

**AN ANALYSIS OF STUDENTS' ABILITY IN USING
INDEFINITE AND DEFINITE ADJECTIVES/PRONOUNS AND THEIR
PERCEPTION ON THE TEACHING-LEARNING PROCESSES**

THESIS

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
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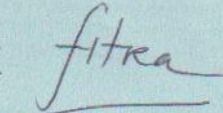
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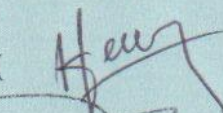
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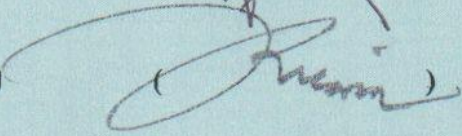
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ABSTRAK

Husein, Sadam. 2013. *An Analysis of Students' Ability in Using Indefinite and Definite Adjectives/Pronouns and Their Perception on the Teaching-learning Processes*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk menganalisis kemampuan mahasiswa tahun II Jurusan Bahasa dan Sastra Inggris tahun akademik 2013 dalam menggunakan *indefinite and definite adjectives/pronouns*. Disamping itu, penelitian ini juga bertujuan untuk mengetahui persepsi mahasiswa terhadap proses pembelajaran penggunaan *indefinite and definite adjectives/pronouns*.

Jenis penelitian ini termasuk ke dalam penelitian deskriptif kuantitatif. Populasi penelitian ini adalah mahasiswa tahun II Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang pada tahun akademik 2013, yang berjumlah 173 mahasiswa. Dengan menggunakan *simple random sampling technique*, sampel penelitian ini diambil sebanyak 30 orang. Data dikumpulkan dengan menggunakan tes dan angket. Untuk mengetahui kemampuan mahasiswa menggunakan *indefinite and definite adjectives/pronouns*, digunakan tes yang berjumlah 100 soal dalam bentuk *completion*. Kemudian, untuk mengetahui persepsi mahasiswa tentang proses perkuliahan, mereka diminta mengisi angket yang berjumlah 20 pernyataan.

Hasil penelitian ini menunjukkan bahwa kemampuan mahasiswa dalam menggunakan *indefinite and definite adjectives/pronouns* masih lemah karena nilai rata-rata mereka berada pada 47.72%. Sementara, hasil angket untuk mengetahui persepsi mereka dalam penggunaan *indefinite and definite adjectives/pronouns* menunjukkan bahwa rendahnya kemampuan mereka karena masalah materi yang pembahasannya kurang dan rendahnya ketertarikan dan motivasi mereka dalam mempelajari *indefinite and definite adjectives/pronouns*. Dengan demikian, dapat disimpulkan bahwa rendahnya penguasaan mahasiswa dalam menggunakan *indefinite and definite adjectives/pronouns* disebabkan oleh faktor materi yang digunakan dan faktor ketertarikan dan motivasi siswa.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of language components that is taught at the English Department is grammar. Purpura (2004:ix) says that grammar is arguably at the heart of language use and has close connection with other skills such as speaking, listening, reading, and writing. In speaking, people need to know grammar so that they can deliver ideas well. They can get information easily from others if they understand grammar. Grammar also helps readers to comprehend what they read. In addition, they can write essays with correct sentence structure if they have good grammatical ability.

Especially for English Department in some universities, grammar is learned separately from other skills in order to encourage students' grammatical ability. At the English Department of State University of Padang, grammar is studied for four semesters. Structure I is usually learned in the second semester and Structure II is taught in the third semester. Meanwhile, in the fourth semester the students study Structure III. The last, Functional Grammar is taken in the fifth semester. If they cannot pass one of them, they cannot continue to learn the next grammar subject.

At the English Department of State University of Padang, grammar is learned by using a text book. The text book contains materials and exercises. The text book used to learn Structure II is Mosaic 1. In chapter 6 of the book written by Patricia K. Werner, there is a lesson about Indefinite and Definite Adjectives/

Pronouns: *One, Another, The Other, Others, The Others*. There are some explanations about how to use the indefinite and definite adjectives/pronouns. It also has some exercises to do in order to encourage students' ability in using them.

Based on an informal interview with some second year English Department students, it was difficult for them to use indefinite and definite adjectives/pronouns: *one, another, the other, other, others* and *the others*. Some of them said that it was not easy for them to differentiate the use of *one, another, the other, other, others* and *the others* as adjectives/pronouns. Those indefinite and definite adjectives/pronouns almost look the same, but the use of each of them is different. These situations were caused by the poor grammar competence that students have.

