



**THE SENTENCE FALLACIES IN THE NARRATIVE WRITING:
A DESCRIPTIVE STUDY OF GENDER DIFFERENCES
AT SENIOR HIGH SCHOOL**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2020



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Composed to fulfill one of the requirements to obtain the S1 degree at
the English Education Study Program, Language and Arts Education Department,
Faculty of Teacher Training and Education,
Jember University

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2020

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents: Samidiono and Sisminingsih.
2. My beloved brothers and sisters.
3. All of my lecturers.



MOTTO

“Success does not consist in never making mistakes but in never making
the same one a second time.”

-George Bernard Shaw-



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty has been followed.

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Jember, December 2020

The writer

Annisa Nur Aurin

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CONSULTANT APPROVAL

**THE SENTENCE FALLACIES IN THE NARRATIVE WRITING:
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THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Education Department
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1. The Dean of the Faculty of Teacher Training and Education, Jember University.
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6. The principal of SMAN 1 Jember, The English Teacher, and the Students of X MIPA 6 who are involved in this research.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, December 2020

The Writer

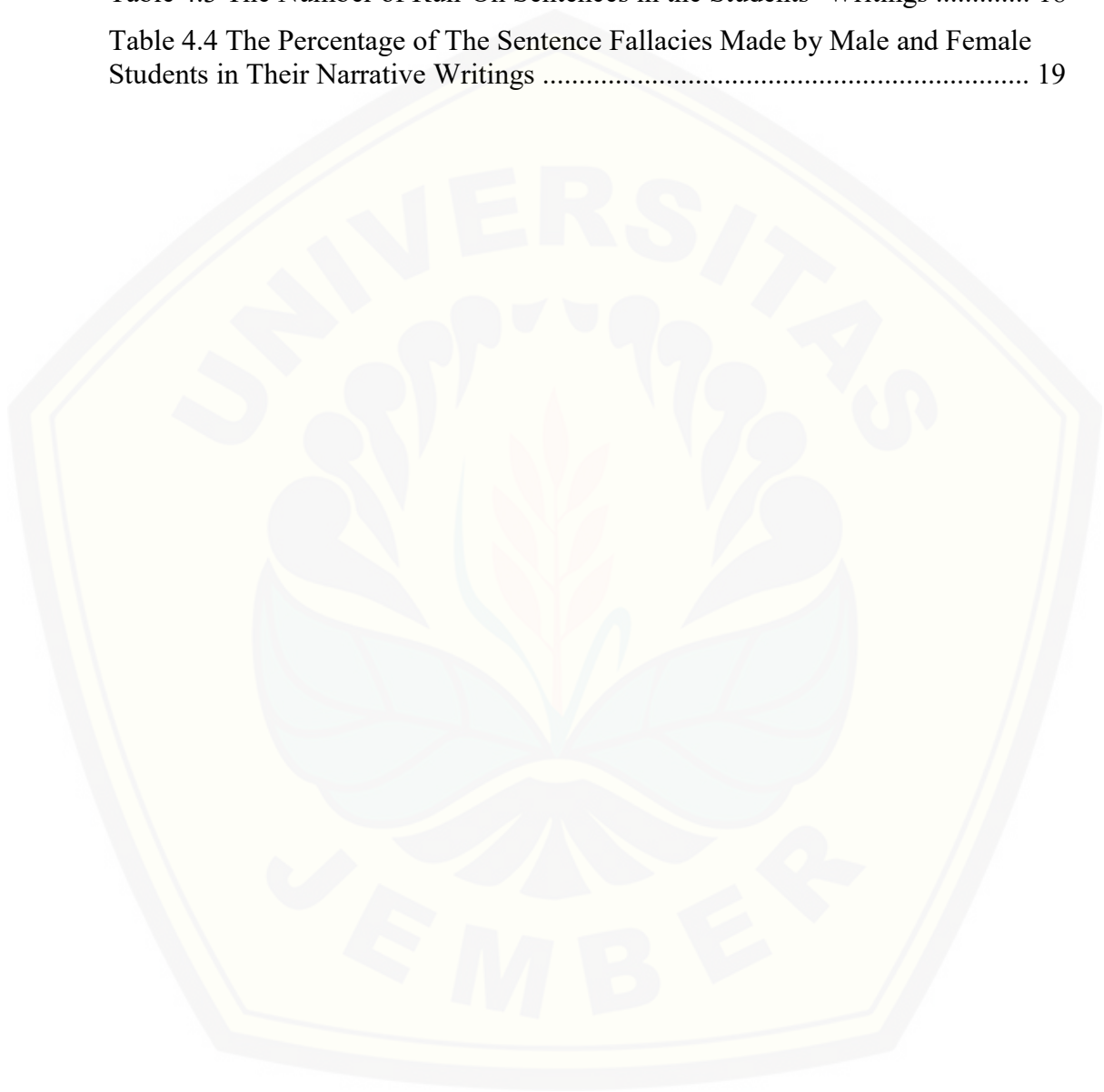
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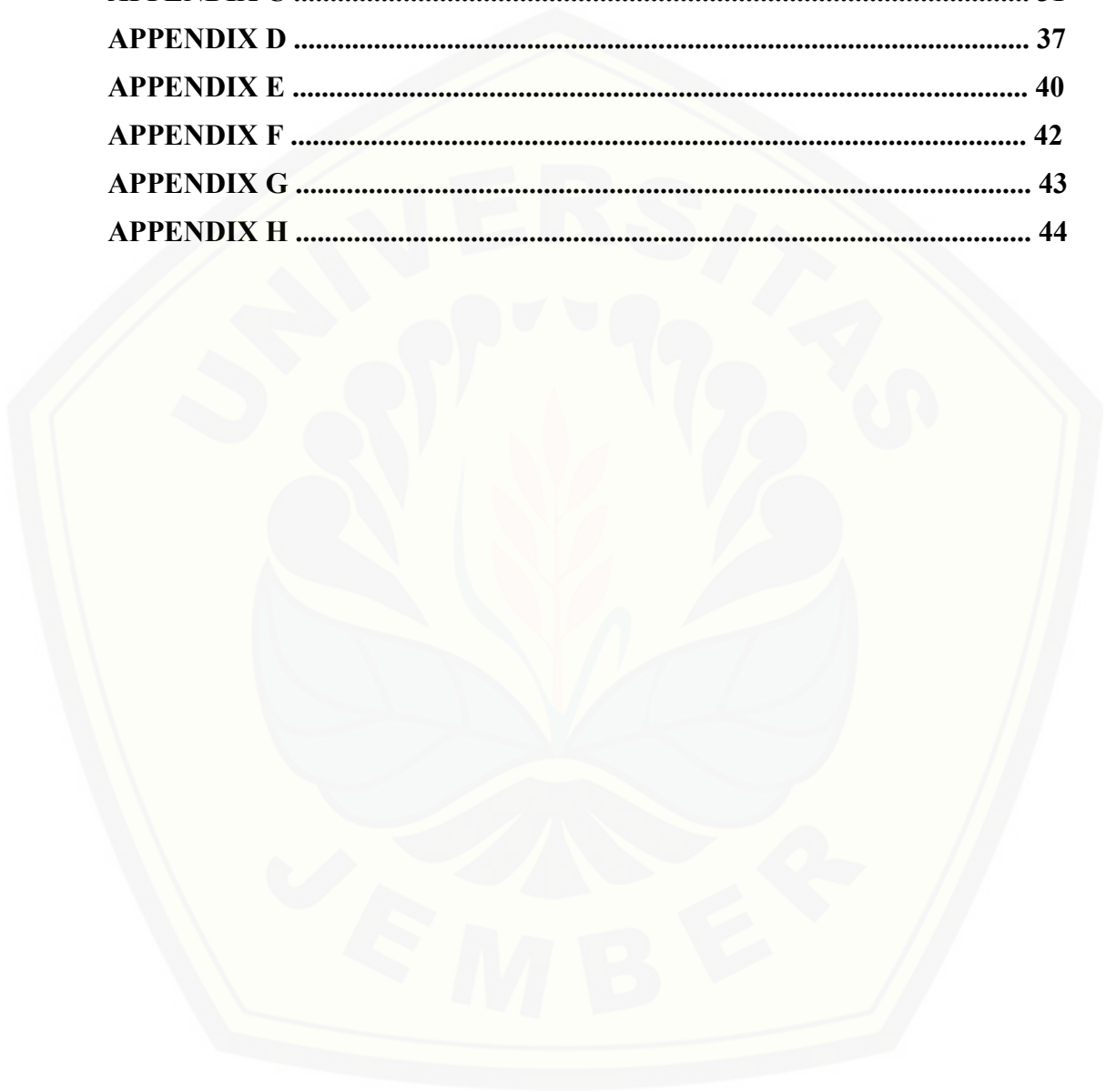
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SUMMARY

