



The Effect of Gender and High School Origin towards English Grammar Mastery

Johan Arief Budiman^(✉) and Harris Gadih Pratomo

Faculty of Dentistry, Universitas Trisakti, Jakarta 11440, Indonesia
johanarief@trisakti.ac.id

Abstract. It is never easy to learn a second language. It is even more difficult to learn English as a second language. Grammar explanation may be more effective for adolescents and older learners who are more academically and cognitively mature than for younger children who have not yet developed analytic skills, according to some evidence. Female students outperform male students in the field of language. Differences in language attitudes between male and female students are important to note, especially during the learning process. College students come from a variety of high school backgrounds. The goal of this study is to determine the impact of gender and high school origin on grammar mastery. The subjects of this study were freshmen at Faculty of Dentistry, Universitas Trisakti who took English as a subject. The enrolment form revealed the gender, type, and location of high school origin. Grammar mastery was determined by averaging the midterm and final term results. SPSS was used to analyze the data, and the Anova test ($p=0.05$) was used. There was no statistically significant effect of gender and high school origin (type and location) on grammar mastery ($p>0.05$) among 77 respondents (62 females and 15 males). This study concluded that there is no gender superiority in English, and students from various high school types (private, public, or others) and locations (Jabodetabek, Java Island, or outside Java) demonstrated same level of competency in grammar mastery.

Keywords: Gender, Grammar mastery, High school origin.

1 Introduction

Language is an essential tool for communication. Knowing a language other than one's native tongue is thought to be advantageous for speakers [1]. It is never easy to learn a second language. It is even more difficult to learn English as a second language. Indonesia, with a population of 263 million people, is home to a diverse range of people and languages, with approximately 719 languages, 500 of which are mutually incomprehensible. The majority of these language varieties are Austronesian (including Javanese and Sundanese), though some Papuan languages are also found. Indonesia's national language is Bahasa Indonesia (Indonesian), which is also the primary medium of instruction in all primary and secondary schools, as well as most universities and colleges. English was first introduced in secondary schools in the late 1960s, and into primary education in 1990. The position of English in higher education varies depending on

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university policies, but the government regulated that English is an instructional medium for students in 2015, together with Bahasa Indonesia, although it is unclear at present the extent to which this policy has been implemented [2].

English is also widely used in academic and research publications in Indonesia, making it important in universities, and the Ministry of Education and Culture has begun to support and promote the publication of Indonesian researchers' research in English. Until recently, the majority of research was published in national or regional journals, and the majority of it was in Indonesian; however, universities have recently been encouraged to publish their research in international journals. Many people will associate grammar explanation with grammar rules when they hear the term. A deductive or an inductive approach are the two main methods for assisting language learners in familiarizing themselves with the rules of a language [3].

Grammar is regarded as one of the most important aspects of second-language learning, particularly for those who are just beginning. Grammar syllabuses are central to language teaching, and opinions about their use frequently cut to the heart of language learning beliefs [4]. Pedagogical grammar accounts typically do not aim to provide a comprehensive account of a language, but rather concentrate on areas of particular interest or importance to learners. Grammar explanation may be more effective for adolescents and older learners who are more academically and cognitively mature than for younger children who have not yet developed analytic skills, according to some evidence [3].

Gender differences are one such topic that is currently attracting research. There are numerous gender issues in education, particularly at schools. This can be seen in the interaction between the teacher and the students. Female students outperform male students in the field of language. Differences in language attitudes between male and female students are important to note, especially during the learning process [4].

College students come from a variety of high school backgrounds. In Indonesia, there are public school, private school, international curriculum-based school, semi-international curriculum-based school, boarding school. For high school students, learning English is not only driven by the desire for personal development, but also influenced by internal interests, social responsibilities, and learning situation [5], [6]. Universitas Trisakti, with one stop learning for sustainable development motto, is the only private university in Indonesia which was established by the Government of the Republic of Indonesia on November 29, 1965. Universitas Trisakti is still one of the best 100-private-university in Indonesia according to UniRank 2022. This university has 9 faculties, one of them is Faculty of Dentistry. Although it is located in Jakarta, the students come from all part of Indonesia. The aim of this study is to determine the effect of gender and high school origin on grammar mastery.

