

# AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY OF ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY IN USING ANOTHER, THE OTHER(S) AND OTHER(S) IN SIMPLE SENTENCES

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## Abstract

This study was designed to describe the second year students' ability of English Department of Bung Hatta University to use *another*, *the other*, *the others*, *other*, *others* in simple sentences. This research used descriptive method. The population of this research was the second year students of English Department of Bung Hatta University. The members of the population were 122 students. The researcher took class C consisting of 43 students as the sample. In selecting the sample, the researcher used cluster random sampling technique since the population was grouped into three classes, A, B and C. To collect the data the researcher used grammar test. The result of the data analysis showed that the ability of the second year students of English Department of Bung Hatta University to use *another*, *the other*, *the others*, *other*, and *others* in simple sentences was moderate. Based on the findings above, it is suggested to the English teacher to give more exercises to students to improve their ability to use *another*, *the other*, *the others*, *other*, and *others* in simple sentences. Besides the students should learn and practice more to use those words.

**Key words:** *another*, *the other(s)*, *other(s)*, simple sentence

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## Introduction

Language is unifying nations in the world; through language the people in the world can communicate with each other to exchange and share information. Language is used as a symbol of a country's identity and culture. English is a universal language of the world because many people in the world use it to communicate with people from other countries. Therefore, the aim of teaching English is to provide the students

with the knowledge of that language. To master English means that the students are demanded to be able to use English in our daily needs such as reading the newspaper and communicating both spoken and written form for solving their life problems.

The students are expected to master language skills and language components to be able to communicate in spoken and written form. Language skills include

listening, speaking, reading and writing. Language components are vocabularies, pronunciation, and grammar. Grammar is one of the important elements in learning English because it has a very close connection with some language skills such as: speaking, listening, reading, and writing. Hall (1993:3) states grammar is a description of certain aspects of a particular organizing language which include phonological (sound, morphological (word composition) and syntactic (sentence composition) points. In addition, Disterherft (2004:3) states that grammar is the system of rules that every speaker formulates through the process of first language acquisition. Based on the experts' point of view, we can conclude that there are many components or structure of language that we can get.

Determiners is one of important elements in English grammar. According to Woods and McLeod (1990:158), determiners are words which come before nouns and are used to identify them and give the range of reference of the nouns. A determiner is used to modify a noun. It indicates reference to something specific or something of a particular type. According to Disterherft (2004: 352), determiners can be divided into seven, such as: (1) article, (2) demonstrative, (3) possessive (4) distributive, (5) quantifiers, (6) numerals,

(7) another, the other, the others, other and others.

Sentence is a word or group of words that expresses a complete idea and that includes a subject and a verb. According to Oshima and Hogue (1991:156), sentence is a group of words that we use to communicate our ideas in writing or speaking. Sentence can be divided into four kinds, namely: (1) simple sentence, (2) compound sentence, (3) complex sentence, (4) compound-complex sentence.

The main purpose of this research is to describe the students' ability of the second year students of English Department of Bung Hatta University in using *another, the other, the others, other, and others* in simple sentences. Specifically, the purposes of this research were as follows:

- a. To find out the second year students' ability in using *another* in simple sentences of English Department of Bung Hatta University.
- b. To find out the second year students' ability in using *the other* in simple sentences of English Department of Bung Hatta University.
- c. To find out the second year students' ability in using *the others*

in simple sentences of English Department of Bung Hatta University.

- d. To find out the second year students' ability in using *other* in simple sentences of English Department of Bung Hatta University.
- e. To find out the second year students' ability in using *others* in simple sentences of English Department of Bung Hatta University.

### Research Method

The type of this research is descriptive in nature. Gay (1987:189) says that descriptive research involves collecting data in order to test the hypothesis or to answer the question concerning the current status of the subject of the study. In this research, the researcher described and analyzed the students' ability in using *another, the other, the others, other and others* in simple sentences.

The population was the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable (Gay, 1987:102). Population of this research was the second year students of English Department of Bung Hatta University in academic year

2013/2014. Total number of them was 122 students who are group into three classes. They were A, B and C. The researcher took two classes as a sample. They are class C and B.

The instrument used to collect the data in this research was grammar test. The researcher took the test items from English book that discussed about another, the other, the others, other and others. The type of the test was in the form of completion test. The test consisted of 25 items from five for each words. The students were given 45 minutes to do the test. This observation was on June 2014.

To find out the reliability of reading test, the researcher used split half method. According to Gay (1987:138), split half method refers to be divided into two groups; first half item and second half item. To calculate the coefficient correlation between the score of the two groups, the researcher used Pearson Product Moment formula as follows (Arikunto 2012:87).

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Where:

$r_{xy}$  = the correlation coefficient of variable x and y (odd and even item)

$\sum x$  = the odd item scores

$\sum y$  = the even item scores

$\sum xy$  = the total scores of cross product  $xy$

$n$  = number of students

Furthermore, to know the coefficient correlation of the whole test, the result was analyzed by using Spearman Brown formula (Gay, 1987:139) as follows:

$$r_{ii} = \frac{2r_{xy}}{1+r_{xy}}$$

Where:

$r_{ii}$  = the reliability coefficient of the test.

$r_{xy}$  = the coefficient correlation between first and second items.

According to Arikunto (2012:89), the interpretation of the correlation coefficient as follows:

.81 - 1.00 = very high  
.61 - .80 = high  
.41 - .60 = enough  
.21 - .40 = low  
.00 - .20 = very low (no correlation)

In selecting good items of the test, the researcher analyzed the item difficulties and item discrimination of the test. The researcher used the following

formula suggested by Arikunto (2012:219):

### 1. Item difficulties

$$P = \frac{B}{JS}$$

Where:

$P$  = item difficulties

$B$  = sum of students who answer correctly

$JS$  = sum of the students who follow the test

The item difficulties ranges between .00 - 1.00 and it is symbolized as "P" that refers to "Proportion" in the evaluation term.

