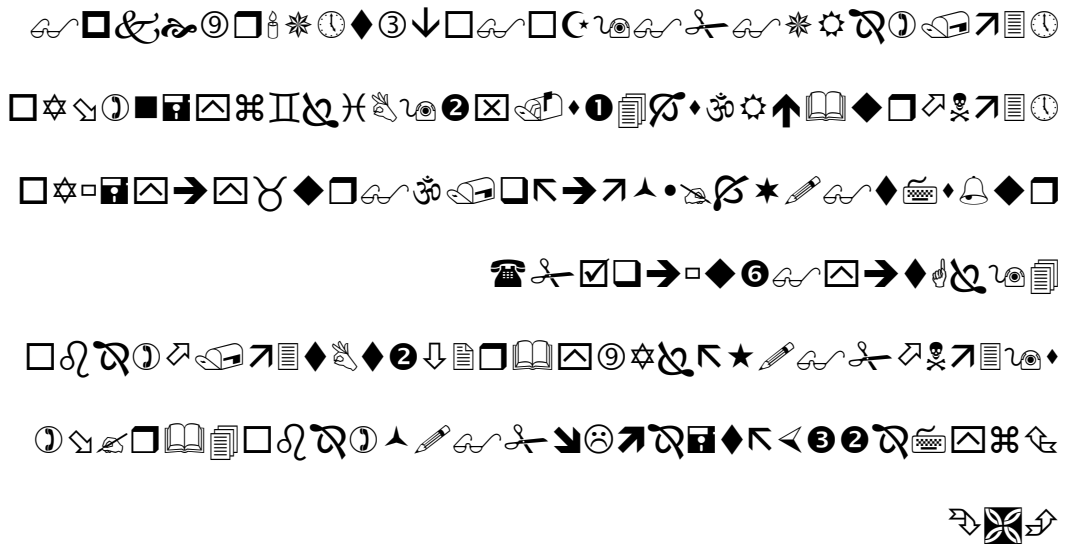


CHAPTER I

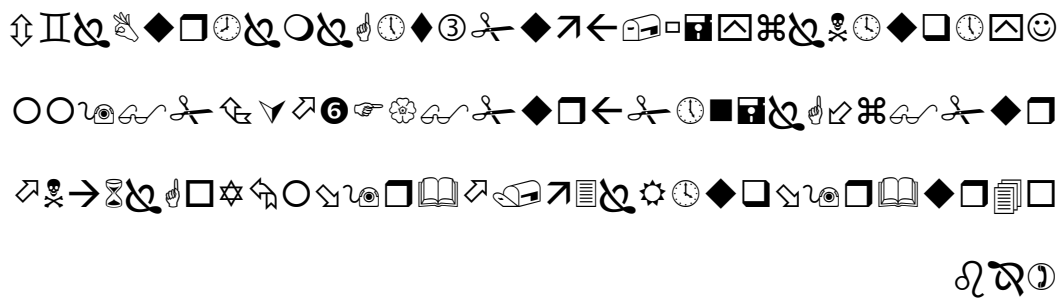
INTRODUCTION

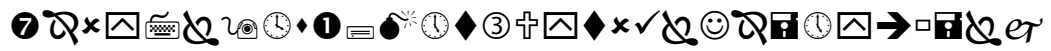
A. Background of Study

Language is necessity to human life and civilization is certainly not possible without it. All sciences depend upon it and also all education in human life is conducted through it. People around the world use it as a gift from God human being as adjusted to one of the Holy Koran in the Al-Hujurat verse 13 as follows:



Our God created different language, so that language is part of His power. It is written in the holy Koran surah Ar-Ruum: 22.





Communication in foreign language is a bridge to get information, knowledge and culture. Without communication, we will be left behind. Lucantoni, P. (2006) in his book said that English is one of the language used for communication in the world and it is the most popular.

Nowadays, English language has become the popular language which is learnt by most people in many areas of the world. English is international language. It is the world's most widely used language by society for communication and international contact. In studying English, students will learn language skills, such as listening, speaking, reading, and writing skills, which included by language component, such as grammar.

Brown and Priyanvada (2012, p.294 cited in Rimmer, 2006, p 498) found that “grammar is central to language description and test-taker performance” and therefore it's important to know how best to assess a learner's knowledge of grammar.