The Sentence Fallacies in the Narrative Writing: A Descriptive Study of Gender Differences at Senior High School; Annisa Nur Aurin; 160210401037; 2020; 43 pages; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Writing is often considered as the most difficult skill for students. It happens because the students have to master so many aspects in writing. One of the difficulties that the students face in writing is creating complete sentences. Problems occur when the sentence form is incorrect. The common types of sentence fallacies or sentence problems that usually made by the students are sentence fragments, comma splices, and run-on sentences (Guffey & Seefer, 2010). Furthermore, one of the sociocultural factors shaped by learners in the process of learning a language including writing is gender (Kamari, Gorjian, & Pazhakh, 2012). In other words, gender differences in using language can be revealed through writing skill. Dealing with those problems, the researcher intended to conduct a descriptive study on the tenth grade male and female students' sentence fallacies in their narrative writings.

This research intended to know and to describe the kinds of the sentence fallacies made by the tenth grade male and female students of SMAN 1 Jember in their narrative writings and the percentages of the sentence fallacies. The research design of this research was Descriptive Study. The data of this research consisted of the main data and the supporting data. The main data were the documents of the students' writings and the supporting data were obtained from semi-structured interview with the Tenth Grade English Teacher of SMAN 1 Jember to get the information about the students' learning process of writing and the difficulties that the students face in writing a narrative writing. There were 28 students' writings given by the English teacher. It consisted of 14 female writings and 14 male writings that were analyzed by the researcher.

The result of this research showed that the three kinds of sentence fallacies were found in the male and female students' narrative writings. Those were sentence fragments, comma splices, and run-on sentences. From the three kinds of

sentence fallacies, the male students outperformed the female students in almost all kinds of sentence fallacies, except in comma splice. The male students made more comma splices than the female students did. Additionally, it was also found that the number of sentence fragment made by female students was higher than the other types that was 13 works or 52%. Meanwhile, the male students made only 9 works or 41% of sentence fragments. The following sentence fallacy was comma splice that was 11 works or 50% for males and 8 works or 32% for females. The last and the smallest number of sentence fallacy was run-on sentence that was 2 works or 9% for males and 4 works or 16% for females. Overall, the male students made fewer sentence fallacies than the female students.

CHAPTER I INTRODUCTION

This chapter presents some issues concerning the topic being researched. They are the background of the research, the problems of the research, the objectives of the research, and the contributions of the research.

1.1 Research Background

In learning English, there are four language skills such as listening, speaking, reading, and writing which need to be mastered by the learners. Of the four language skills, writing is often considered as the most difficult skill which is important in the context of education. Harmer (2004) states it is also worth remembering that most tests, whether they test foreign language abilities or other skills, often rely on the students' writing skill. Having the ability to write a good piece of writing is badly needed since writing is almost in every course. The writing skill is much more essential for EFL learners because EFL learners must have enough knowledge to write and produce different writing genres.

For most people, writing can be categorized as an extremely difficult task (Taylor, 2009). Alsamadani (cited in Ginting 2019) states that writing does not simply put words into a paper but it has many requirements to be called as proper writing. To write a good piece of writing, the correct way in composing sentences and using punctuation are needed. In fact, there are so many students who still have difficulties in writing complete sentences and using punctuation. It is also undeniable that poor writing skill is a problem faced by EFL learners since they have limited ability to express the message in English. Most EFL learners in Indonesia face difficulties in constructing sentences in English since the sentence structure of English is different from the Indonesian sentence structure. The learners often make some errors in a sentence that can make the readers confused with their intention. This statement is supported by Sermsook, Liamnimitr, and Pochakorn (2017) who revealed that the errors in each sentence can reduce the effectiveness of the learners' written sentences.

A sentence is the basic part in forming a paragraph of a narrative (Utari, 2019). Problems occur when the sentence form is incorrect. The common types of sentence problems or sentence fallacies that usually appear in the students' written sentences are sentence fragments, comma splices, and run-on sentences (Guffey & Seefer, 2010). A sentence fragment is a sentence that does not have a subject or a main verb. A comma splice happens when two complete sentences are incorrectly joined or spliced with a comma. A run-on sentence happens when two complete sentences are joined without proper punctuation.

Furthermore, one of the sociocultural factors shaped by learners in the process of learning a language including writing is gender (Kamari, Gorjian, & Pazhakh, 2012). Males and females are indeed different, they think differently, so they write differently. The differences between males and females are more interesting rather than the similarities between them. Therefore, many studies on the existence of differences between males and females from different perspectives have been carried out, especially in writing.

There were several previous studies on the differences between males and females in constructing a piece of writing conducted by some researchers. The first previous study was conducted by Boroomand and Abusaeedi (2013) on the gender-based analysis of Iranian EFL learners' types of written errors found that the more error frequency was in the female written productions. In this study, female learners committed more errors regarding all types of surface errors and syntactic errors than male learners. Another previous study was conducted by Ahmadishokouh and Parviz (2015) who investigated the lexical errors that appeared in the male and female of high school EFL learners' writings. This study found that female learners outperformed their peer male learners in their writing scores and there was no difference between them in lexical errors.

Moreover, Salehi, Kazemi, and Aslikhosh (2017) investigated male and female EFL learners' brain dominance and their writing performance on two different writing tasks between the argumentative and the descriptive writing tasks. The results found that the right-brained males were better in argumentative and descriptive writing tasks than the right-brained females. Meanwhile, the left-

brained females were better in argumentative and descriptive writing tasks than the left-brained males.

Based on the previous studies reviewed above, it was known that there were several studies on gender differences related to EFL learners' writings that were conducted in various contexts. However, every study showed different results that would be interesting to extend this issue because the differences between males and females in writing are still questionable. This current study extended the issue on gender differences in narrative writing focused only on the sentence fallacies. The sentence fallacies included the sentence fragments, comma splices, and run-on sentences. The research title was "The Sentence Fallacies in the Narrative Writing: A Descriptive Study of Gender Differences at Senior High School".

1.2 Research Problems

Based on the background of the study, the problems to be answered in this research are formulated as follows:

- 1) What kinds of the sentence fallacies are found in the narrative writings of male and female students at senior high school?
- 2) What are the percentages of the sentence fallacies found in the narrative writings of male and female students at senior high school?

