

**A Study on Students' Ability in Understanding Gender of Noun
at The Tenth Grade SMAS Kurnia Jaya Rupert**

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Abstract

Many students cannot differentiate noun in gender. The purpose of the research is to find out students' ability in understanding gender of noun. The research has been conducted from May up to July 2019. The subject of this research was Tenth Grade SMAS Kurnia Jaya Rupert and the object was the students' ability in understanding gender of noun. The number of students were 68 students, 34 students as sample that using purposive sampling. Researcher used descriptive quantitative method. It can be concluded that percentage of the students' ability in understanding gender of noun at Tenth Grade of SMAS Kurnia Jaya Rupert was "fair". Where the mean score of students' ability in understanding masculine gender was "fair", the mean score of students' ability in understanding feminine gender was "fairly good", the mean score of students' ability in understanding common gender was "fair" and the mean score of students' ability in understanding neuter gender was "fairly good". Based on the mean score each part, it can be seen that the part gender of noun was difficult in common gender with the mean score "fair" and the part gender of noun was the easiest in neuter gender was "fairly good".

Keywords: *gender of noun, noun, students' ability*

INTRODUCTION

English is one of the languages used in daily activities and become an international language, therefore English must be learned by each individual. English is a very important language to communicate with other people around the world. It has many relationships with various aspects of life, such as education, business, politics and international commerce. English for education is usually used as an introduction to English language teaching for which the purpose is to develop students' academic proficiency. Then, a student who learns English will understand what English looks like for the first time.

In learning English, language skill and language aspects cannot be separated. Language aspects can complete the language skills. To learn English the students should be able to use appropriate basic structural patterns and master grammar and vocabulary. Grammar is generally thought to be a set of rules specifying the correct ordering of words

at the sentence level.¹ That means grammar is an important aspects for forming words and building English sentences. Grammar is also one of the most important aspects to communicate with other people, because grammar can show our meaning in communication so that other people can understand our message.

Talk about grammar, we cannot separate from the word. The word is a composite some of letters that be classified based classes. Word can be called as a little component because word consist of a some letters that have singular meaning. Eventhough, words have big roles in the some functions. One of the roles of the word is the formation of sentences which are each combination of several words and have clear meanings.

Wren and Martin state that words are divided into different kinds or classes, called parts of speech. Where the function do in a sentence that is cannot stand alone but must follow on the rules. The parts of speech consist of eight numbers: noun, adverb, adjective, preposition, pronoun, conjunction, verb and interjection.² Especially in nouns, words can be classified based gender. That English nouns do not have gender. It means, they are not inherently masculine or feminine. However, that may refer to male or female people or animals.³

It can be concluded that the mean of gender here is not like that noun has gender as humans and animals. The gender is related to the nature of man or woman or animals, where the nature only refers to human and animal. Gender consists of masculine, feminine, common and neuter. If the noun which refers to male people or animal is called masculine gender, the noun which refers to female people or animal is called feminine gender. Next the noun which does not have or is known inanimate objects is neuter gender and then the noun which has two possibilities of gender is named common gender.

Based on interview with the teacher in the school, gender of noun is not the main material in classroom learning such as Narrative, Descriptive, Report, Procedure text and others. The material related to noun is only a fleeting learning and even then it is connected with special material. The material of noun can surely only be as a complement to a topic of discussion. Even though this gender of noun is not main material, it must be known by students because it is very important in some English learning activities, like when retelling a story or translating a word.

¹ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill company, 2003) p. 154

² Wren & Martin, *High School English Grammar and Composition Hundredth Edition* (New Delhi: S. Chand & Company Ltd, 1979) p. 4

³ Gabriele Stobbe, *Just Enough English Grammar Illustrated* (New York: McGraw Hill, 2008) p. 6

Gender consists of masculine, feminine, common and neuter. The noun which refers to male people or animal is called masculine gender, the noun which refers to female people or animal is called feminine gender. Next the noun which does not have or is known inanimate objects is neuter gender and then the noun which has two possibilities of gender is named common gender.

