ANALYSIS ON THE DIFFICULTIES FACED BY THE STUDENTS IN USING ENGLISH DESCRIPTIVE ADJECTIVES

(A Case Study at the Second Grade Students of MTs. Al-Khairiyah)

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teachers Training in partial fulfillment of the requirements for the degree of S. Pd. (S 1) in English Language Education

By

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DEPARTMENT OF ENGLISH EDUCATION
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JAKARTA
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Approved by the Advisor

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ABSTRACT
Maulida, Isna, 2009, Analysis on the Difficulties Faced by the Students in Using English Descriptive Adjectives at the Second Grade Students of MTs. Al-Khairiyah Jakarta, Skripsi, Department of English Education, The Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.
Advisor : Nasifuddin Djalil, Drs. M.Ag.
Key Words : Difficulties and Adjective

Adjective is one of the eight parts of speech in English Grammar. The function of adjective is to modify nouns. It is often used either in written or spoken language in everyday life. However, many students encounter some difficulties in using descriptive adjectives. That is why they often make some errors in the use of adjective.

The aim of this research is to find out the answer of the problem “What makes the students encounter some difficulties in using adjective?” The writer wants to investigate what factors affecting the difficulties that students faced.

The research takes place in an Islamic Junior High School at Mampang Prapatan named “Madrasah Tsanawiyah Al-Khairiyah.” The sample of the research is the second grade students.

The method of research that is used is a Qualitative Method named “Descriptive Analysis.” In collecting the data, the research uses written test as the research instrumentation.

According to the research, the writer found some students who encountered some difficulties in using adjectival phrase; therefore, they made some errors in it. The percentages of errors that students produced are 36,8 % of misordering error, 36,8 % of omission error, 39,5 % of addition error and 44,7 % of other error. In this case, the writer found some factors that may affect students in making those errors. They are mother tongue interference and students’ lack of grammatical rules. The other factor may be caused by the lack of exposure in learning English grammar especially adjective. It may also be caused by the lack of time and socialization in learning English grammar, therefore the students are not interested in this subject and the result is they encounter some difficulties in learning it.
ACKNOWLEDGMENT

In the name of Allah, the Beneficent, the Merciful.
May peace and blessing of Allah be upon all of us.

All praise be to Allah, Lord of the world who gives the writer blessing and much energy and granting a lot of ideas, therefore, she can complete this “Skripsi”. Peace and blessing be upon the prophet Muhammad, his families, his relatives and his followers.

The writer presents this “Skripsi” to Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University Syarif Hidayatullah Jakarta as partial fulfillment of the requirement for the Degree of Strata-1 (S1).

The writer would like to thank her beloved parents (Burhanuddin and Mulyati), her husband (Ali Fauzi), her sister and brother (Ridha and Luthfi) and all her families with a great honor and deepest gratitude for their support, motivation, understanding, advices, contribution, love moral and financial encouragement.

Her special thanks are also addressed to her advisor Drs. Nasifuddin Djalil, M.Ag. for his valuable help to the writer in finishing this “skripsi.” And it would be inappropriate to conclude this list of acknowledgments without proudly thanking :

1. All lecturers in Department of English Education, who teaches her precious knowledge and gives her wonderful study experiences.
2. Drs. Syauki, M.Pd. the head of Department of English Education.
3. Neneng Sunengsih, S.Pd. the secretary of Department of English Education.
4. Prof. DR. H. Dede Rosyada, M.A. the Dean of Tarbiyah Faculty and Teacher Training.
5. All English Department staffs.

Finally, she intends to acknowledge her debt of thanks to all her friends in Department of English Education, especially to Nana, Tsuraya, Imas and Novi. All friends at Triple I English Course, Mrs. Irma Wardani and drg. Redina Anggiaputri, all her friends at SDN Tebet Barat 07 Pagi for having been much helpful, inspiring, and giving her motivation and support in finishing her skripsi.
Her gratitude also goes to all teachers, staffs and students at Madrasah Tsanawiyah Al-Khairiyah who helped her in doing her research.

“May Allah, the Almighty bless them all. So be it.”

