



Stylistic Features to Reveal Undergraduates' Writing Style

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Abstract

Narrative writing serves both educational and creative goals, such as in character-driven stories. This article is a conceptual article to come up with Rubin & Greene (1992) coded-stylistic features in the way to investigate the relation of writing styles across the genders. Writing style develops with time, especially in character-based fiction, encouraging the growth of unique traits important to fostering cultural sensitivity and civic engagement. Understanding gender norms in society helps to shape students' educational opportunities. Academic achievement, classroom dynamics, pedagogical decisions, and learning outcomes are all influenced by gender stereotypes. The societal character of language is shown by Argamon et al. (2003), who emphasize the effect of gender on lexical choice and speech patterns. Character-focused schooling, in particular, can benefit from this interplay between gender and writing style by encouraging the development of individual traits that have broader cultural significance.

Keywords:

Writing style, Character-based Narrative, Gender perspective, Stylistic features

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INTRODUCTION

Writing is an essential skill for academic purposes, serving multiple purposes, including creating narrative texts for undergraduates by using visualization such as symbols (Nordquist, 2019). In academical purposes, writing is essential (Graham & Alves, 2021) which students must master in order to fulfill the educational needs. Narrative texts are filled with events and plots, educating readers about historical events through fables, legends, and folktales (Nadine, 2012) that aims to entertain, express feelings, inform, and persuade readers, while also evoke imagination and appeal to emotions according to Boholano (2017). In literature and other forms of text, character-based narrative are frequently utilized to forge a more profound connection between the reader and the story being told. Narrative has its character-based narratives (Pillar & Orlóci, 2004) which is a type of a narrative text where characters play a significant part in determining the story's events and plot (Aylett et al., 2010). These narratives enable readers to become emotionally immersed in the events and

plot by focusing on the characters and their development. In addition, narratives that focus on the actions and motivations of particular characters can offer readers invaluable insights into human nature and behavior, enabling them to achieve a deeper comprehension of both themselves and the people around them.

In line with the character-based narrative text, this article is pursued by an inquiry of Rubin & Greene (1992) which is about gender-typical in writing style in the terms of stylistic features used in both unrevised instrumental writing and spontaneous expressive writing. Rubin & Greene (1992) spots the differences between male and female in the terms of writing where it is related to the influences in writing style by gender (Cheng et al., 2011). This indicates that the behaviors, motives, and motivations of male and female characters may be different based on the expectations of society and the preconceptions that are associated with specific gender roles. Gender perspective is a writing technique that has its own gender influences in character-based narratives (Guerini et al., 2013). Within the context of a character-driven story, the term "gender perspective" refers to the manner in which the gender of the characters involved affects the development of the storyline. When these gender influences are understood, it is possible to get insight into how authors create their narratives and portray their characters in a manner that is either gender-typical or gender-neutral.

Writing style itself is the unique and distinctive way of writers to express their ideas, thoughts and feelings in the terms of written language that contains sentence, the choice of vocabulary, voice, tone, and overall organization of the text (Anggraini, 2020) along with the simplicity and clarity of the writing (Dewasiri et al., 2019). Writing style helps students gain a greater awareness of cultural variety and increases empathy toward the experiences of others. The writing style is also developing (Givens et al, 2020). In the terms of character-based learning, where students are encouraged to reflect on their personal values, strengths, and weaknesses, and apply them to various aspects of their education and personal growth (Rodic, 2015), writing style is used to focus on the development of personal attributes (Aghayani et al., 2019) that impact the cultural diversity, community awareness, comprehension, intelligence of culture according to Mulyasa (2016). According to Givens et al. (2020), writing style is a significant factor in both the development of students' critical thinking abilities and their capacity to articulate their ideas and thoughts in a clear and convincing manner. This is accomplished by teaching students to analyse and evaluate other points of view, which in turn encourages them to write.

To explore deeper expression of style of writing differ by gender itself, coded-stylistic features by Rubin & Greene (1992) can be a useful tool for analyzing the gender perspective in writing. Stylistic features, according to Rubin & Greene (1992), are body of work points which differentiate between male and female writing prose. Stylistic features are the linguistic and structural components of a work of writing that contribute to its distinctive style where Wallace (2008) states it is affiliated with each gender if the male and female seeks identify the consistent patterns; coded-stylistic features. There are amount of code that use to indicate the style of writing from male and female in Rubin & Greene (1992); markers of excitement (exclamation marks, underlines), non-essentials (dashes, parentheses), connectives (illative, adversatives, causals, illustrators, temporals, conditionals), and

hedges (intensifiers, de-intensifiers/vestigial, proximal, modal adjuncts, auxiliaries of possibility).

The gender perspective by Widerberg (1998) is how these differences influence individuals' experiences, opportunities, roles in society and also the performance of students in argumentation (Noroozi et al., 2020). In educational field, gender perspective appears as students' performance, teaching practices, curriculum design and educational outcomes (Bebeau & Brabeck, 1987) so that the gender perspective recognizes the gender norms and expectations which can enhance and improve students' experiences, opportunities, and aspirations within the educational field. Within the academic field, there are sort of types of gender perspective, one of them is gender stereotypes which is generalizations and assumptions about the characteristics, behaviours, and roles expected of males and females (Fatma et al., 2019).

In the terms of writing, gender cannot be separate since the study by Argamon et al. (2003) identifies that the use of vocabulary, including the selection of particular words and phrases and the frequencies are gender-related. This finding brings the perception to strengthened Meyerhoff et al. (1999) who states language is a social practice shaped by community norms and expectations.

CONCLUSION

Writing style, where can be analyzed by using coded-stylistic features by Rubin & Greene (1992), and gender related to each other (Argamon et al., 2003) where these differences influence individuals' experiences, opportunities, roles in society and also the performance of students in argumentation (Widerberg, 1998) and in the terms of character-based learning, where students are encouraged to reflect on their personal values, strengths, and weaknesses, and apply them to various aspects of their education and personal growth (Rodic, 2015), writing style is used to focus on the development of personal attributes (Aghayani et al., 2019) that impact the cultural diversity, community awareness, comprehension, intelligence of culture according to Mulyasa (2016).

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