1.3 Research Objectives

Based on the background of the study and the problem formulations above, the objectives of the study are formulated as follows:

- 1) To find the kinds of the sentence fallacies in the male and female students' narrative writings at senior high school.
- 2) To find the percentage of the sentence fallacies in the male and female students' narrative writings at senior high school.

1.4 Research Contributions

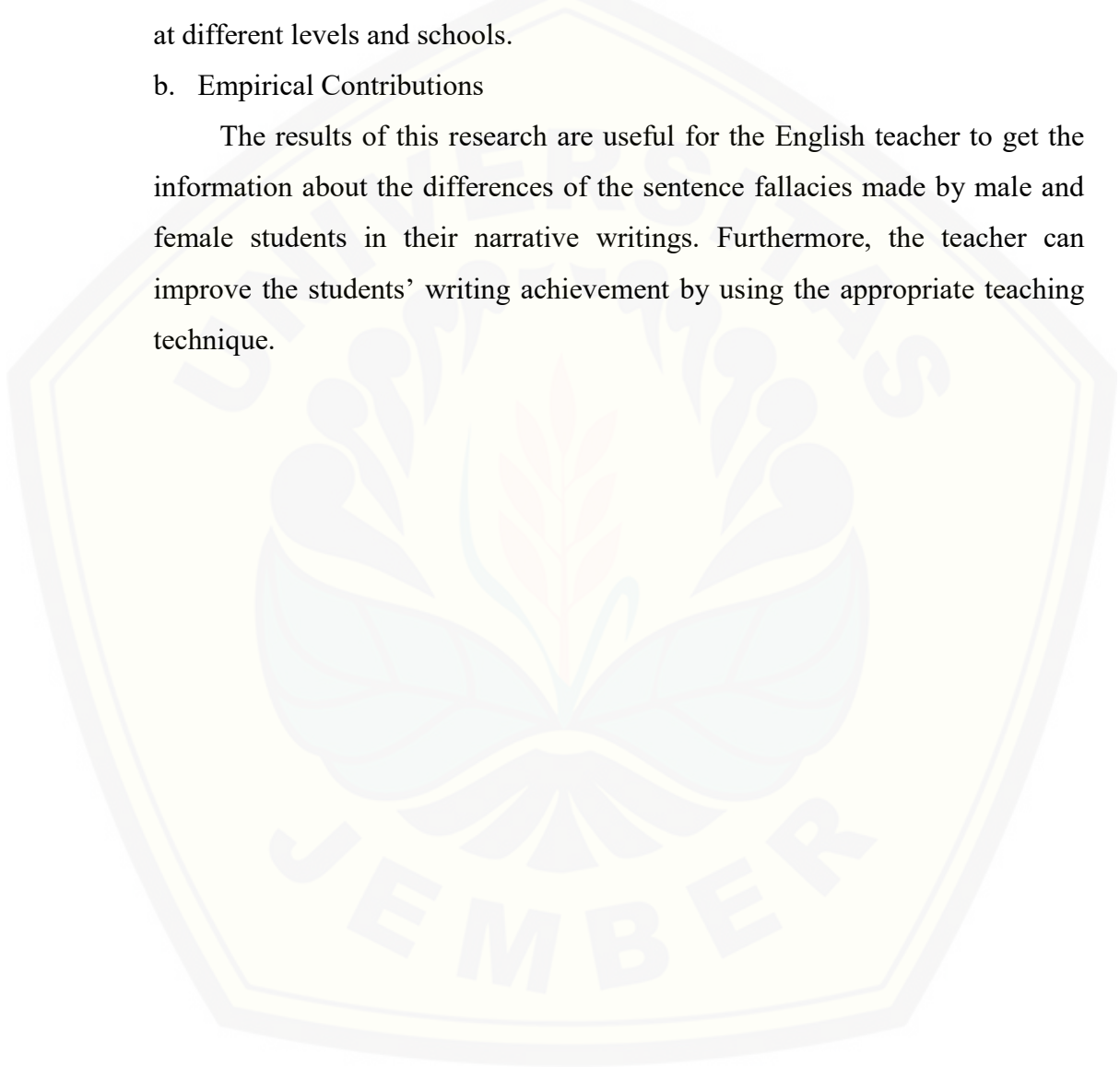
The results of this research are expected to give significant contributions to the following aspects:

a. Practical Contributions

The result of this research can be used as a reference and information for other researchers to conduct a further research dealing with the similar topic by using the different research design such as a Classroom Action Research to improve the students' writing skill by using the appropriate teaching technique at different levels and schools.

b. Empirical Contributions

The results of this research are useful for the English teacher to get the information about the differences of the sentence fallacies made by male and female students in their narrative writings. Furthermore, the teacher can improve the students' writing achievement by using the appropriate teaching technique.



CHAPTER II

LITERATURE REVIEW

This chapter presents some related literature about the research. They are gender differences in writing, narrative writing, sentence fallacies, and previous studies.

2.1 Gender Differences in Writing

Gender refers to the behavioral, social, and psychological characteristics of males and females (Pryzgoda & Chrisler, 2000). The different behavior between males and females exist due to the biological factor. This is supported by Pease and Pease (2001) who claim that the wiring of our brain in the womb and the effect of hormones will determine how we think and behave. Thus, males and females are surely different. The factor of gender differences cannot be ignored in learning language, because it can affect students' achievement and proficiency in learning. The differences among the males and females 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 (Soori & Zamani, 2011).

The difference between males and females in writing has been investigated by Obioma in 2006. According to Obioma (cited in Fidelia, 2015), females had a high performance in divergent thinking while males were found to be higher in convergent thinking. Divergent thinking considers multiple perspectives or ideas and uncovers multiple possible answers to questions or problems. Meanwhile, convergent thinking assumes that a question has one right answer or a problem has one solution (Kneller, cited in Carayannis 2013). Thus, divergent thinking is required in writing because a writer needs to be able to generate many different ideas about a topic. It can be said that females are better in writing because females have a high performance in divergent thinking than males.

The superiority of females in writing happens because male's and female's brains operate differently. According to Pease and Pease (2001), the human brain consists of the right and the left hemisphere. The right hemisphere, which is the

creative side, controls the left side of the body, while the left hemisphere controls logic, reason, speech, and the right side of the body. The left brain is where language and vocabulary are located and the right brain stores and controls visual information. To explain that male's and female's brains operate differently, Pease and Pease (2001) relate the research that was conducted by a team of scientists at Yale University in 1995. The research result showed that the left side of a female's brain develops more rapidly than a male, which means females can learn a foreign language faster and easier than males and it also makes females better at grammar, punctuations, and spellings.

However, males and females have their own special power. According to King (cited in Fidelia, 2015), males have greater spatial numerical and mechanical abilities, while females have higher precocious verbal skills. This is supported by Pease and Pease (2001) who state that males have a greater spatial ability, while females have the higher verbal ability. Verbal abilities include all components of language such as grammar, spelling, oral comprehension, verbal analogies, vocabulary, and word fluency. Meanwhile, according to Lohman (cited in Malanchini, et al., 2020), the spatial ability is defined as the ability to generate, retain, retrieve, and transform well-structured visual images. It can be concluded that females have better performance in learning and using language, while males have better performance in spatial ability.

2.2 Narrative Writing

A narrative is a meaningful sequence of events told in words (Kane, 2005). In other words, a narrative means a form of writing which tells the story chronologically. According to Oshima and Hogue (2007), writing a narrative writing means that you write about events in the order that they happen. The basic purpose of a narrative is to entertain the readers. There are many types of narrative. As Anderson and Anderson (2010) describe that there are many different types of narrative, namely humor, fantasy, romance, historical fiction, crime, real-life fiction, mystery, science fiction, diary novel, and adventure. According to Anderson and Anderson (2010), humor is a part of retelling story

which aims to make the audience laugh, romance tells of two lovers who overcome difficulty to end up together, science fiction uses a setting involving science and technology, and diary novel is presented like diary entries adventure which tells of exciting dangerous journey of experience.