Then, the researcher classifies the item difficulty into three categories suggested by Arikunto (2012:225) as follow:

$P > .00 - .30$  = Difficult  
 $P > .31 - .70$  = Moderate  
 $P > .71 - 1.00$  = Easy

According to Brown and Abeywickrama (2010:71), appropriate test items will generally have item difficulty the range between .15 - .85. He also adds two good reasons why including a very easy item are two build in some affective feelings of "success" among lower ability

students and to serve as warm –up test, and for difficult items can provide a challenge the highest ability students. Based on these statements, the researcher took the test item which had range item difficult index between .15 – .85.

## 2. Item discrimination

Item discrimination is the ability of test items to differentiate between high ability students and low ability students. To find out item discrimination, the researcher used the following formula by Arikunto (2012:228):

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where:

D= item discrimination

$J_A$ = sum of students in the high group

$J_B$ = sum of students in the low group

$B_A$ = sum of students in the high group who answer correctly

$B_B$ = sum of students in the low group who answer correctly

In the evaluation term, item discrimination is symbolized as “D” that refers to “Discrimination”. The result of the item discrimination is classified as follows:

$$D = .00 - .20 = \text{Poor}$$

$$D = .21 - .40 = \text{Satisfactory}$$

$$D = .41 - .70 = \text{Good}$$

$$D = .71 - 1.00 = \text{Excellent}$$

The researcher used range between  $D > .21 - 1.00$  for item discrimination. The result of try out, the researcher found that the correlation coefficient for the test was 0.73 (see Appendix 3). It means the test was reliable.

The researcher got 25 good items for the real test, they are 1,3,5,6,7,9,10,12,13,14,15,16,17,19,20,24, 26,28,29,32,33,36,38,39,40. There were fourteen items (2, 4, 8, 11, 18, 21, 22, 23, 25, 30, 31, 34, 35, and 37) that should be discarded (see Appendix 4) and 1 item that should revised (27). So, the real test had 5 items for each words.

## Findings and Discussion

### Findings

In general, the students’ ability to use another, the other, the others, other, and others in simple sentences was moderate. It is indicated by percentage of students whose ability was included in moderate category 76.74%.

The students’ ability to comprehend thesis in using *another* was moderate. It is indicated by percentage of students whose ability was included in moderate category 60.47%.

The students' ability to comprehend argument in using *the other* was moderate. It was indicated by percentage of students whose ability was included in moderate category 58.14%.

The students' ability in using *the others* was moderate. It was indicated by percentage of students whose ability was included in moderate category 67.44%.

The students' ability to comprehend argument in using *other* was moderate. It was indicated by percentage of students whose ability was included in moderate category 74.42%.

The students' ability to comprehend argument in using *others* was moderate. It was indicated by percentage of students whose ability was included in moderate category 72.09%.

### **Discussion**

The researcher found the students' ability of the second year of English Department of Bung Hatta University to use *another*, *the other*, *the others*, *other* and *others* in simple sentences was in moderate category. The researcher assumed that the problem may be caused by lack knowledge and lack of practice use these word. It was indicated by students' answer on some questions. For example, question: We still

need another piano player, can be answered correctly by 31% students. In order, the students have difficulties to use *another* in simple sentences. So, the students need to increase their knowledge and more practice the thesis of using *another* in simple sentences.

### **Conclusions and Suggestions**

#### **Conclusions**

After interpreting the result of data analysis, it can be concluded as follows:

1. The ability of the second year students of English Department of Bung Hatta University in using *another*, *the other*, *the others*, *other*, and *others* was moderate. There are three categories; first, high class there were 9 (20.93%) students in high ability. Second, there were 33 (76.74%) students in moderate ability. Last, there was 1 students (2.33%) who got low ability.
2. The ability of the second year students of English Department of Bung Hatta University to use *another* was moderate. There were 6 students (13.95%) who got high ability, 26 students (60.47%) who got moderate ability, and 11 students (25.58%) who got low ability. The ability of the second year students of English Department of Bung Hatta University

to use *the other* was moderate. There were 10 students (23.26%) who got high ability, 25 students (58.14%) who got moderate ability, and 8 students (18.60%) who got low ability. The ability of the second year students of English Department of Bung Hatta University to use *the others* was moderate. There were 9 students (20.93%) who got high ability, 29 students (67.44%) who got moderate ability, and 5 students (11.63%) who got low ability. The ability of the second year students of English Department of Bung Hatta University to use *other* was moderate. There were 7 students (16.28%) who got high ability, 32 students (74.42%) who got moderate ability, and 4 students (9.30%) who got low ability. Last, the ability of the second year students of English Department of Bung Hatta University to use *others* was moderate. There were 4 students (9.30%) who got high ability, 31 students (72.09%) who got moderate ability, and 8 students (18.60%) who got low ability.

### **Suggestions**

Based on the conclusions above, the researcher purposes several suggestion as follows:

1. Based on the result of data analysis of the students' ability to use another, the other, the others, other and others in simple sentences was moderate, the lectures are suggested to give more exercise for students to improve their ability to use those word in simple sentences.
2. The student should learn and more practice to use another, the other, the others, other and others in simple sentences.
3. The last, the researcher suggests to the next researcher to conduct the follow up research. Such as find the difficulties of the students in using another, the other, the others, other and others in simple sentences and other hand to get different finding.

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