Nortquist(2012) explain that grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity,

and exploit the richness of expression available in English. And it can help everyone - not only teachers of English, but teachers of anything, for all teaching are ultimately a matter of getting to grips with meaning. (By David Crystal, "In Word and Deed," TES Newspaper on 30 April, 2004)

Grammatical structure is very important to be mastered. Larsen and Freeman (1976) state, Frequency of structure introduction has high relation to ability of students, they find the more a student's listens or see a structure (pattern); they will be faster to master that ability". In learning grammar structure is not easy, many problems in learning the subject.

One aspect of grammar is using indefinite pronouns. Ulrich and Barreto (2012, p.55) suggests that indefinite pronouns are words which replace nouns without specifying which noun they replace. These pronouns can be divided in three groups: singular, plural or both. Some examples of singular indefinite pronouns are the forms, another, anybody, each, everybody, everyone, everything, little, nobody, no one, nothing, one, other, somebody, someone, and something. For plural indefinite pronouns are the forms, both, many, others, and several. In the third group of indefinite pronouns – those which can be used with singular or plural-, there are the words all, any, more, most, none, and some. But, in this research the writer just includes singular form and plural form, they are: another, other, others, the other and the others.

Another is formed from a combination of the words "an" and "other", and has a meaning similar to "one other". Another usually cannot

be immediately preceded by a determiner. Sukur(2009, pp.139-140) argues that another always followed by countable singular noun. Other can be used with plural countable noun and uncountable nouns. We can use the word 'other' to mean different in some way. The word other can also be used as a pronoun (he, she, its). It often refers to or talks about something already talked about. Others is a pronoun and not following by a noun. Meanwhile, the other usually followed by singular countable noun. The others have a function as a pronoun and not followed by noun.

By learning using indefinite pronouns (another, other, others, the other and the others) students will be able to differentiate them in right sentences. Actually, university students' have knowledge in differentiating indefinite pronouns, but in reality in the field, there were many students still have difficulties in learning it. They notice that they often make mistakes when they used in making the sentences. Some students still confuse when they must put indefinite pronouns right. Many students said that learning it is difficult.

B. Statement of Problem

Based on the background of study above, the statement of the problem as follow:

1. How is the ability in understanding indefinite pronouns at fourth semester students' of English Department at IAIN Antasari Banjarmasin academic year 2012/2013?

2. What are the students' difficulties in understanding indefinite pronouns at fourth semester students' of English Department at IAIN Antasari Banjarmasin academic year 2012/2013?

C. Objective of Study

Based on the problem above, the purpose of this research are:

1. To know the ability in understanding indefinite pronouns at fourth semester students' of English Department at IAIN Antasari Banjarmasin academic year 2012/2013.
2. To investigate the understanding indefinite pronouns at fourth semester students' of English Department at IAIN Antasari Banjarmasin academic year 2012/2013.

D. Significance of the research

This study focuses to know the ability in understanding indefinite pronouns at fourth semester students' of English Department at IAIN Antasari Banjarmasin academic year 2012/2013.

From the result of this research, the writer expects it can be useful as:

1. Give information and evaluation about students' ability in using indefinite on grammar skill.
2. Be an information and input for the teacher, especially English teacher to develop English learning process.

3. To add the writer's knowledge indefinite pronouns.
4. As contribution for the library of IAIN Antasari Banjarmasin.

E. Definition of key Terms

To avoid misinterpretation regarding the title, it is necessary to explain some terms in the title as follow:

1. Heinle(2008, p.2) states that ability is the quality or skill that you have which makes it possible for you to do something.
2. Hornby (1995, p.1299) states that understanding is the power of clear thought; intelligence or Knowledge of the meaning, importance or cause of something.
3. Indefinite pronouns are words which replace nouns without specifying which noun they replace. Indefinite pronouns had three form, there are: *Singular*: another, anybody, anyone, anything, each, either, everybody, everyone, everything, little, much, neither, nobody, no one, nothing, one, other, somebody, someone, something *Plural*: both, few, many, others, several and *Singular or Plural*: all, any, more, most, none, some.
4. The indefinite pronouns form that study in this research includes singular and plural, there are Another, Other, Others, The other and

the others. This research intended to analyse the students' ability in understanding indefinite pronouns.