Bull also says that gender is grouping of noun and pronouns into masculine, feminine and neuter. It means that gender consists of noun or pronoun divided into masculine like boy, man etc. feminine like girl, woman etc. and neuter like table, door, tree etc.⁴

Gender also can be called the distinction of sex. There are three genders that is the masculine, feminine and neuter.⁵ Where gender consists a few division that is masculine, feminine, neuter and it was able with a rule in the grammar.

The concept of gender has no grammatical function in modern English. It is possible, however, to group words into three categories according to whether they can be replaced by the pronouns “he”, “she” or “it” respectively. In all but few cases these categories correspond to the ideas of “male”, “female” and “inanimate”. Animals are usually referred to by the pronoun *it*, but may also be spoken of as “he” or she according to their sex. Thus we have these categories: masculine gender, feminine gender, neuter gender and common gender.⁶ A noun is a word used as the name of a person, place or thing, as: *Akbar* was a great *king*, the *rose* smells sweet, the *sun* shines bright.

Gender may refer to male or female people or animals. When things have no clear gender, they are often said to be inanimate objects or things and they are thought of as being Neuter.⁷

It can be concluded gender in noun consist of: firstly, masculine gender for all words representing males for human and animal e.g boy, king, uncle, prince and bull. It is suitable with Sargeant says masculine nouns are words for men boy and male animals.⁸

Secondly, the feminine gender denotes female for human and animals such as woman, girl, stewardess, waitress, hen. Thirdly, Common gender for words is designated either males or females, e.g cousin, friend, child. Last one, Neuter gender is known as

⁴ Victoria Bull, *Oxford Learners Pocket Dictionary Fourth Edition* (Oxford: Oxford University Press, 2008) p.183

⁵ J. Greenleaf, *Grammar Simplified: or An Acular Analysis of The English Language Tenth From The Third Edition* (New York: Charles Star, 1824) p. 21

⁶ C.E Eckersley, *The Comprehensive English Grammar for Foreign Students* (Hongkong: Longman Group Limited, 1960) p.41

⁷ Gabriele Stobbe, *Just Enough English Grammar Illustrated* (New York: Mc Graw Hill, 2008) p.6

⁸ Howard Sargeant, *Basic English Grammar for English Language Learners Book 2* (New York: Saddleback Educational Publishing, 2007) p. 20

words for things that are besides male nor female. Here are some neuter nouns: ball, forest, building, gymnasium, broom, playground, cake, rock, computer, sky, card, socks, floor and wind.⁹

The purposes of the research are to find out how is the students ability in understanding gender of noun at Tenth Grade SMAS Kurnia Jaya Rupert, then to find out which is the part gender of noun was difficult to understand by students' at Tenth Grade SMAS Kurnia Jaya Rupert.

METHOD

To know and describe the students' ability in understanding gender of noun, the researcher used Descriptive Quantitative design. Before the students were tested, the researcher gave a simulation or explanation about gender of noun. After the students' understood about material, the researcher gave a try out question. It aimed to improve the students' knowledge before be subjects in the research.

This research was conducted at Tenth Grade students of SMAS Kurnia Jaya Rupert in Academic 2018/2019. This research was conducted for 3 months in May up to July 2019. The population of this research is large, so to limit the sample the technique used is nonprobability sampling which is included to purposive sampling, that where the sample was taken with spesific consideration.

The total of population were 78 students. Based on the interview with the teacher of SMAS Kurnia Jaya Rupert, there were six classes two of them were Science Major Study Program and the other were Social Major Study Program. To be efficient of time and easily in the research, the researcher decided only focus on Science Major Study Program as a population. It consists of two classes. One class for try out or validity of instrument and other for real research. In choosing the try out and real research class was done by lottery technique. After chosen, the researcher took one class as a sample consist of 34 students.