Narrative writing consists of narrative paragraphs. Each paragraph in a whole writing creates a certain story. A paragraph is a group of sentences that develops one topic or idea (Oshima & Hogue, 2007). It is not just a random collection of sentences. Every sentence should express a complete thought to support in developing the topic of one paragraph. The topic of one paragraph should follow logically from the topic of the next paragraph and should lead to the topic of the last paragraph. The paragraphs have different functions, but all develop an idea that is, they add information, explanation, and illustration of a certain story until the story is fully developed.

Narrative writing has a structure. The generic structures of a narrative are orientation, complication, and resolution. First, an orientation or introduction, in this part, the writer explains who are involved in the story (characters), where the story takes place, time, and plot. Then, a complication is where the main events or the problem that happens in the story are organized chronologically or in a natural time sequence. The last, a resolution is where the problem that happens in the story is solved. These structures make the readers easier to read the narrative writing.

Narrative writing also has language features. They are:

- 1) Using simple past tense
- 2) Using specific nouns as pronoun of person, for examples: the king, the queen, etc.
- 3) Using adverbs and adverbial phrases to show the location of events, for examples: in the mountain, in East Java, etc.
- 4) Using a variety of simple, compound and complex sentences

Concerning the language features used in narrative writing, the researcher identified the sentence fallacies, namely sentence fragments, comma splice, and run-on sentences. The reason why the researcher investigated the sentence

fallacies is because narrative writing uses a variety of simple, compound and complex sentences.

2.3 Sentence Fallacies

Guffey and Seefer (2010) state that good writers know that sentences are composed of two essential elements, those are subject and verb. A good sentence is a sentence that can express a complete thought. To write a good sentence, the writer should avoid sentence fallacies or sentence problems. Sentence fallacies or sentence problems are problems that occur in a sentence. According to Hutchinson (2005) and Langan (2011), there are two types of sentence problems: sentence fragments and run-on sentences. However, Guffey and Seefer (2010) found out that there are three common sentence problems in writing: (1) sentence fragments, (2) comma splices, and (3) run-on sentences. In this research, the researcher identified those three common sentence fallacies or sentence problems in the tenth grade students' narrative writings.

2.3.1. Sentence Fragment

A fragment is part of a sentence that does not express a complete thought (Langan, 2011). Fragments can be avoided by making sure that every sentence contains a subject and a verb and makes sense by itself. According to Hutchinson (2005), fragment might lack a subject or a predicate, or it might be a dependent clause. For examples:

The girl with the purple necklace. (lacks a predicate)

Wore a pair of sparkling red shoes. (lacks a subject)

Because she wanted to attract attention. (dependent clause)

The fragments can be corrected by adding the part that is missing. For examples:

The girl with the purple necklace laughed.

The dancer wore a pair of sparkling red shoes.

She dressed in bright colors because she wanted to attract attention.

2.3.2. Comma Splice

A comma splice happens when two sentences or independent clauses are incorrectly joined together with a comma (Guffey & Seefer, 2010). For example:

No stock prices were available today, the market was closed for the holiday.

Here are some ways to correct the comma splice:

- a. Add a conjunction:

No stock prices were available today, so the market was closed for the holiday.

- b. Separate into two sentences:

No stock prices were available today. The market was closed for the holiday.

- c. Change the comma to a semicolon and add a conjunctive adverb:

No stock prices were available today; therefore, the market was closed for the holiday.

2.3.3. Run-on Sentence

A run-on sentence consists of two complete sentences that run together with no punctuation to mark the break between them (Langan, 2011). For example:

My family went to Australia then they emigrated to Canada.

Run-on sentence can be corrected as follows:

- a. Add a period:

My family went to Australia. Then, they emigrated to Canada.

- b. Add a semicolon:

My family went to Australia; then they emigrated to Canada.

- c. Add a comma and a conjunction:

My family went to Australia, and then they emigrated to Canada.

2.4 Previous Studies

Since 2013, gender differences in writing had been investigated by some researchers in different countries such as Thailand, Pakistan, Malaysia, and Indonesia. To begin with, Bijami, Kashef, and Khaksari (2013) reviewed some

studies related to gender differences and writing performance. Based on some studies reviewed, males and females have their own superiority of writing skill. However, the finding revealed that educators need to focus on males who have less ability in writing skills. Males with higher motivation performed better than those who were poorly motivated in writing, so it is essential for educators to motivate their students.

Additionally, Reynolds, et al. (2015) investigated the gender differences in academic achievement for school-aged children, not only in writing, but also in reading and math. The sample was children and adolescents ranging from ages 7–19 years. Moreover, the total participants were 2.027. The findings revealed that girls had a statistically significant effect on reading, and had higher scores on math, and also had a higher mean on writing. It can be concluded that girls outperform boys on reading, math, and writing.

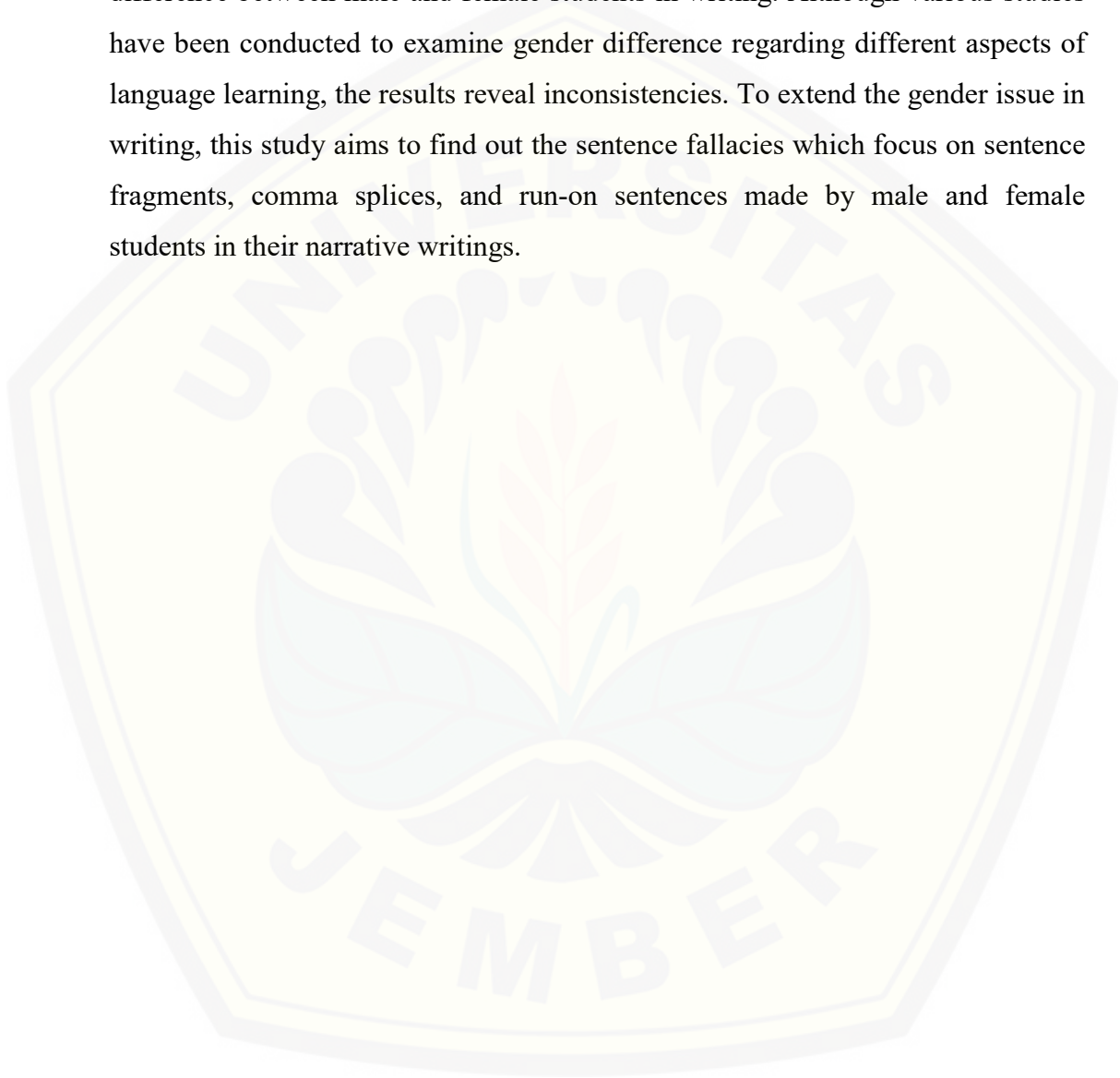
Furthermore, in an attempt at exploring gender differences in writing products, Nicolau and Sukanto (2016) investigated Indonesian EFL students' proficiency in writing complex sentences. The 19 males and 19 females of high school students were instructed to write a narrative account of the silent movie "The Pear Film" immediately after watching it. The result revealed that female students had higher frequencies in producing complex sentences. However, the males outnumbered the females in the production of lexical variety.