2 Method

This is the quantitative, correlation research. Using statistical data, this research attempts to determine the strength of a relationship between gender and high school origin variables on grammar mastery. Relationships between and among a number of

facts are sought and interpreted. The subjects of this study were freshmen at Faculty of Dentistry, Universitas Trisakti who took English as a subject. Half number of the students were chosen as respondents ($n=77$, 62 females and 15 males). From the enrolment form revealed gender (Male and Female), high school type (Private, Public and Others), high school location (Jabodetabek, Java Island, Outside Java). Grammar mastery was determined by averaging the midterm and final term results. SPSS 26 was used to analyze the data with the Anova test ($p=0.05$).

3 Result and Discussion

3.1 Results

The descriptive data of Gender (Male and Female), High school type (Private, Public and Others) and high school location (Jabodetabek, Java Island, Outside Java) from this research can be found on Fi. 1 to Figure 3.

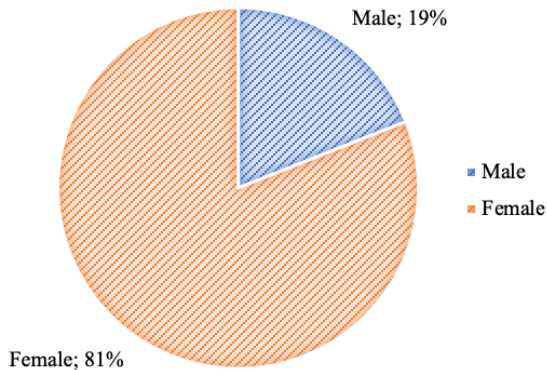


Fig. 1. Gender distribution

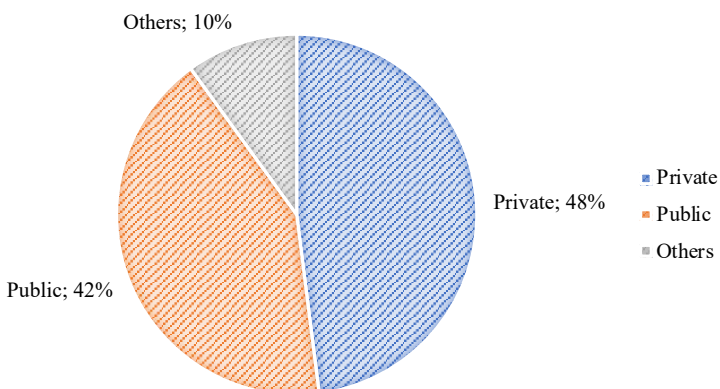


Fig. 2. School Type Distribution

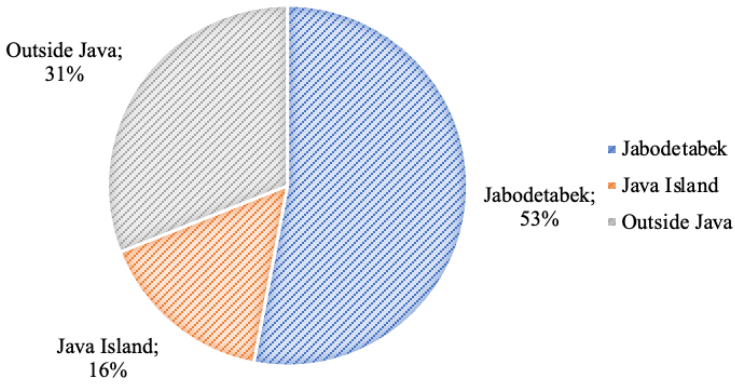


Fig. 3. School Location Distribution

Table 1 shows the average total of grammar score from these 77 respondents is $69.169+8.5176$, with the average females' grammar score is $69,548+8,6525$; and the average males' grammar score is $67,600+8,0227$. The highest grammar score is $75,250+0,3536$ (Male, others, Jabodetabek); and the lowest grammar score is $60,500$ (Male, Private, Non Jabodetabek).