The researcher used test to collect the data. The test was arranged to measure the capability of the students understanding gender of noun. Tests are a series of questions or exercises and other tools used to measure skills, intelligence, abilities or talents possessed by individuals or groups.¹⁰ It was constructed by the researcher based on the indicator in the operational concept. Before giving the test items to the respondents, the researcher provided material that to be tested the day before the research did in the next day. The

⁹ Anne Seaton & Y. H. Mew, *Basic English English Grammar for English Language Learners Book 1* (New York: Saddleback Educational Publishing, 2007) p. 41

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006) p. 135

researcher did a try out or validity instrument test in one class. Valid questions from the results of the test were made as research instruments. The questions of test that consist of a set multiple question. A test must be valid and reliable. An instrument is called valid where it is able to measure what should be measured The goal of measure is for getting illustrated clearly about the investigation of variable. To know the validity and reability of the test, the items should reach the standard level of difficulty. The test is accepted if degrees of difficulty (F.V) are between 0.3 – 0.7, and it is rejected if degrees of difficulty (F.V) below 0.3 (difficult) or over 0.7 (easy)¹¹. To know level of the reliability of a test is as follows (Tinambunan in Effendi Gultom):¹²

Table 1. Reliability

0.00 – 0.20	Reliability is low
0.21 – 0.40	Reliability is sufficient
0.41 – 0.70	Reliability is high
> 0.71	Reliability is very high

After the test questions were valid, the researcher gave real test to get the final data. Then researcher used Descriptive Quantitative research intended to describe the current condition which collect numerical data to answer the question about current object of the research. The numerical data should be analyzed based on the test result. To find out the percentage of students' scores the formula used:¹³

$$P = f/N \times 100 \%$$

Where:

f = Frequency

N = Number of Cases

P = Percentage

¹¹ J.B Heaton, *Writing English Language Tests* (New York: Longman Group, 1988) p.178

¹² Effendy Gultom and Dwi Pravitasari, *A Study on The Ability of The Second Year Students of SMAN 10 Siak in Comprehending English Fables*, Jurnal sorot vol. 8, Universitas Riau. p. 148

¹³ Anas sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT RajaGrafindo Persada, 2014) p. 43

To get category the ability level of students' ability in understanding gender of noun, the researcher follows criteria that are developed by Arikunto are below:¹⁴

Table 2. The Classification of The Level of Students' Ability in Understanding Gender of Noun

No	Score	Classification
1	80 – 100	Excellent
2	66 – 79	Good
3	56 – 65	Fairly good
4	40 – 55	Fair
5	Less than 40	Poor

This research used the standard percentage as mentioned above in analyzing the data. The data from a test has been analyzed from each number of item and classified as excellent, good, fairly good, fair, and poor.

RESULT AND DISCUSSION

In order to know criteria of ability in understanding gender of noun, the researcher categorized them in to five levels, they are excellent, good, fairly good, fair, and poor. The result of this research has been presented below:

Table 3. The Classification Score of the Students' Ability in Understanding Gender of Noun at Tenth Grade SMAS Kurnia Jaya Rupert

Students	Correct answer	Score	Classification
1	5	20	Poor
2	6	24	Poor
3	5	20	Poor
4	10	40	Fair
5	15	60	Fairly good
6	8	32	Poor
7	23	92	Excellent
8	7	28	Poor
9	19	76	Good
10	22	88	Excellent
11	8	32	Poor
12	5	20	Poor
13	21	84	Excellent

¹⁴ Suharsimi arikunto, *Dasar-Dasar Evaluasi Pendidikan Edisi 2* (Jakarta: Bumi Aksara, 2016) p.281

Students	Correct answer	Score	Classification
14	3	12	Poor
15	16	64	Good
16	16	64	Good
17	5	20	Poor
18	15	60	Fairly good
19	10	40	Fair
20	14	56	Fairly good
21	8	32	Poor
22	17	68	Good
23	5	20	Poor
24	12	48	Fair
25	9	36	Poor
26	14	56	Fairly good
27	11	44	Fair
28	13	52	Fairly good
29	9	36	Poor
30	14	56	Fairly good
31	16	64	Good
32	17	68	Good
33	24	96	Excellent
34	9	36	Poor
N= 34		1644	
Percentage		4, 83%	Fair

Table shows that the highest score is 96 and the lowest score is 12. Therefore, the range score is 12 up to 96. The students' ability in understanding gender of noun is 4,83%. It means that the category of the students' ability was *fair* category.