Moreover, Saragih, et al. (2019) conducted a comparative analysis of male and female in writing recount text. This research focuses on what errors are commonly made by each man and woman in making recount texts. There were 31 female students and 22 male students participated in this research. This research was conducted on high school students in class X Pangeran Antasari. The results of this study revealed that female students were better at writing recount texts than male students.

By the same year, Noviansyah and Anam (2019) investigated the difference between the second semester students' writing achievement of narrative text based on gender. All the populations of this study were 139 students from six classes and the samples were 68 students taken by purposive sampling. Based on the

results, writing achievement of female students had higher level than male students. It was showed by the mean score of female students were higher than the mean score of male students.

In brief, the previous studies above reported that there was a significant difference between male and female students in writing. Although various studies have been conducted to examine gender difference regarding different aspects of language learning, the results reveal inconsistencies. To extend the gender issue in writing, this study aims to find out the sentence fallacies which focus on sentence fragments, comma splices, and run-on sentences made by male and female students in their narrative writings.



CHAPTER III RESEARCH METHOD

This chapter presents some aspects dealing with the research methods which were applied in this research. They are research design, research context, research participants, data collection methods, and data analysis method.

3.1 Research Design

This research was a descriptive research. According to Sukmadinata (2006), a descriptive research is a research that is used to describe the existing phenomenon, whether it is a natural phenomenon or phenomenon made by a human being. Furthermore, McMillan (2016) states that a descriptive research examines what or how much of something exists and the description is usually in the form of statistics such as frequencies or percentages, averages, and sometimes variability. This research was intended to describe the tenth grade students' narrative writing based on sentence fallacies at one setting that is SMAN 1 Jember. Therefore, a descriptive research was applied to know the differences between male and female students' narrative writing as indicated by the aspects of sentence fallacies. They are; sentence fragments, comma splices, and run-on sentences.

Based on the research design, the procedures of the research design were as follows:

- a. Doing the interview with the English teacher.
- b. Collecting the data from the English teacher in the form of narrative writing.
- c. Classifying the collected data based on the types of sentence fallacies in the table.
- d. Calculating the percentage of the male and female students' sentence fallacies quantitatively.
- e. Drawing a conclusion to answer the research questions.

3.2 Research Context

This research was conducted at SMAN 1 Jember. It is located on Jl. Letjen Panjaitan No.55, Sumpalsari, Jember. This school was chosen as the research area because this school needs the data of the students' sentence fallacies in their narrative writing that could be used as information to find a way to solve the students' sentence fallacies. Moreover, the headmaster and the English teacher gave permission to conduct this research at the school. Besides, the writing skill, mainly narrative writing has been taught by the English teacher at this school. Because of the reasons, the researcher was interested in conducting the research at SMAN 1 Jember.

3.3 Research Participants

The population of this research was all the tenth grade students of SMAN 1 Jember in the 2020/2021 academic year. The population was known homogenous because there was no Supreme Class (*kelas unggulan*), a term commonly used in Indonesia to determine a class that is superior to the other classes. Therefore, it can be said that each class had a similar English ability. It was known from the interview with the English teacher in the preliminary study that is enclosed in Appendix B. Thus, the researcher used a cluster random sampling technique by lottery to take one class among the existing ten classes as the research participants. In this case, Arikunto (2002) confirms that the sampling method can be adopted in a research only if the subjects of the population are known homogenous.

To get the research participants, one class was taken randomly among the ten existing classes. The class chosen at random was X MIPA 6 as the research participants. The total number of the students in X MIPA 6 was 30 students. It consisted of 16 female students and 14 male students. However, the English teacher only gave 28 students' writings to the researcher because the two female students were known sick when the English teacher gave the writing assessment. As a result, the research participants were 14 female students and 14 male students.

3.4 Data Collection Methods

The data collection method was used to achieve the objectives of the research. In this research, there were two kinds of data, namely main data and supporting data. The main data were the document of the students' writings from the English teacher and to collect the supporting data, the researcher did the interview with the Tenth Grade English Teacher of SMAN 1 Jember.

3.4.1 Students' Writing

The students' writings were used as the main data in this research. The researcher got the students' writings from the English teacher in the form of daily writing assessment about narrative writing. In the writing assessment, the English teacher asked the students to write a narrative writing with the theme "Greek Mythology" for about 200 up to 300 words. The writing assessment was held in May by online. The English teacher conducted a daily writing assessment to assess the students' ability in writing a narrative text. Narrative writing was chosen because it has been taught by the English teacher this semester. Furthermore, the narrative writings made by male and female students were identified to find the kinds of sentence fallacies. The sentence fallacies that were identified were sentence fragments, comma splices, and run-on sentences.

3.4.2 Interview

In this research, the researcher interviewed the Tenth Grade English Teacher in SMAN 1 Jember using the semi-structured interview as the preliminary study. As McMillan (2016) states that a semi-structured interview is done by selecting the topics and some possible questions in advance and the researcher is possible to decide the sequence. The interview was done to get the information about the students' learning process of writing and the difficulties that the students face in writing a narrative writing. The result of the interview is enclosed in Appendix B.

3.5 Data Analysis Method

Data analysis was used to analyze the data obtained. The data from the students' writings were identified and given codes to the sentence fallacies to simplify the classification. The codes of the sentence fallacies were as follows:

Fr: refers to a sentence fragment

CS: refers to a comma splice

RO: refers to a run-on sentence

After identifying and coding the sentence fallacies in the students' narrative writing, the researcher classified and listed the sentence fallacies made by the male and female students in a table. There were three tables based on the indicators, namely sentence fragments, comma splices, and run-on sentences.

Subsequently, the researcher calculated the percentage of male and female students' sentence fallacies. To find the percentage of each type of sentence fallacies made by each gender, the number of each type of sentence fallacies made by each gender was divided by the total number of sentence fallacies made by each gender multiplied by 100%. The researcher adapted the formula from Sugiyono (2012) and adjusted the note formula to suit this research.