Jakarta, July 2009
Isna Maulida
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CHAPTER I
INTRODUCTION

A. Background of the Study

From the earliest years, grammar had become the most important thing in foreign language learning, such as Latin, Spanish, English and many others. It has become special attention since a method called Grammar Translation Method appeared. According to this method, the study of language meant primarily the study of its grammar. It also focused on translation as a means of foreign language learning. This method aimed at emphasizing the learners in order to be able to read or write foreign language literature. Even there were some grammar schools established to reinforce the learning processes of foreign language grammar.

However, language is not only how to read and write but also how to communicate. That is why today’s foreign language learning, including English does not only focus the learners on learning grammar, but also on communicating appropriately. It does not mean grammar is not important in English language learning. In order to be able to use either English words or sentences appropriately, we have to know the rules of the language itself. In other words, English language learning cannot be separated from its grammar.

In English grammar, there are nine parts of speech that must be learnt by the learners. They are noun, pronoun, verb, adjective, article, adverb, preposition, conjunction and interjection. All of them have their own rules. Through these rules, we can specify the ways in which the eight parts of speech can be systematically formed through such alterations and additions. For example, when we want to describe someone’s physically or personality
performance, we have to use adjective to modify either nouns or pronouns as modifier. The rules of English adjective are that we can position adjective before or after the noun it modifies. If we know the rules, we will automatically use the adjective correctly and communicate appropriately.

Practically, however, learning English grammar is not easy for many foreign language learners. In reality, they often encounter some difficulties in learning English grammar. They feel bored and hard. This is what the writer found when she did PPKT two months ago at Madrasah Tsanawiyah Al-Khairiyah, Jakarta. The students at Madrasah Tsanawiyah Al-Khairiyah have the same problems as the other foreign language learning. They found some difficulties in learning grammar and did some errors in it. The writer found it when she taught adjectives at the second grade students. The material is about personal description of people. Some of the students could not use adjective correctly. They could not place the adjectives and the modified noun in the right order. For examples: some of the students wrote: *She has nose pointed*. It should be: *She has pointed nose*. They also wrote: *Her face beautiful*. It should be: *Her face is beautiful*. The error of the first example is that the students put the adjective and the modified noun in the wrong order. It should be the adjective as the first order. The second error is that the students did not use *to be* after the modified noun. There should be *to be* after the modified noun because in this case the adjective becomes the predicate.

Referring to the problems above, the writer would like to carry out a research in order to find out factors of the difficulties faced by the students in using English adjectives. This research is very important for English teachers to find out the solution of the problem. The research is about “Analysis on the Difficulties Faced by the Students in Using English Adjective. This is the case study that was found by the writer at the second grade students of Madrasah Tsanawiyah Al-Khairiyah, so that the research will be carried out at the same school and participants.
B. Limitation of the Study

There are some kinds of adjective in English, such as adjectival phrase, adjective clause, etc. Therefore, the writer limits the problem about the difficulties faced by the students in using English adjectival phrase only.

C. Formulation of the Study

By concerning to the background of the study, the writer wants to analyze some factors affecting students’ difficulties in using English adjective. The study begins with the formulation “What makes the students encounter some difficulties in using English adjective?”

D. Significance of the study

According to the research that is carried out to investigate some factors affecting students’ difficulties in using adjective in English, the writer hopes that the result of the study can be beneficial to English teachers, especially for those who teach in Madrasah Tsanawiyah Al-Khairiyah in order to be able to develop their strategies and materials in teaching English grammar. It is also expected to the students themselves in order to improve their knowledge, especially in grammar. Moreover, this study is expected to the institution, in this case Madrasah Tsanawiyah Al-Khairiyah and curriculum developers to help the English teachers in finding out the problem solving of students’ difficulties in using English adjective and to create the curriculum and the materials that are suitable and beneficial to the students in their every day life.

E. The organization of writing

This research is systematically divided into five chapters as follows:

Chapter one presents introduction, it consists of background of the study, limitation of the study, formulation of the study, significance of the study, and organization of the writing.

Chapter two presents theoretical framework, which consists of the concept of grammar, difficulties in learning grammar, and factors affecting
difficulties and error. It also presents the definition of adjective and kinds of adjective.