Table 4. The Classification of Students' Ability In Understanding Gender of Noun in Masculine Gender

Students	Number of Items	Correct Answer	Score	Classification
1	5	0	0	Poor
2	5	1	20	Poor
3	5	0	0	Poor
4	5	1	20	Poor
5	5	4	80	Excellent
6	5	1	20	Poor
7	5	4	80	Excellent
8	5	1	20	Poor

Students	Number of Items	Correct Answer	Score	Classification
9	5	4	80	Excellent
10	5	5	100	Excellent
11	5	2	40	Fair
12	5	2	40	Fair
13	5	4	80	Excellent
14	5	0	0	Poor
15	5	4	80	Excellent
16	5	1	20	Poor
17	5	0	0	Poor
18	5	3	60	Fairly good
19	5	0	0	Poor
20	5	3	60	Fairly good
21	5	2	40	Fair
22	5	4	80	Excellent
23	5	1	20	Poor
24	5	1	20	Poor
25	5	0	0	Poor
26	5	3	60	Fairly good
27	5	1	20	Poor
28	5	0	0	Poor
29	5	3	60	Fairly good
30	5	4	80	Excellent
31	5	2	40	Fair
32	5	2	40	Fair
33	5	5	100	Excellent
34	5	1	20	Poor
N = 34			1380	
Mean			40,58	

The mean score the students' ability in understanding gender of noun in masculine gender is 40,58. It means that the category was *fair* category.

Table 5. Frequency Distribution and Percentage Students' Ability in Understanding Gender of Noun in Feminine Gender

No	Score (x)	Frequency (f)	fx	Percentage
1	100	4	400	11,7%
2	85,8	3	257,4	8,8%
3	71,5	4	286	11,7%
4	57,2	5	286	14,7%

No	Score (x)	Frequency (f)	fx	Percentage
5	42,9	7	300,3	20,5%
6	28,6	6	171,6	17,6%
7	14,3	4	57,2	11,7%
8	0	1	0	2,9%
Total		34		100%

The question about feminine gender were 7 questions, the students' who get 100 score were 4 students (11,7%), the students' who get 85,8 score were 3 students (8,8%), the students' who get 71,5 score were 4 students (11,7%), the students' who get 57,2 score were 5 students (14,7%), the students' who get 42,9 score were 7 students (20,5%), the students' who get 28,6 score were 6 students (17,6%), the students' who get 14,3 score were 4 students (11,7%), the students' who get 0 score was 1 students (2,9 %). So, the highest percentage of students' was 20,5% and the lowest was 2,9%. It means that the category for feminine gender was *fair* category.

Table 6. The Classification of Students' Ability in Understanding Gender of Noun in Common Gender

Students	Number of Items	Correct Answer	Score	Classification
1	8	0	0	Poor
2	8	2	25	Poor
3	8	1	12,5	Poor
4	8	4	50	Fair
5	8	3	37,5	Poor
6	8	2	25	Poor
7	8	7	87,5	Excellent
8	8	2	25	Poor
9	8	5	62,5	Fairly good
10	8	5	62,5	Fairly good
11	8	1	12,5	Poor
12	8	0	0	Poor
13	8	5	62,5	Fairly good
14	8	2	25	Poor
15	8	5	62,5	Fairly good
16	8	4	50	Fair
17	8	1	12,5	Poor
18	8	3	37,5	Poor
19	8	3	37,5	Poor
20	8	2	25	Poor