The formula for calculating the percentage of each type of sentence fallacies made by each gender in their narrative writing was as follows:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of each type of sentence fallacies made by each gender in their narrative writing.

n = the number of each type of sentence fallacies made by each gender in their narrative writing.

N = the total number of sentence fallacies made by each gender in their narrative writing.

(Adapted from Sugiyono, 2012)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the data analysis results and the suggestions related to the research results.

5.1 Conclusions

Based on the results of the data analysis and the discussion presented in the previous chapter, it could be concluded that the three kinds of sentence fallacies were found in the narrative writings written by male and female students of X MIPA 6 at SMAN 1 Jember. Those kinds of sentence fallacies were sentence fragments, comma splices, and run-on sentences. From the 47 sentence fallacies found in this research, the 25 sentence fallacies was made by the female students, while the other 22 sentence fallacies was made by the male students.

The percentage of the sentence fallacies made by the male and female students in their narrative writings were as follows: (a) the percentage of sentence fragments was 41% found on the male students and 52% found on the female students, (b) the percentage of comma splices was 50% found on the male students and it was 32% found on the female students, and (c) the percentage of run-on sentences was 9% on the male students and 16% on the female students. From all of the sentence fallacies, the biggest number of fallacies was sentence fragment that was made by female students, while the smallest number of fallacies was run-on sentence.

From the three kinds of sentence fallacies had been analyzed by the researcher, the male students were better in almost all kinds of sentence fallacies, except in comma splices. The male students made more comma splices than the female students in their narrative writings. Nevertheless, in general, the male students made fewer sentence fallacies compared to the female students. It was different from the result of the interview with the English teacher who said that the female students were better than the male students in writing. It could be seen from the result of the interview which is enclosed in Appendix B.

5.2 Suggestions

Based on the conclusion above, it showed that male and female students made some sentence fallacies in their narrative writings. Therefore, it is important to give some suggestions as feedback or evaluation for the following people.

a. The English Teacher

From the findings in this research, it was known that either male or female students still have difficulties in writing a narrative dealing with the sentence fragments, comma splices, and run-on sentences. Therefore, the English teacher is suggested to give more exercises about how to construct the correct sentences. Hopefully, by doing a lot of practices and giving feedbacks, both male and female students can reduce or eliminate the sentence fallacies in their writings.

b. The Students

The students are suggested to pay more attention on the elements in constructing correct sentences to make their writing understandable. The male and female students should do more exercises in writing, so they can express their ideas well in the form of writing as they have become familiar with the patterns of the English sentence construction.

c. The Future Researchers

The future researchers are suggested to develop another research design dealing with this research result that informs about the kinds of sentence fallacies made by male and female students and its percentage. Based on the result, the future researchers can conduct a Classroom Action Research by using the appropriate teaching technique to help the students recognize types of sentences fallacies and correct them, as a result and they will improve their writing skill.

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Appendix A

RESEARCH MATRIX

TITLE	RESEARCH PROBLEMS	VARIABLE	INDICATORS	DATA RESEARCH	RESEARCH METHOD
The Sentence Fallacies in the Narrative Writing: A Descriptive Study of Gender Differences at Senior High School	<p>1) What kinds of the sentence fallacies are found in the narrative writings of male and female students at senior high school?</p> <p>2) What are the percentages of the sentence fallacies found in the narrative writings of male and female students at senior high school?</p>	Kinds of sentence fallacies found in the male and female students' narrative writings	<ol style="list-style-type: none"> 1. Sentence Fragments 2. Comma Splices 3. Run-On Sentences 	<p>Participants : The male and female students of X MIPA 6 at SMAN 1 Jember</p> <p>Documents : The students' narrative writings</p>	<ol style="list-style-type: none"> 1. Research Design A Descriptive Study 2. Area determination method Purposive method 3. Participant determination method Cluster Random Sampling 4. Data collection methods <ol style="list-style-type: none"> a. The Students' Writings b. Interview 5. Data analysis method $E = \frac{n}{N} \times 100\%$ <p>E = the percentage of each type of sentence fallacies made by each gender n = the number of each type of sentence fallacies made by each gender N = the total number of sentence fallacies made by each gender (Adapted from Sugiyono, 2012)</p>

Appendix B

SUPPORTING DATA INSTRUMENTS

Interview Guide

No.	The Researcher's Question	The Teacher's Answer
1.	Is there any <i>kelas unggulan</i> in the tenth grade class?	No, all of the tenth grade classes are in the same level of ability.
2.	What curriculum do you use in teaching English?	Curriculum 2013
3.	How many times do you teach English in a week?	Once a week for each class, so it is ten times a week for ten classes.
4.	What kind of English textbooks do you use in teaching English?	I usually teach writing skill just like any other skills by using course book (UKBM).
5.	Have you taught writing a narrative to the tenth grade students?	Yes, I have.
6.	How do you teach narrative writing to your students?	There is no special technique in teaching writing. I usually teach writing by using question and answer method. We usually have a question-answer activity related to the topic being discussed.
7.	What topic do you usually give to the students in teaching narrative writing?	Greek and Norse mythology.
8.	How do you give writing test to the students?	I give them a certain topic and ask them to write a simple narrative writing based on it.
9.	Is there any difficulty for the students in writing a narrative?	Yes, the students have poor grammar.
10.	Do all the students write narrative writing by using correct sentence structure and punctuations?	Yes, they do, but they still need to learn more in using the correct punctuation.
11.	How do you help them overcome the problem?	I usually give them some games to improve their mastery in grammar.
12.	Is there any difference between the tenth grade female students' writing and the male students' writing?	Yes, there is.
13.	How and when does the difference occur?	The female students tend to have higher score than the male students in writing test.
14.	Has this problem been investigated, reported, and solved?	No, it has not.

Appendix C

The Sample of Male Students' Narrative Writings

Necromancy

(Black magic that succeeded that dead)

Necromancy was a form of prediction in which those who need a soul to get permission or knowledge. The term of the person who could raise the dead was Necromancer. Necromancy itself came from Greek; Nekros (dead) Manteia (divination). Necromancy was told about Odysseus's trip to Hades when he would raise Tiresias to ask something. Whereas in Norse mythology, it was told that Odin had raised a necromancer who had died to predict the future. Even the legendary magician Skuld had the ability to resurrect dead soldiers to return war. So it could be concluded that necromancy was not a science to commit crime. But since entering the Middle Ages, the meaning of necromancy itself had drifted away into the science to summon demons or raise the dead for bad purposes.

In ancient times, before necromancy was labeled as a dangerous branch of black magic, necromancy was often associated with shamanism, namely the calling of spirits for positive purposes. According to the people who used their knowledge, a.k.a. Necromancer, it was said that when communicating, the spirits would ~~be produced~~ produce a high pitch of high buzz. This was clearly different from the process of calling spirits to use the medium as an intermediary.

In modern times, necromancy was only a myth in society, some groups didn't realize its existence because it couldn't be explained logically but some circles still practiced it in various countries. As in Qumbada and several countries in Africa, especially with the emergence of the belief in Santeria and voodoo.

Fr. 1

CS. 0

RO. 0

Necromancy

Necromancy was divination where someone brought back the dead to seek knowledge or protection. The word Necromancy came from Necro (dead) and Manteia (divination). People who brought back the dead called Necromancers. Necromancy could be found in mythologies. One of them was when Odin awaken a deceased master to see the future.

