# THE ABILITY OF SECOND SEMESTER STUDENTS OF ENGLISH LITERATURE STUDY PROGAM IN IDENTIFYING NOUN AND VERBS IN THE SHORT STORIES "THE STORY OF GOLDILOCKS AND THE THREE BEARS" AND "A PLATE OF HOT RICE"

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## ABSTRACT

The title of this research is "The Ability of Second-Semester Students of English Literature Study Program to Identify Nouns and Verbs in the Short Stories "The Story of Goldilocks and the Three Bears" and "A Plate of Hot Rice". The purpose of this study is to evaluate the ability of second semester students in displaying nouns and verbs in several sentences in the short stories. The method used in this research is quantitative method by using cross sectional approach. The results showed that most of the second semester students had a fairly good ability to show verbs in sentences. Furthermore, related to the ability to show nouns, the results convey a significant improvement compared to the ability to show verbs. The findings of this study indicate that the second semester English literature students have a relatively good ability to identify verbs and nouns in sentences. However, there is still room for improvement and enhancement of their understanding.

**Keywords:** *verb, noun, short story, ability identifying, second semester student.*

## I. BACKGROUND

Language is one of the ways for humans to communicate. Language is often understood as a "tool" or words used to express feelings. Language is also a sound code system used by humans to relate to others. Language has many connections with various aspects of human life that can be learned from certain points. English as a foreign language is a means of communication and attracts people who are interested in learning it. Like English, local languages are a means of communication used by people in every region in Indonesia. Local languages are also used by people in every region in Indonesia. (Gleason, 1962:2)" (Mentari D.U Tungkagi, 2015).

English language skills are very important for second semester students of English Literature Study Program. In general, second semester students are entering adulthood which is in the age range of 18-25 years. At that time, second semester students have responsibilities for their development period, including having responsibilities for their lives to enter adulthood. According to Siswoyo (2007: 121), second semester students can be defined as individuals who are studying at the university level, both public and private or other institutions that are at the same level as universities. Second semester students are considered to have a high level of intellect, intelligence in thinking and planning in action.

This ability is an initial capital to pursue English literature majors. Second semester students are objects that are directly related to the learning process, so cognitive abilities greatly determine the success of a second semester student in education. As according to Zainiyati (2017) that since the beginning of cognitive taxonomy in educational goals designed to facilitate the process of designing learning evaluations. These skills include listening, speaking, reading and writing. Among these skills, the ability to indicate nouns and verbs in sentences is essential for second semester students to communicate effectively in English. In addition, this ability is also important to form grammar that will be used when speaking in English. "The area of study they investigated was to explore verb valency change using noun incorporation using theory (Feist, 2013)." (Prasihan, J. N., Widyastuti, & Setiawan, S.: 2021).

In the context of English, the ability to recognize and use nouns and verbs correctly is very important. A noun is a word that names an object, person, place, or idea, while a verb is a word that describes an action, event, or state. The correct use of verbs and nouns is essential for effective communication. This research focuses on second semester English literature students of Dehasen University Bengkulu and this research aims to find out the ability of second semester students in showing verbs and nouns in several sentences.

By conducting this research, it can be known whether the ability of second semester students in showing nouns and verbs is adequate or still needs to be improved. The results of this study can be used as input for lecturers and educational institutions to design programs and activities that can help second semester students improve their English language skills more effectively. In terms of difficulties, there are three factors faced by the second semester students, there are, hesitation in pointing out verbs and nouns,  lack of

knowledge and not having a deep understanding of grammar and vocabulary in English.

Another factor that becomes a problem is the unavailability of a supportive environment to practice the ability to understand grammar in English. Environment is an important factor for a person in the process of language acquisition. Dulay (1982) emphasizes that the quality of the language environment is a very important role in determining the success of learners in learning a second language. The difference in sentence structure and word usage between Indonesian and English causes errors in determining verbs and nouns in English.

## II. RESEARCH METHODS

This research was conducted using descriptive-quantitative research methods. Bryman (2012) defines quantitative method as "a research approach that emphasizes data collection. The data collected is in the form of test results that have been filled out by several second semester English literature students at Dehasen University Bengkulu.

