DIFFERENCES OF STUDENTS’ GENDER ON WRITING ABILITY USING CREATIVE DIARY

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ABSTRACT

The aim of this study was to determine students’ gender differences on writing ability using creative diary. This research was conducted to find out whether students’ gender affects to their writing ability. The design used in this research was one group pretest and posttest. The population of this research is the first semester students of communication sciences class 1C Unis academic year 2017/2018 which consist of 47 students in one class. The data were collected from a project of making creative diary and were analyzed by using SPSS 25. The result of the research shows that there is a difference between female and male students on writing ability using creative diary. Female students still have a better score than male students after they are given a pretest and posttest. It is shown by the number of percentage in three categories. Based on the result, it can be concluded that there is a difference of writing ability between female and male students.

Keywords: creative diary, gender differences, students, writing ability.

A. INTRODUCTION

There have been many researches discussing whether male and female have a difference in cognitive ability due to the biological differences between them. According to (Maubach & Morgan, 2001) It seems to be generally recognized that biological differences between the male and female brain play a role in the development of cognitive skills. In this case, we concern the difference of male and female in the second language acquisition. Most of the researches discussing gender and language acquisition focusing on cognitive styles and learning strategies. Maccoby and Jacklin in Maubach & Morgan (2001) proved that girl go further in the early speech acquisition. The tests showed girls from the age of 10 outscoring boys on a variety of measures of verbal competence.

Another research also assumed that female is better in verbal accuracy, fluency, and memory (Rivas, 2017). As well as Cramond stated in Aziz (2006) In terms of creativity, female lead in front of male that various studies on creativity found a relationship between sex differences with the level of creativity both in
terms of quantity and quality. Based on the result of their research from 1985-1998, it is found that women tend to be higher in aspects of fluency, originality, and elaboration, while men tend to be better in the aspect of flexibility.

Soori and Zamani in Bijami (2013) stated the differences among the men and women in using different language features can be revealed through writing skill and it can give a better understanding of the relationship between language and gender. Female and male brains are different and programmed for different tasks in language use (Rivas, 2017), including in producing language, speaking and writing.

Writing is known as the most complex skill among other language skills, for it has several elements and mechanics to produce a good writing. However, behind its complexity writing can give some benefits for people who continually do the activity of writing. It can facilitate us to think better because when someone learns to write, he will be able to analyze what they read, interpret and read. It can increase knowledge, creativity, and imagination. It can also improve communication skill, especially in an academic environment, writing is important to be mastered for conference presentation, journal, and books. Thus, the ability to communicate clearly in writing is one of the most important skills of second language learners (Halliday, 2003; Hyland, 2003) in Bijami (2013).

As it has been discussed above, writing is one of the skills which is important to be mastered by learners. However, it is not easy. As a productive skill beside speaking, writing has several elements and mechanics needed to produce a good writing. Those complexities make learners have a low motivation in writing. Langan (2008) stated that there are four basic stages in writing. They are planning, drafting, revising, and editing. The first is planning. Planning is thinking of the ideas, about what the writer is going to write. The second is drafting, where the writers are focused on the fluency of writing and are not concerned with grammatical accuracy. The next is reflecting or revising. Revising is reviewing text and check the whole writing to make sure that it can be understood by the readers. The last stage is editing. In editing, the writers editing and revising draft into the final version.
It can be concluded that writing is a process of developing the idea and arranging it into words which needed several processes, among others planning, drafting, revising, and editing. In line with the process, diary is a suitable media which can support the process of writing. In diary writing, learners practice writing continuously, so they will be more familiar with the writing process. By writing a diary, students’ writing will be improved each day because it gives them more opportunities to write about anything they want freely.

In this case, the writer uses the term creative diary because in the process of writing the diary, the writer wanted to put forward students’ creativity in it. In creative diary, the students are assigned to create their own diary creatively. They are also free to add some ornaments on their diary, such as photographs, pictures, doodles, quotes, etc. The goal is to make students enjoy writing with doing what they like and digging their creativity and idea to make an interesting diary.

Based on the arguments above, it is reasonable to assume that creative diary is a good media to help students’ in learning the process of writing. Besides, this research is also aim to see how is the difference of writing ability between male and female students.

B. METHOD

Research design

This research is a kind of quantitative descriptive method because the data is presented in numerical and descriptive form. Sugiyono (2012: 13) stated penelitian deskriptif yaitu, penelitian yang dilakukan untuk mengetahui nilai variabel mandiri, baik satu variabel atau lebih (independen) tanpa membuat perbandingan, atau menghubungkan dengan variabel yang lain. It means descriptive research is a study conducted to determineindependent variables, either the variable is one or even more without making comparison or connect with other variables.