In Ancient times, Necromancy commonly used to call Ancestor spirits for positive reason. This way was completely different from calling spirits using a medium. Astruc called Strabo mentioned that Necromancy was a form of divination that developed in Persia, Ethiopia and Babylonian. Some said that the knowledge of spirits was endless. This was why they were called. But this theory conflicted from Roman and Greek beliefs. Because they said that the knowledge of spirits was only limited to the knowledge ^(F) when they were alive.

In Medieval and modern times they refused to believe people could communicate with the dead and said that they were just demons in disguise. That was why Necromancy was thought to be a myth because it couldn't be explain using logic. But some countries still used them like Quimbata and Africa, mainly with Voodoo.

F: 1

CS: 0

RO: 0

"Poseidon"

Poseidon was a god in Greek Mythology. He was the god of the sea, river, and lake. Poseidon had the weapon of the trident that could make flood and earthquake. The trident was made by cyclops in the titanomachia period. Poseidon was the son of Kronos and Rhea, the king and queen of the Titans. Poseidon and his brothers, Zeus and Hades, went to battle with the Titans. They overthrew the Titans and took control of the world. They divided up the world by drawing lots. Poseidon drew the ocean and took control of the sea, while Zeus drew the sky and Hades the underworld.

Poseidon a wife that was Amphitrit, a nymph and an ancient sea goddess with Amphitrit. Poseidon had a son that was Triton. When Poseidon drew, Poseidon was eaten by his father or Kronos, but Zeus came and rescued Poseidon, Kronos or his father ate Poseidon because in Kronos from his authority ~~will~~ would be taken away by his son, it was like Kronos steal authority from his father or Uranus.

In Odyssey, Poseidon had a castle in Aegae. At Aegae, Poseidon had a horse with golden mane, which he made to win the city of Athens from Athena. Although living on the sea, Poseidon often attended meetings on Olympus.

Fr: 1

CS: 0

RO: 0

The Sample of Female Students' Narrative Writings

Ragnarok

The sign that Ragnarok would begin was the birth of the three most powerful demons who were the children of Loki and Angrboda. The three demons were Jormungandr, Fenrir, and Hel. The birth of the three strongest demons in ~~the story~~ history was they who would kill the gods that were incomparable. Because when they were little, the gods threw them away. Fenrir was chained and muzzled, Jormungandr was thrown into the sea, Hel was thrown into the world of death. (CS)

Other than that, disasters and wars have arisen throughout the world. All the gods started their war with their respective opponents. When this war lasted a long time, Surtr burned the nine worlds so that the whole world ended up becoming a sea of fire, and almost all creatures die. Surtr was one of the very influential characters in Ragnarok mythology. He fought with Freyr, and God died at the hands of the fire giant Surtr.

Ragnarok was the ~~begin~~ ~~beginning~~ beginning of a new world. Meadows turned green again, the forest became fertile. A new era of gods began with Vidar and Vali (CS) surviving, as well as Modi and Magni who inherited their father's hammer Mjollnir. Humans and gods and other living creatures would live in harmony and side by side all hatred would disappear. (RO)

Fr: 0

CS: 3

RO: 1

Love Story of Ambrogio And Selene

This is story about a young man, named Ambrogio. He was a young man who wanted to go to Greece to gain knowledge and to see a famous oracle named Phytia. When he met with Phytia, he got a confusing prediction "Gree, Moon, Blood would become bloody." Afterward as he was walked through the city, he saw a beautiful woman in a white robe named Selene, heading toward the temple of the Sun God and fall in love in the first sight.

One day Ambrogio proposed to Selene, and Selene accepted his proposal of Ambrogio. However, the Applo who didn't like him cursed Ambrogio so that he couldn't be exposed to sunlight. Ambrogio who run to the cave met Hades and asked for help. Hades accepts on condition that Ambrogio gets the silver bow of Artemis, but there occurred a failure and made his cursed by Artemis so that he couldn't be touched by silver.

But Ambrogio begged Artemis to forgive himself. Then Artemis pardoned Ambrogio and agreed to help Ambrogio and Selene on the condition that they should be followers of Artemis. Ambrogio agreed and gained more ability than a mere man and became immortal. And Ambrogio and Selene lived together in the home of Ambrogio in a cave of Artemis offering. But since Selene was a mere man she got old, then Ambrogio pleaded with Artemis for help. Artemis agreed. And finally Selene turned into the moon goddess. (CS)

Fr = 0

CS = 2

RO = 0

Pandora

Everything started when Zeus ^(F)so angry. He felt that Prometheus had deceived him by stealing fire from Mount Olympus, and the king of the gods wanted revenge that was worth it. He also wanted to remind humans that they would not be as strong as gods.

So far, all humans were men. Introducing women to humans was one form of the plan. He went to Hephaestus blacksmith's workshop and asked him to make something that looked like a human but had a striking difference. Everything that was made by Hephaestus ^(F)always beautiful. After he finished his work, Zeus was very happy. He immediately gave the name "Pandora" she was a woman, that very beautiful, almost like a goddess. ^(RO)

Pandora was given gifts by many gods, but there was one gift, a beautiful box where she was ordered to open it. Pandora finally sent to earth and met Epimetheus and Prometheus. Epimetheus was very impressed with her and married her and took her to live in his home. After all this time, Pandora could not hold her curiosity and opened the box. She was very surprised and regretful that what came out were hundreds of evil spirits such as anger, hunger, illness, craziness, etc. that immediately spread out throughout the world. But there was one spirit that did not come out called "Hope".

Fr: 2

CS: 0

RO: 1

Appendix D

Sentence Fragments Found in the Male Students' Narrative Writings

The Students' Number	The Students' Sentence Fragments	Corrections	Total
4	1) Because they said that the knowledge of spirits was only limited to the knowledge when they were alive.	1) This theory was conflicted with Romanian and Union beliefs because they said that the knowledge of spirits was only limited to the knowledge when they were alive.	1
6	2) Then created the first human woman in the world. 3) Hope the only thing that can calm people from the suffering they experience.	2) Then, Hephaestus created the first human woman in the world. 3) Hope was the only thing that could calm people from the suffering they experienced.	2
9	4) Became the science used to summon demons or raise the dead for bad causes.	4) Necromancy became the science used to summon demons or raise the dead for bad causes.	1
14	5) Poseidon a wife that was amfitrit.	5) Poseidon had a wife that was Amphitrite.	1
18	6) As in Quimbada and several countries in Africa.	6) Some circles still practiced it in various countries , as in Quimbada and several countries in Africa.	1
22	7) His creation always perfect and beautiful. 8) Sadness, hunger, wrath, disease, madness and many more.	7) His creation was always perfect and beautiful. 8) Those were sadness, hunger, wrath, disease, madness, and many more.	2
26	9) Pandora's marriage to Epimetheus.	9) Pandora was married to Epimetheus.	1
Total			9

Sentence Fragments Found in the Female Students' Narrative Writings

The Students' Number	The Students' Sentence Fragments	Corrections	Total
3	1) The person who does Necromancer.	1) The person who did necromancy was called a Necromancer.	1
5	2) Everything started when Zeus so angry. 3) Everything that was made by Hephaestus always beautiful.	2) Everything started when Zeus was so angry. 3) Everything that was made by Hephaestus was always beautiful.	2
7	4) The sisters of Helios and Selene. 5) Not like young skin anymore. 6) Tithonus older and ugly because of his immortal.	4) Aurora was the goddess of the dawn and the sister of Helios and Selene. 5) Aurora realized that Tithonus skin was wrinkles and not like young anymore. 6) Tithonus got older and ugly because of his immortal.	3
8	7) Because Apollo also fell in love with Selene. 8) Because he desperate, finally he went to a cave and met Hades, the God of the underworld.	7) Apollo who had been watched them for a long time became angry because Apollo also fell in with Selene. 8) Because he was desperate, finally he went to a cave and met Hades, the God of the underworld.	2
28	9) Dionysus's mom, Semele. 10) The daughter of the king of Thebes. 11) Because there was none a human who could see its true form. 12) The gods unabsorbed by God's power.	9) Dionysus's mom was Semele. 10) She was the daughter of the king of Thebes. 11) If Zeus did it, then Semele would die because there was none a human who could see its true form. 12) The gods were unabsorbed by God's	5