This transcription uses a cross-sectional approach where this approach is done by collecting data at a certain point in time. Based on this case, the test result data collected in this study came from thirteen second semester students of English Department, Dehasen University, Bengkulu. This approach helps in providing an overview of the second semester students' ability to indicate nouns and verbs in sentences when the data collection was conducted. The research design used for the data is a quantitative research design with a cross sectional approach. "Quantitative research designs allow researchers to collect data that can be measured numerically and test hypotheses using statistical analysis" (Smith, 2010). "The cross-sectional approach allows researchers to collect data at a specific point in time, which allows an understanding of the relationship between the variables being studied at that time" (Johnson, 2015).

In this study, we only concentrate on second semester English literature students (entry year 2022) because they have learned Structure in the previous semester. This research can be a medium for second semester students to be able to communicate effectively, according to Jalaludin Rahmat in his book Psychology of communication (2008: 13), effective communication is characterized by understanding, can cause pleasure, influence attitudes, improve good social relations, and ultimately lead to an action, and retrain the ability to distinguish nouns and verbs they know, good writing skills, and deeper text analysis. To collect the data, the researcher conducted a written questionnaire in the form of a short story text where they were asked to classify which parts showed verbs and nouns.

## III. RESULT AND DISCUSSION

The results of this study are displayed in tabular form. This table is to classify the results of the answers from the researchers in the study. The table used below shows the types of strategies for determining Nouns and Verbs in short stories by English Literature majors, second semester second semester students of Bengkulu Dehasen University.

In this study, we took two short stories, namely "The Story of Goldilocks and the Three Bears" by Robert Southey and "A Hot Plate of Rice" where the second semester second semester students will identify nouns and verbs with different number of nouns and verbs. To see the identification differences between the two short stories and their ability to identify them.

The first table is data from the short story "The Story of Goldilocks and the Three Bears" by Robert Southey. The second table is data from the short story "A Plate of Hot Rice".

TABLE I
**SHORT STORY "THE STORY OF GOLDILOCKS AND THE THREE BEARS"**

| NO | NAME | VERB | | NOUN | | VERB PERCENTAGE | NOUN PERCENTAGE |
|---|---|---|---|---|---|---|---|
| | | ✓ | ✗ | ✓ | ✗ | | |
| 1. | Nursafira Eka Y. | 42 | 4 | 20 | 0 | 80.77% | 66.67% |
| 2. | Marini | 19 | 19 | 3 | 4 | 36.54% | 10.00% |
| 3. | Aby Gunantara | 34 | 13 | 16 | 0 | 65.38% | 53.33% |
| 4. | Salsabilah Dwi Putri | 22 | 0 | 3 | 2 | 42.31% | 10.00% |
| 5. | Reza Aura Jogista | 44 | 3 | 24 | 0 | 84.62% | 80.00% |
| 6. | Nurrulita Amanah Chatam | 39 | 0 | 25 | 0 | 75.00% | 83.33% |
| 7. | Febri Natri Anita | 48 | 3 | 21 | 1 | 92.31% | 70.00% |
| 8. | Melinda Dwi Astuti | 31 | 1 | 19 | 1 | 59.62% | 63.33% |

TABLE 2
**SHORT STORY "A PLATE OF HOT RICE"**

| NO | NAME | VERB | | NOUN | | VERB PERCENTAGE | NOUN PERCENTAGE |
|---|---|---|---|---|---|---|---|
| | | ✓ | ✗ | ✓ | ✗ | | |
| 1. | Rango Stefanus Siringo-ringo | 28 | 5 | 27 | 2 | 35% | 40.30% |
| 2. | Riwi Peramita | 13 | 10 | 9 | 11 | 16.25% | 13.43% |
| 3. | Mayang Aninditya s V. | 17 | 26 | 12 | 12 | 21.25% | 17.91% |
| 4. | Aldimas Maulana Putra. | 34 | 1 | 27 | 0 | 42.5% | 40.30% |

In Table One, eight individuals were tested on their ability to point out the verbs and nouns in the short story entitled "The Story of Goldilocks and the Three Bears". The table presents the percentage of different verbs and nouns answered correctly by each individual. For example, the first

individual had a percentage of 80.77% in correctly indicating the verb, while the second individual had a percentage of 36.54%. For nouns, the first individual had a percentage of 66.67% and the second individual had 10%. According to the first table on verbs, the individual with the highest percentage reaches 92.31% and the lowest percentage is at 36.54%. For nouns, the highest percentage reaches 83.33% and the lowest is at 10%.

