

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

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Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis kemampuan *grammar* mahasiswa dalam menggunakan *one, another, the other, other, others, and the others as indefinite and definite adjectives/pronouns* serta persepsi mereka dalam proses perkuliahan. Sampel penelitian ini adalah 30 orang mahasiswa tingkat II Jurusan Bahasa dan Sastra Inggris tahun masuk 2011/2012 yang diambil secara acak. Instrumen penelitian yang digunakan untuk mendapatkan data adalah tes *grammar* dimana mahasiswa diminta untuk mengisi kalimat rumpang dengan *one, another, the other, other, others, atau the others*. Waktu yang diberikan untuk mengerjakan tes adalah 90 menit. Untuk mengetahui persepsi mahasiswa tentang proses perkuliahan, mereka diminta untuk mengisi angket yang berisi 19 pernyataan. Hasil penelitian ini menunjukkan bahwa kemampuan *grammar* mahasiswa dalam menggunakan *one, another, the other, other, others, dan the others* adalah lemah (47.72%). Hal ini dibuktikan dari hasil pengisian angket oleh mahasiswa bahwa lemahnya kemampuan mahasiswa disebabkan oleh materi yang terlalu sedikit penjelasannya dan ketertarikan dan motivasi mahasiswa untuk belajar yang terlalu lemah.

Key words: Indefinite adjective, definite adjective, indefinite pronoun, definite pronoun, perception

A. Introduction

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.

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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.

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.

The purposes of this research are 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 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.

B. Research Method

The design of this research was quantitative descriptive. As Gay (2000:11) states that "Quantitative descriptive or survey research involves collecting data in order to answer questions about the current status of the subject or topic of study." The researcher used a test about the use of *one, another, the other, other, others*, and *the others* as indefinite and definite adjectives/pronouns and also an anquete about students' perception on the teaching-learning processes. Jackson (2011:86) states that a test is a method of

measuring a person's ability, knowledge, or performance in a given domain. The test was constructed in gap-filling task or fill-in-the-blank. Brown (2004:200) says that gap-filling or fill-in-the-blank is a task where the test-takers read part of the sentence and complete it by writing a word or phrase.

Cresswell (2012:142) states that a population is a group of individuals who have the same characteristic. The population of this research was the second year English Department students who registered in the academic year 2011/2012 in State University of Padang. They had already learned about the use of *one*, *another*, *the other*, *other*, *others*, and *the others* as indefinite and definite adjectives/pronouns in Structure II subject on the third semester. There are six classes in the second year of the English Department at State University of Padang: K1, K2, K3, K4, NK1, and NK2, each of which has 28-31 students.

A sample is a small subgroup chosen from the larger population (Bordens, 2011:163). The sample was taken by listing all members of the population and assigning a number for each. From 173 students of the second year English Department, 30 students were taken as the sample of the research. *Microsoft Office Excell 2007* was used to select the sample randomly from the population.

C. Discussion

Students' ability in using *one*, *another*, *the other*, *other*, *others* and *the others* as indefinite and definite adjectives/pronouns was still poor. The finding showed that the mean score of the grammar test was 47,72 from 30 students. From 30 students, there were only a student with excellent category and five students with good category in mastering the materials. These students already mastered the use of *one*, *another*, *the other*, *other*, *others* and *the others* as indefinite and definite adjectives/pronouns, but the others did not really understand. The highest score of the student was 84,94 and the lowest score of the student was 26,03.

From students' perception on the teaching-learning processes about *one*, *another*, *the other*, *other*, *others* and *the others* as indefinite and definite adjectives/pronouns, their ability which was low could be proved.. The mean of the teaching-learning processes from 19 statements of the anquete was 3,84 and the level of respondent answer (TCR) was 69,54% with enough category. Most of students felt that the material in the textbook used had less explanation, examples, and exercises. Then, some students also felt that the lecturer did not explain much about the use of *one*, *another*, *the other*, *other*, *others* and *the others* as indefinite and definite adjectives/pronouns. After that, some students did not pay attention to the lecturer, understand well the material, and ask questions to friends and the lecturer. The last, some of them could not do the assignments or homework given by the lecturer.

Based on the findings, the ability of the second year English Department students of State University of Padang in using *one*, *another*, *the other*, *other*, *others* and *the others* as indefinite and definite adjectives/pronouns was still poor. From 30 students, there was only a student who got score with excellent

category. The student who got score 84,94 with excellent category answered 62 questions correctly from 73 questions. There were five students who got score with good category. The first student who got score 78,09 with very good category answered 57 questions correctly from 73 questions. Then, two of them who got the same score 72,61 answered 53 questions correctly from 73 questions. Next, the correct answers for the student who got score 69,87 were 51 from 73 questions. The last, the correct answers for the student who got score 67,13 were 49 from 73 questions. These 6 students already mastered the materials of *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns.

The students' ability in using *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns was still poor. The percentage of students who could not mastered the materials well are $\geq 80\%$. This is very high percentage. This low learning outcome gives a signal that there were something wrong for both of the teaching-learning process and the students' ability.

Normally, students' ability will influence their perception on the teaching-learning processes. Suryabrata in Ramainas (2006:80) says that the low of students' learning outcome is caused by two main factors. They are external factor and internal factor. The external factor comes from social or non social factor such as teacher's qualification, teacher's method, time, media, tools and learning outcome evaluation and the internal factor comes from physiology and psychology factors such as intelligence, interest, talent, motivation, perception and the way to learn.

First, the external factor comes from social or non social factor such as teacher's qualification, teacher's method, time, media, tools and learning outcome evaluation. The students' perception on the teaching-learning processes was enough. Most of students felt that the material in the textbook used had less explanation, examples, and exercises. Then, some students also felt that the lecturer did not explain much about the use of *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns.

Second, the internal factor comes from physiology and psychology factors such as intelligence, interest, talent, motivation, perception and the way to learn. These factors really influence on the students achievements. The students' ability in using *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns was still low. This problem happened because some students did not pay attention to the lecturer, understand well the material, and ask questions to friends and the lecturer. Because of that, some of them could not do the assignments or homework given by the lecturer.

If students' intelligence, interest, motivation, perception and the way to learn are low, it is difficult for the students to understand the materials. In this context, not only the students' factors will influence their learning outcome but also the lecturer's factors in giving the explanation about materials and examples and the use of materials in the textbook. Moreover, if the lecturer can

motivate the students to increase their interest and motivation to study, the students' achievement will be influenced.

Based on the research findings related to the theory, it can be implied that there were two main factors which influence on the students' ability in using *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns. The first factor is the external factor which comes from social or non social factor such as lecturer's qualification, lecturer's method, time, media, tools and learning outcome evaluation. The second factor is the internal factor which comes from physiology and psychology factors such as intelligence, interest, talent, motivation, perception and the way to learn.

D. Conclusion and Suggestion

The students' ability in using *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns was still poor. From thirty students, there were only a student who could get excellent score and five students who could get good score. The problem was caused by the material used which was less explanation and examples, the lecturer's explanation that was not maximum yet, and the students' intelligence, interest, talent and motivation. Because of limited time, the writer only analyzed 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. It is needed to analyze the students' need and teachers' perception on the teaching-learning processes.

Catatan: artikel ini disusun berdasarkan skripsi penulis dengan pembimbing 1 Drs. Amri Isyam, M.Pd. dan pembimbing 2 Fitrawati, S.S., M.Pd.

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