	13) And told her that she knew her secret love.	power. 13) And she told her that she knew her secret love.	
Total			13



Appendix E

Comma Splices Found in the Male Students' Narrative Writings

The Students' Number	The Students' Comma Splices	Corrections	Total
6	1) She has released something terrible and closes it but too late, <u>Pandora</u> has released terror into the world.	1) She had released something terrible and closed it but too late. Pandora had released terror into the world.	1
21	2) Achilles was a strong man, <u>The Trojan Kingdom</u> was worried when he know that Achilles was in the battle.	2) Achilles was a strong man. The Trojan Kingdom was worried when he knew that Achilles was in the battle.	1
22	3) She was as gentle as the wind, <u>her smile</u> was gorgeous. 4) Athena gave her the ability to make cloth, <u>Aphrodite</u> gave her beauty and desire 5) Aphrodite gave her beauty and desire, <u>the Ichans</u> gave her jewel. 6) Apollo thought her to sing, <u>Poseidon</u> gave her a pearl necklace 7) Poseidon gave her a pearl necklace, <u>Hera</u> gave her awareness 8) Hera gave her awareness, <u>Hermes</u> gave her the ability to speak.	3) She was as gentle as the wind. Her smile was gorgeous. 4) Athena gave her the ability to make cloth. Aphrodite gave her beauty and desire. 5) Aphrodite gave her beauty and desire. The Ichans gave her jewel. 6) Apollo thought her to sing. Poseidon gave her a pearl necklace. 7) Poseidon gave her a pearl necklace. Hera gave her awareness. 8) Hera gave her awareness. Hermes gave her the ability to speak.	6
27	9) He is known by the name of fabos apollo, <u>He</u> is known to be the sun god 10) He is known to be the sun god, <u>Apollo</u> is the god of archery. 11) Apollo is the god of music, <u>Apollo</u> is the god of divination and oracles.	9) He was known by the name of Fabos Apollo. He was known to be the sun god. 10) He was known to be the sun god. Apollo was the god of archery. 11) Apollo was the god of music. Apollo was the god of divination and oracles.	3
Total			11

Comma Splices Found in the Female Students' Narrative Writings

The Students' Number	The Students' Comma Splices	Corrections	Total
8	1) He wished to go to the regions of Greece to meet an Oracles in the city of Delphi, <u>her</u> named is Phytia.	1) He wished to go to the regions of Greece to meet an Oracle in the city of Delphi. Her named was Phytia.	1
13	2) Aphrodite loved Adonis, <u>she</u> gave persephone to treat him.	2) Aphrodite loved Adonis, so she gave Persephone to treat him.	1
15	3) Artemis was a virgin goddess, <u>she</u> was also the goddess of hunting and chasing.	3) Artemis was a virgin goddess, and she was also the goddess of hunting and chasing.	1
24	4) But since Selene was a mere man she got old, <u>then</u> Ambrogio pleaded with Artemis for help 5) Then Ambrogio pleaded with Artemis for help, <u>Artemis</u> agreed.	4) But since Selene was a mere man, she got old. Then, Ambrogio pleaded with Artemis for help. 5) Then, Ambrogio pleaded with Artemis for help. Artemis agreed.	2
25	6) Fenrir was chained and muzzled, <u>Jormungandr</u> was thrown into the sea 7) Jormungandr was thrown into the sea, <u>Hel</u> was thrown into the world of death. 8) Meadows turned green again, <u>the</u> sorrel became fertile.	6) Fenrir was chained and muzzled. Jormungandr was thrown into the sea. 7) Jormungandr was thrown into the sea. Hel was thrown into the world of death. 8) Meadows turned green again. The sorrel became fertile.	3
Total			8

Appendix F

Run-on Sentences Found in the Male Students' Narrative Writings

The Students' Number	The Students' Run-on Sentences	Corrections	Total
11	1) Hephaestus was <u>finished</u> <u>he</u> showed the result of his work to Zeus.	1) Hephaestus was finished; then he showed the result of his work to Zeus.	1
22	2) She was one of the god's " <u>gift</u> " Pandora always admired the box, but she always obeyed the order from god.	2) She was one of the god's "gifts". Pandora always admired the box, but she always obeyed the order from god.	1
Total			2

Run-on Sentences Found in the Female Students' Narrative Writings

The Students' Number	The Students' Run-on Sentences	Corrections	Total
5	1) After he finished his work, Zeus was very happy and immediately gave the name " <u>Pandora</u> " <u>she</u> was a woman.	1) After he finished his work, Zeus was very happy and immediately gave the name "Pandora". She was a woman.	1
7	2) His voice was so <u>beautiful</u> <u>it</u> makes aurora feel so melted by him.	2) His voice was so beautiful. It made Aurora felt so melted by him.	1
8	3) Ambrogio was a young man and an adventure man from <u>Italy</u> <u>He</u> wished to go to the regions of Greece to met an Oracles in the city of Delphi.	3) Ambrogio was a young man and an adventure man from Italy. He wished to go to the regions of Greece to meet an Oracle in the city of Delphi.	1
25	4) Human and gods and other living creatures will live in harmony and side by <u>side</u> <u>all</u> hatred will disappear.	4) Humans and gods and other living creatures would live in harmony and side by side. All hatred would disappear.	1
Total			4

Appendix G

**The Permission Letter of Research from the Dean of Faculty of Teacher
Training and Education****KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: (0331)- 330224, 334267, 337422, 333147 * Faximile: 0331-339029
Laman: www.fkip.unj.ac.id

Nomor : 6891/UN25.1.5/LT/2020
Lampiran : -
Hal : Permohonan Izin Penelitian

21 SEP 2020

Yth. Kepala Sekolah
SMAN 1 JEMBER

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Annisa Nur Aurin
NIM : 160210401037
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Rencana Penelitian : September–Oktober 2020

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Sekolah yang Saudara pimpin dengan judul “The Sentence Fallacies in the Narrative Writing: A Descriptive Study of Gender Differences at Senior High School”. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenaan dan kerjasama yang baik kami sampaikan terima kasih.



a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 196706251992031003

Appendix H

**The Statement Letter of Accomplishing the Research from the Principle of
SMAN 1 Jember**

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 1 JEMBER

Jl. Letjend. Panjaitan No. 53-55 Jember 68121 Telp./Fax. 0331-338586
<http://www.sman1jember.sch.id>, e-mail : sekolah@sman1jember.sch.id

SURAT KETERANGAN


Nomor : 421/1033/101.6.5.1/2020

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Jember, menerangkan dengan sebenarnya bahwa :

Nama : ANNISA NUR AURIN
NIM : 160210401037
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
FKIP Universitas Jember

Telah melaksanakan penelitian di SMA Negeri 1 Jember dengan judul "The Sentence Fallacies in the Narrative Writing: A Descriptive Study of Gender Differences at Senior High School" pada tanggal 19 s.d 21 Oktober 2020.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jember, 23 Oktober 2020
Kepala

Drs. EDDY PRAYITNO, M.Pd
NIP. 19650414 199003 1 009