Students	Number of Items	Correct Answer	Score	Classification
21	8	2	25	Poor
22	8	4	50	Fair
23	8	0	0	Poor
24	8	2	25	Poor
25	8	3	37,5	Poor
26	8	4	50	Fair
27	8	5	62,5	Fairly good
28	8	5	62,5	Fairly good
29	8	2	25	Poor
30	8	6	75	Good
31	8	4	50	Fair
32	8	5	62,5	Fairly good
33	8	7	87,5	Excellent
34	8	4	50	Fair
Total			1375	
Mean			40,44	

It can be seen that mean score the students' ability in understanding gender of noun in common gender is 40,44. It means that the category was *fair* category.

Table 7. The Classification of Students' Ability in Understanding Gender of Noun in Neuter Gender

Students	Number of Items	Correct Answer	Score	Classification
1	5	3	60	Fairly good
2	5	1	20	Poor
3	5	3	60	Fairly good
4	5	2	40	Fair
5	5	4	80	Excellent
6	5	2	40	Fair
7	5	5	100	Excellent
8	5	2	40	Fair
9	5	4	80	Excellent
10	5	5	100	Excellent
11	5	2	40	Fair
12	5	2	40	Fair
13	5	5	100	Excellent
14	5	1	20	Poor
15	5	5	100	Excellent
16	5	4	80	Excellent

Students	Number of Items	Correct Answer	Score	Classification
17	5	2	40	Fair
18	5	5	100	Excellent
19	5	3	60	Fairly good
20	5	4	80	Excellent
21	5	1	20	Poor
22	5	4	80	Excellent
23	5	3	60	Fairly good
24	5	4	80	Excellent
25	5	2	40	Fair
26	5	4	80	Excellent
27	5	2	40	Fair
28	5	4	80	Excellent
29	5	2	40	Fair
30	5	2	40	Fair
31	5	4	80	Excellent
32	5	5	100	Excellent
33	5	5	100	Excellent
34	5	1	20	Fair
Total			2140	
Mean			62,94	

It can be seen that mean score the students' ability in understanding gender of noun in neuter gender is 62,94. It means that the category was *fairly good* category.

Table 8. The Data Recapitulation of The Students Ability in Understanding Gender of Noun at Tenth Grade SMAS Kurnia Jaya Rupert

Number Of Questions	Item of Indicator	Mean score	Category
4,16,17,19,21	Masculine gender	40,58	Fair
2,5,6,8,11,12,24	Feminine gender	51,68	Fairly good
7,9,13,14,15,18,22,25	Common gender	40,44	Fair
1,3,10,20,23	Neuter gender	62,91	Fairly good

It can be seen that the mean score in masculine gender is 40,58 that the category was *fair*, the mean score in feminine gender is 51,68 that was *fairly good* category, the mean score common gender is 40,44 categorized *fair* category, the mean score in neuter gender is 62,91 that the category was *fairly good*.

CONCLUSION

Based on result of data analysis at the previous research, the researcher can conclude firstly the researcher find out students' ability in understanding gender of noun at Tenth Grade SMAS Kurnia Jaya Rupert is 48,35 (fair). it means the students' ability in understanding gender of noun was fair category.

Secondly, based on the data recapitulation of students' ability in understanding gender of noun, The difficult of understanding gender of noun was in common gender, there students' average score is 40,44 categorized fair and the easy one in understanding gender of noun was in neuter gender, there students' average score is 62,91 categorized fairly good.

Then researcher would like to suggest the following points for the teachers, students, and further researchers. Firstly, the students still have fair ability in understanding gender of noun, so the students should practice more in using gender of noun like translate a text or vocabulary. Secondly, English teacher should pay attention and motivate students to develop the students' ability in understanding gender of noun by giving the students more chance to practice English about noun like exercise to remember all of things in the classroom.

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