Some students were also given a small test in order to see their ability in using *one, another, the other, other, others* and *the others* as adjectives/pronouns. Some of them could answer the small test correctly, but some others could not do it. There were some examples of mistakes made by some students:

1. ~~Another~~ thing I need is money.
2. She bought two skirts. She wants to buy ~~other~~ skirt.
3. I would like to go with you, but I've already made ~~another~~ plans.
4. There are three books on the table. One is a math book, another is a science book, and ~~other~~ is a history book.
5. There are many fruits in the refrigerator. Some are apples and ~~the others~~ are grapes.
6. My uncle has four kids. One of them is a boy. ~~Others~~ are girls.

From the first example, it can be seen that the use of indefinite adjective: *another* is not correct. The correct indefinite adjective used is *one* because there is only a sentence. If there is another sentence which describes the word *thing* before it, *another* can be used as the indefinite adjective of the word: *thing*. The mistake made in the second example is the use of indefinite adjective: *other*. The correct indefinite adjective which should be used is *another* because it is followed by a singular noun: *skirt*. On the other hand, the noun which follows the indefinite adjective in the third example is a plural noun: *plans*. So, the correct indefinite adjective used is *other*. Then, there are only three things (*three books*) in the fourth example. If the amount of the things is clear, the pronoun used must be definite. The correct definite pronoun used is *the other*. However, *others* is the correct indefinite pronoun to be used if the the amount of the things are not clear like in the fifth example. The last, the error made in the sixth example is the use of an indefinite pronoun: *others*. It should be a definite pronoun: *the others* because the amount of the kids is clear stated: *four kids* and the kids left are three.

Based on the problems above, the researcher thought that it was important to analyze the second year English department students' ability in using *one*, *another*, *the other*, *other*, *others* and *the others* as indefinite and definite adjectives/pronouns. Based on these phenomena, the researcher was interested in conducting the descriptive study with the title "An Analysis of Students' Ability in Using Indefinite and Definite Adjectives/Pronouns and Their Perception on the Teaching-Learning Processes".

B. Identification of the Problem

From the explanation above, there were two possible problems why the students had difficulty in using *one*, *another*, *the other*, *other*, *others* and *the others* as indefinite and definite adjectives/pronouns. First, the students did not know well how to use *one*, *another*, *the other*, *other*, *others* and *the others* as indefinite and definite adjectives/pronouns. Second, the lecturer already gave a better teaching; meanwhile, the students could not understand the material. The students' perception was needed to know the problems of the students.

C. Limitation of the Problem

Based on the identification above, this study was limited to the students' ability in using *one*, *another*, *the other*, *other*, *others* and *the others* as indefinite and definite adjectives/pronouns and their perception on the teaching-learning processes on the second year English Department students of State University of Padang.

D. Formulation of the Problem

This study was formulated as follows: "How was the ability of the second year English Department students in using *one*, *another*, *the other*, *other*, *others* and *the others* as indefinite and definite adjectives/pronouns and what are the factors that influence their ability?"

E. Research Questions

The research questions in this study can be seen as follow:

1. How was the ability of the second year English Department students in using *one, another, the other, other, others, and the others* as indefinite and definite adjectives/pronouns?
2. What are the factors that influence their ability in using *one, another, the other, other, others, and the others* as indefinite and definite adjectives/pronouns?

F. The Purpose of the Research

The purposes of this research are:

1. to analyze the students' ability in using *one, another, the other, other, others, and the others* as indefinite and definite adjectives/pronouns.
2. to find the factors that influence their ability in using *one, another, the other, other, others, and the others* as indefinite and definite adjectives/pronouns through their perception.

G. The Significance of the Research

The finding of the research is expected in giving a significant contribution in improving the quality of English language teaching, especially grammar. This research is expected to analyze the students' ability in using *one, another, the other, other, others and the others* as indefinite and definite adjectives/pronouns and to find what factors that influence their ability. Moreover, the lecturers can know what they are willing to do to improve students' ability in using *one,*

another, the other, other, others and *the others* as indefinite and definite adjectives/pronouns later.

H. The Definition of Key Terms

1. Indefinite adjective is the adjective that describes a noun which is not exact.

For example: *one student, another student, and other student.*

2. Definite adjective is the adjective that describes a noun which is exact. For example: *the other student.*

3. Indefinite pronoun is the pronoun which does not refer to any specific person/thing or any group of people/things. For example: *one, another, and others.*

4. Definite pronoun is the pronoun which refers to a specific person/thing or a group of people/things. For example: *the other* and *the others*.

5. Perception is the way of people in understanding something and how they perceive it through their basic knowledge about the things that happen in their environment.

6. Students are the second year English Department students in the academic year 2013 at State University of Padang.