Table 1. Data Characteristics

			Mean	SD	N
Female	Private	Jabodetabek	71,025	8,7577	20
		Java Island	72,750	3,1820	2
		Outside Java	71,000	4,8477	6
		Total	71,143	7,6749	28
	Public	Jabodetabek	70,250	8,0769	10
		Java Island	71,429	3,1415	7
		Outside Java	62,273	12,2482	11
		Total	67,411	9,8705	28
	Others	Jabodetabek	73,300	3,9937	5
		Outside Java	66,000		1
		Total	72,083	4,6521	6
	Total	Jabodetabek	71,129	7,9329	35
		Java Island	71,722	3,0012	9
		Outside Java	65,389	10,6101	18
Total		69,548	8,6525	62	
Male	Private	Jabodetabek	68,875	10,6956	4
		Java Island	60,500		1
		Outside Java	69,125	4,5894	4
		Total	68,056	7,6707	9
	Public	Java Island	63,250	2,4749	2
		Outside Java	62,250	14,4957	2
		Total	62,750	8,5098	4

Gender			Mean	SD	N
Others		Jabodetabek	75,250	,3536	2
		Total	75,250	,3536	2
Total		Jabodetabek	71,000	8,9163	6
		Java Island	62,333	2,3629	3
		Outside Java	66,833	8,2016	6
		Total	67,600	8,0227	15
Total	Private	Jabodetabek	70,667	8,8853	24
		Java Island	68,667	7,4218	3
		Outside Java	70,250	4,5841	10
		Total	70,392	7,6849	37
	Public	Jabodetabek	70,250	8,0769	10
		Java Island	69,611	4,6015	9
		Outside Java	62,269	11,9384	13
		Total	66,828	9,7117	32
	Others	Jabodetabek	73,857	3,3999	7
		Outside Java	66,000		1
		Total	72,875	4,1982	8
	Total	Jabodetabek	71,110	7,9644	41
		Java Island	69,375	5,0593	12
		Outside Java	65,750	9,9116	24
		Total	69,169	8,5176	77

Table 2 showed that there was no statistically significant effect of gender and high school origin (type and location) on grammar mastery ($p > 0.05$) among 77 respondents (62 females and 15 males).

Table 2. Anova Result on Grammar Score

	F	Sig
Gender	1,241	0,269
School type	1,143	0,325
Location	2,143	0,126

3.2 Discussion

The average females' grammar score is higher compare to the average males' grammar score but there is no statistically significant. The findings of this research are similar to the Hasanudin's research that there was no statistically significant effect of gender toward Bahasa Indonesia achievement on Primary students' study in South Sulawesi [5].

The highest grammar score is 75,250+0,3536 (Male, others, Jabodetabek); and the lowest grammar score is 60,500 (Male, Private, Non Jabodetabek). These findings show that English grammar mastery produces nearly the same results regardless of high school type (Private, Public and Others) or high school location (Jabodetabek, Java Island, Outside Java).

This research showed no significant effect of variables on grammar mastery. However, knowledge of technical language is not required for explicit knowledge of a language. Learners can be given explanations in simple, nontechnical language, and this may be the best way for them to remember them. Learning will be more effective if students pay attention to what they are learning. Giving grammar explanations and increasing learners' explicit knowledge will help them notice [3].

Three approaches from the teachers' perspective are effective in promoting college students' motivation in English learning. First, teachers' encouragements to college students' active participation in English class and teachers' optimization of teaching methods will direct them to set reasonable goals and make plans for academic study. Second, extra-curricular activities of different types such as English speech contest and English song competitions should be held to familiarize them with English culture and stimulate their interest in English. The last, more attention being paid to the mental health of college students will win their trust on their parents and teachers, which surely increases their confidence and motivate them to learn English well [8].

4 Conclusion

The average total of grammar score from these 77 respondents is $69.169+8.5176$. There is no gender superiority in English, and students from various high school types (private, public, or others) and locations (Jabodetabek, Java Island, or outside Java) origin demonstrated nearly identical competency in grammar mastery.

Introducing English as a second language in Indonesia in secondary schools and primary education should be maintained so that college students do not have difficulty in implementing it for academic purposes.

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