Setting and Participants

The researcher took one class out of five classes. The population of this research was the second semester students of Communication Science Unis
Tangerang academic year 2017/2018. The writer only took one class, 1C as sample. The sample was a kind of saturation sampling where the sample is also the population itself. Class 1C consisted of 47 students in this class with the amount of females are 68% and males are 32%.

Data Collecting method and analysis

Students were given pretest before they got the material about how to write a good diary. This research was held along for 4 meetings. First meeting for the pretest; the students are given a pretest to write about their personal experiences. The next two meeting is for giving the teaching material about how to write a creative diary and the language feature on it. After that, the writer analysis the result of pretest and posttest using SPSS 25.

C. FINDINGS AND DISCUSSION

Results

The tables show the result the pretest and posttest of writing. From the two tables it can be seen that there are three categories; poor (tidak baik), good (baik), excellent (sangat baik) with total participants; male 32% and female 68%.

Table 1 shows the pretest of writing. From the total of 31.9% of male students. It consists of 2.1% student in the poor category, 25.5% in good category, and 4.3% in excellent category. While in female students with total of 68.1% it
consists of 0.0% in poor category, 61.7% in good category, and 6.4% in excellent category.

### Table 1.  

|          | Gender | Count | % of Total |
|----------|--------|-------|------------|
| Pre Test | Male   | 1     | 2.1%       |
|          | Female | 0     | 0.0%       |
|          | Total  | 1     | 2.1%       |
| Bak      | Male   | 12    | 25.5%      |
|          | Female | 29    | 61.7%      |
|          | Total  | 41    | 87.2%      |
| Sangat Bak | Male | 0     | 4.3%     |
|          | Female | 3     | 6.4%     |
|          | Total  | 3     | 10.8%     |
| Total    | Male   | 15    | 31.9%     |
|          | Female | 32    | 66.1%     |
|          | Total  | 47    | 100.0%    |

Table 2 shows the posttest of writing creative diary. From the total of 31.9% of male students. It is still the same as the pretest result. It consists of 2.1% in the poor category, 25.5% in good category, and 4.3% in excellent category. While in female group with total of 68.1%. It consists of 0.0% in poor category, 46.8% in good category, and 21.3% in excellent category.

### Table 2.  

|          | Gender | Count | % of Total |
|----------|--------|-------|------------|
| Post Test | Male   | 1     | 2.1%       |
|          | Female | 0     | 0.0%       |
|          | Total  | 1     | 2.1%       |
| Bak      | Male   | 12    | 25.5%      |
|          | Female | 22    | 46.8%      |
|          | Total  | 34    | 72.3%      |
| Sangat Bak | Male | 0     | 2.3%     |
|          | Female | 10    | 21.3%     |
|          | Total  | 10    | 23.5%     |
| Total    | Male   | 15    | 31.9%     |
|          | Female | 32    | 66.1%     |
|          | Total  | 47    | 100.0%    |

### Discussions

After the class is classified based on students’ gender, it can be seen that there is no improvement of writing ability before and after using creative dairy for male students. The percentages remain the same in each category. While for female students, there are some changes of total percentages in some categories, like good category and excellent category. In good category, the percentage of students
decreased about 14.9%, also in excellent category, there is an increased of percentage about 14.9%.

It can be concluded that female has a better distribution of values than male. Female also has a 0.0% of poor category. From the results of creative diary, the writer analyzed the main difference between male and female are in the content and creativity of the writing. Male tend to write in short paragraphs. They express their ideas in a brief sentence and straight to the point. They hardly developed their idea through the experiences, not as detail as female. Male prefer using data and fact in writing than people or feeling. In contrast, female is more detail in their writing, yet female is not as assertive as male. They tend to use figurative language and describe something better than male. They are also better in developing their ideas into a written form. Female prefer to tell about people, feeling and human relationship.

From the point of creativity of the diary, the writer concludes that female are more creative than male. Based on the purpose of creative diary itself is to make students to be more active in writing and to show their creativity in making their own diary. Female put their intention more than male. They made the diary from any kind of media, like paper mosaic, dry leaves and seeds, colorful papers and sticks. They also put photographs, draw pictures, doodles, and so on. In opposite, just a least of male has the intention to make a creative diary. Almost all of them only write in pieces of paper without adding any ornament. Besides, the writing is not as neat as female’s writing.

D. CONCLUSION

The research in this study aimed to determine the difference between male and female in writing. As the results, female has a better ability than male in writing creative diary. It can be seen from the content; the writing style, language used, and creativity.

It is also essential for teachers to give more varied learning strategies in writing for students, especially male students who are not good in writing. Providing male students more treatments or techniques in writing to improve their
writing skill. Moreover, educators should be more focus on students’ motivation as an indirect influence on student outcomes. Therefore, it is expected that there will be an equal writing ability between male and female.

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