân.. Language And Gender. In Thomas, Linda Et Al. *Language, Society And Power: An Introduction..* 2nd Edition(New York. Routledge.2004),P. 75-92.

⁴⁹ *Ibid*

b. Language stylistic

In this research, language stylistic focus on the use of figurative language, the use of sentence structure and male and female diction specifier. *The First* is for figurative language, view number of expert agreed that female use more elegant language (such as figure of speech) than male. one of the phenomenon found in this research is Euphemism that refers to word and phrases that people use to replace other words and terms because the latter are not socially appropriate⁵⁰. Anyway, as can be seen in tabel 2, and 7, There is no significant differences in found in male and female writing figure of speech in sixth semester of English department study program of IAIN Bengkulu. Both male and female writer are almost use same number in using figure of speech and avoiding each kinds of figurative language. So, researcher conclude that gender did not influence their figurative of language use in their writing . *The second* is sentence structure, according to Hiatt, there were no significant differences in sentence complexity both male and female in their writing. In this research, researcher also found that there were no significant differences in both writers, it means that gender did not influence the use of sentence structure or complexity in both male and female writers. *The third* is diction, in this finding researcher found some female specifier in diction,

⁵⁰ Hamdan, S. (2011). Journal Of Education Culture And Society. *Identifying Linguistic Genderlects Of The Style Of Writing Of Arab Male And Female Novelist*, P. 61

such as emotional verb and color specifier not all verb that are used denotes some sort of emotion. according to Lakoff, women make far more precise discrimination than do men⁵¹. there were also male writer found use female diction, but the quantity is very low, so there is also significant differences in choosing diction both of male and female writers

c. Elements of the story

Based on the researcher analysis of story element that the students written to know the difference way of the students in doing exploration to their intrinsic elements of the fictions. The elements of the story can be: setting, description of the character, and plot structure.⁵² Because of the writers used various kind of setting, researcher only focus to explain the character and plot structure used in this male and female writing fiction (See Appendix 2 and 3). The description is as the following explanation:

1. *Fictional Characters Created by the Students*

There are two major types of character in fiction, namely: *flat character* who refers to specific trait that never changes from beginning until the end of the story; and *round character* who refer to a character of persona with more complex and differentiated features; this kind of character changes once or more times from beginning to the end of the story. As can be

⁵¹ (Lakoff :1975) p. 8

⁵² (Hairuddin, 2017) p. 4

seen in Tabel 2, and tabel 3 the researcher only focused on analysis two main characters in the fictions that the students wrote for choosing character of the story, there are no significant differences both male and female writer. They are also use same character and same sentence structure

2. *Plot technique*

As explained in previous chapter, plot can be defined as the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at the outset of the narrative. Basically, there are two types of major structural techniques in plotting story or fiction; they are called as *flashback* and *linear plot*.

3. *Setting*

Setting is a place of the story take place. It is one of important elements of a fictional story in order to know the social background of the story. In exploring the settings of the stories, the students were also influenced by their genders. Different gender used different exploration of setting to complete the stories . as shown in TB/9 female writers Tended to explored their settings of the stories in form of *historical, crowdedness, and horror settings*. Meanwhile male writers Tended to explored their settings of the stories in form of *the beauty of landscapes*, such as beautiful villages and rainfall.

d. Genre

Genre also related with topic or theme, the topic chosen by determine the genre. As explained in topic above, female selects more personal topic such as their family, their emotion and their friendship meanwhile male prefer more impersonal topics, often based on factual or technical knowledge such as football cars, or home improvements⁵³. As can be seen in TB/8, it shown that males use more general topic such as history meanwhile female chose more emotional genre such as romance and tragedy. Although not all male writers chose genre but the percentage of male use emotion genre is very low, so the researcher conclude that there is a significance differences both male and female writers in chose their genre in writing fiction.

CHAPTER V

CONCLUSION AND SUGGESTION

⁵³ *Loc. Cit. Wareing*

A. Conclusion

After completing the research, it can be concluded that male and female students had different characteristics in writing fictions at the sixth semester of English Education Study Program of IAIN Bengkulu in academic year 2019/2020 in the aspects of topics of the story; exploration story elements that covers: developing fictional characters, plots, and settings of the stories; the use of language stylistics, namely: figurative languages, dictions, sentence structures; and genres. Then, there are some similarities and differences in their characteristics. Male and female students had similarities in creating fictional characters and sentence structures. However, they had differences in exploring and developing topic of the story, plotting, setting, choosing figurative languages, dictions, and genre.

B. Suggestion

Based on the conclusion above, the researcher give some suggestion to the readers and next researcher who want to conduct the research related to this research or the researcher who want to conduct deeper analysis. *The first* suggestion is given to the readers. Researcher suggest they should pay attention in writing fiction no matter what they gender is. Because there are lot of elements and theories should comprehended before writing a good fiction. *The second* is given to the next researcher. The researcher suggest that they can explore more than characteristic and difference possibilities in analyzing fiction. *The last*, is

given to English literature lecturers. Researcher suggests they should pay more attention for the possibilities of influences gender for their students writing because it is good to select a perfect theme depend on their interest.