The results show that most of the second semester students have a fairly good ability to show verbs in sentences. Eight second semester students can answer the correct answer with an average of 35 verbs out of a total of 52. This shows that about 68% of the verbs can be identified correctly by them. This results proof that the second-semester second-year students have a good ability to recognize and use verbs in context.

Furthermore, the results also reveal a significant decrease in the second semester students' ability to identify nouns compared to their ability to identify verbs. Out of a total of 30 different nouns in the short story, the average second semester students answered 16 nouns correctly. This shows that second semester students can identify nouns about 51.6% correctly. This result reveal that the understanding of second semester second semester students has a fairly good ability to recognize and use nouns in context.

In table two, there are four individuals who were tested on their ability to show verbs and nouns in the short story entitled "A Hot Plate of Rice". In this table, there are four data that represent the overall percentage of verbs and nouns. In verb identification according to the table, the first individual is 35%, the second individual is 16.25%, the third individual is 21.25%, the fourth individual is 42.5%. While in noun identification according to the table, the first individual is 40.30%, the second individual is 13.43%, the third individual is 17.91%, the fourth individual is 40.30%.

Based on research on second semester English Literature students, there are some significant findings related to their ability to identify nouns and verbs in several short stories. The following are the results of the research: on average, individuals had a response rate of 28.75% in the case of verbs and 27.99% in the case of nouns. The results showed that the individuals had similar abilities in identifying both verbs and nouns in the short story context. Although there was a percentage difference between the individuals, there was no significant difference in their ability to recognize verbs or nouns.

This study provides an insight that individuals have equal ability in identifying verbs and nouns in narrative contexts. This shows that the individuals in this study generally had an equal understanding of both types of words. Although there were variations in answering ability between individuals, overall, the study showed that they could recognize both verbs and nouns well in the short story context.

This study makes an important contribution to understanding individuals' ability to identify verbs and nouns in narrative contexts. The results show that the individuals in this study have equivalent skills in understanding both types of words. This finding can serve as a basis for further research to explore what factors influence individuals' ability

to recognize and understand verbs and nouns in narrative texts.

It should be noted that although the majority of second semester students show good ability in visualizing verbs and nouns, the level of success varies from one person to another. Some second semester students show exceptional ability with high response rates, while others may have difficulty in correctly identifying verbs and nouns. Additional attention is needed to assist second semester students who may need additional help to improve their understanding.

The purpose of this study is to assess the ability of second semester second semester students in representing nouns and verbs in several sentences. The results showed that the ability of second-semester students in recognizing nouns and verbs varied. In general, the ability to represent nouns improved significantly compared to verbs. Among the second-semester students, the proportion of demonstrative nouns (about 56% on average) is higher than that of verbs (about 61% on average). These results suggest that second-semester students' understanding of the use of nouns and verbs in sentences should be strengthened. In further analysis, the results show that there are significant differences between individuals in their ability to represent nouns and verbs. Some people have a high percentage for both, while others have difficulty. Factors such as previous educational background, learning methods used, and previous English proficiency level may contribute to this variation. Therefore, it is necessary to develop other learning methods that can help second semester students who have difficulty in expressing nouns and verbs accurately.

The study also underscores the importance of developing an appropriate curriculum for English degree programs. The results show that the current curriculum needs to be updated to place more emphasis on understanding and using nouns and verbs in sentence context. The development of specific supplementary teaching materials and the use of interactive and contextual learning strategies can help improve second semester students' understanding of this.

## IV. CONCLUSIONS

In this study, the results showed an improvement in the ability of second semester students to represent nouns and verbs. However, there is still room for improvement. It should be noted that this study has limitations such as the limited sample size and the research setting, which was limited to a cohort of second-semester second-year students in an English literature program. Therefore, further investigation may require a larger and more representative sample and a wider learning environment to gain a more complete understanding. The main conclusion of this study is the need for more attention to the teaching and understanding of noun and verb usage in sentences.

The curriculum of the English Literature program needs to be updated to put more emphasis on this aspect and the development of additional teaching materials that support the understanding of second semester students. Interactive and contextual learning methods can also help improve

second semester students' ability to identify and use nouns and verbs correctly.

However, this study has limitations, such as the limited sample size of second-semester university students and specific learning environments. Therefore, it is recommended to conduct further research with a larger sample and a more representative learning environment to gain a more holistic understanding of second-semester students' ability to represent nouns and verbs.

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