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APPENDIX 1

Topic of The Story (TS)

	Code	Conflict 1	Respondent 2	Conflict 2	Conflict 3
		1. A daughter named pata balu ostracized widow in a village	2. Then the man met pata balu who attempted suicide because of depression	3. The man saved, married and lived with her until the end of its life	4. Love
		1. A bride tobe has delivered money to the a princess of coral tingui taba	2. Taba daughter takes Phaleria hated people because it smells foul mouth, and she was pregnant and running away from the palace because many people think that she is pregnant hobgoblin	3. Taba daughter died when giving birth, a few years later the people have realized kalua taba daughter does not contain the demon child, but the child pregnant for child of nirvana	4. love
		1. Siska and his father always sell off the coast lemang	2. Ridwan's father hit siska and make siska angry	3. Ridwan help siska sell and innovate lemang selling fermented siska	4. Friendshi p
		1. A daughter named pata gadiss ostracized widow in a village	2. Then the man met the daughter pata widow who attempted suicide because of depression	3. The man saved, married and lived with her until the end of its life	4. Love
		1. Citra did not want to visit because it is still annoyed with her mother, who gives the right home to his brother	2. Her husband and her mother visited the house image without image	3. Citra's daughter know grand mother that she visit is her biological grandmother, but	

		1. Fatmawati undergo routine as inspiring woman	2. He was introduced to a man by wak ujang	3. Fatmawati married to a man who was introduced	4. Historical place
		1. Sania woke up from sleep and saw his friend floating in palak siring waterfall	2. He was looking for his friend, kiraya who disappeared for two months. But he found his friend dead of suicide	3. Govinda, his lover participate suicide	4. A despair
		1. Planning for traveling	2. Travel, see flowers blooming rafflesia	3. Waterfall	4. Tour
		1. Novi became a mother	2. Novi violating customs rules and accept and paying pay of it	3. Novi do custom bawe kayo	4. Customs
		1. Mr. cleric asks Herman and his friend are looking for bamboo	2. Someone claimed that bamboo was hers because it grew in his area	3. They reconciled and tell historians betung (bamboo), which became an icon of betungan	4. history betungan
		1. AQIS Reni child's mother did not stop crying	2. AQIS does not heal with any medicine	3. The cause is lack willingness of Reni bu for the death of her husband	4. Grief over the death of a family member
		1. Gisel decide grandmother's house holiday	2. Playing at home grandmother	3. The Prohibition of pregnant women out of time maghrib	4. Customs
		1. Riana does not go to school and seek Isra	2. Isra help Riana sells bongol	3. They te because rarely split up as lost contact	4. Friendship

APPENDIX 2
Story Elements (SE)

CODE	diction	Description of setting	<i>Description of character</i>	<i>The use of sentence structure</i>
SE	I	lo end of the path village, waterfront talo, home mak inah, river talo, talo-week market, huts amid palm foret	. Mak inah: round character	fash back
	I	ring road, house siska, hospital, shop	character	linear plot

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		b. Pak Herman and his friend: flat character	

		b. Riana: flat character	

		b. Husband taba daughter:	

		flat character	

		b. Husband pata daughter widow: flat character	

		<p>b. Govinda: Flat character</p>	
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		b. Arga: flat charac ter	

		b. Novi Husband: flat character	

			b. Vivin and AQIS; flat character	
			b. Flat character	

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APPENDIX 4

Genre of the story (GS)

		5. Realism	6. Realism	7. Realism	8. Realism
		5. Realism	6. Realism	7. Realism	8. Realism
		5. Realism	6. Realism	7. Realism	8. Realism
		5. Realism	6. Realism	7. Marriage	8. Romance
		4. Realism	5. Realism	6. Realism	7. Realism
		5. Realism	6. Realism	7. Realism	8. Realism
		5. Realism	6. Realism	7. Her deathness	8. Tragedy
		5. Meet	6. Friendship	7. Marry	8. Romance

	5. Realism	6. Love tragedy	7. Love tragedy	8. Romance / tragedy
	5. Writing	6. Visiting	7. Describing place	8. Traveling
	5. Magical	6. Magical	7. Magical	8. Magic
	5. Problem	6. Magic	7. Magic	8. Magical
	5. Realism	6. Realism	7. Realism	8. Realism

APPENDIX 5

LIST OF WRITERS

1. Male 1 : Alvin Aska
2. Male 2 : Gathot Prasetyo
3. Male 3 : Yoga Prianto
4. Male 4 : Arief Hadiano
5. Male 5 : Yulleo Dwi Hermansya
6. Male 6 : Ismail Kadas
7. Female 1 : Sri Noprianti
8. Female 2 : Risti Oktaviani
9. Female 3 : Junita Delliyanti
10. Female 4 : Rayang Fathonah
11. Female 5 : Wini Ranti
12. Female 6 : Anis Syafitri
13. Female 7 : Anis Ulwiya Rahma

APPENDIX 4

1. FOS : Figure of Speech
2. SM : Simile

3. MP : Metaphor
4. AP : Antropomorfism
5. SS : Sinestesia
6. HPC : Hypocorism
7. LT : Litotes
8. HB : Hyperbole
9. PSN : Personification
10. FBL : Fable
11. EPO : Eponym
12. SYM : Symbolic
13. IRN : Irony
14. CLX : Climax
15. EXL : Exclasmansio
16. CLX : Climax
17. CTR : Contradiction
18. ZM : Zeugma
19. PRX : Paradox
20. EUP : Euphism
21. TT : Tautology
22. ANM : Anomatopoela
23. RPT : Repetition
24. ALL : Alliteration
25. PLEO : Pleonasm
26. PRL : Pararalel