Chapter three discusses about research methodology. It consists of method of the study, objective of the study, place and time of the study, population and sample, instrumentation, technique of data collection and technique of data analysis.

Chapter four deals with research finding. It consists of data description, data analysis and interpretation of data analysis.

Chapter five is the last chapter which consists of conclusion and suggestion.
A. Grammar

1. Concept of Grammar

If we talk about grammar, we will remember some patterns that always make us afraid of making mistakes either when we are speaking or writing English language. Grammar is frightened by most of English language learners because of their patterns or rules. Even for the students who want to become English teachers, it becomes the most frightened subject they learn.

However, we of course cannot separate grammar from a language, including English. That is because grammar is an essential component of both spoken and written languages. It helps you to arrange the right choices of words and structures to make your communication as effective as possible. We learn from it how to combine words into a sentence, so they become appropriate and well-formed. Look at the example, "The boy ate spaghetti last night." This sentence is grammatical and this is what we call grammar which consists of rules of syntax. It is a grammar that specifies how words and phrases are combined to form sentences, and rules of morphology.

It is stated by Murcia and Hales in their book that grammar is a subset of those rules which govern the configurations that the morphology and syntax of a language assume. On the other hand, grammar also emphasis on semantic and lexis which specifies meaning of a sentence. It means that grammar organizes not only the rules of a sentence but also its meaning. So that the sentence becomes grammatical and meaningful either in spoken or written language. Penny Ur stated in her book “Grammar may be roughly defined as the way

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a language manipulates and combine words (or bits of words) in order to form longer units of meaning. Look at the following examples:

The sentence “The spaghetti ate the boy last night.” is grammatical and well-formed. The rule of simple past tense in this sentence is in line. The word “ate” is the second form of verb “eat” that is changed in order to be suitable with the rule of simple past tense. However, if we look at its meaning, it is not meaningful at all. How can the spaghetti eat the boy? It does not make sense and is not appropriate in language usage. The right order is “The boy ate spaghetti last night.” This is the sentence that is grammatical and meaningful. This kind of sentence is appropriate and effective for language learners to use.

Related to the definitions above, Hartwell (1985, pp. 352-353) organized some of these different meanings in an attempt to clarify our understanding of grammar by offering five different definitions, summarized here:

a. A set of formal patterns in which the words of a language are arranged to convey a larger meaning.

b. The branch of linguistics concerned with the description, analysis and formulation of formal language patterns.

c. Linguistic etiquette

d. School grammar, or the names of the part of speech.

e. Grammatical terms used in the interest of teaching writing.

In line with those definitions, the writer concludes that grammar is one of the most important parts of a language which organizes the smallest thing such as words, phrases and construct them to be well-formed and meaningful sentences. Grammar also helps the learner aware of using English language appropriately and effectively in a broader communication.

2. Difficulties in Learning Grammar

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3 Penny Ur, Grammar Practice Activities, (Cambridge: Cambridge University Press, 1988), p.4

Whether we like or not, grammar is one thing that is essential for the mastery of every foreign language learning including English.

In ‘natural learning’ such as the learning of a first language by a child, the amount of time and motivation devoted to learning is that there is no necessity for concious planning of the learning process: sooner or later the material is absorbed. On the other hand, learning English at school or such courses has much less time available and less motivation. For this kind of concious learning, we need to prepare some effective planning of learning materials in order the learning activities are effective and efficient.

However, introducing a new language to the students is not as easy as teaching their own language. The acquisition of a new language can pose many learning difficulties to the student streaming from a number of sources.

Learning difficulty is a term used to describe any one of a number of barriers to learning that a student may experience. Therefore, students with learning difficulties may find activities that involve thinking and understanding particularly difficult, and of course they need support and help to solve their problem.

Difficulties in learning a new language such as English commonly happen to most of the students in the world, including Indonesia. The different cultural backgrounds between their mother tongue and English as a foreign language may have a considerable effect on student learning difficulties, especially when it comes to sentence structure in English.

The differences of the two languages will become a negative transfer, and in this case, errors will result. On the other hand, transfer will be positive when the two languages’ habits are the same. Those are like what Littlewood stated: “Differences between the two languages lead to interference, which is the cause of learning difficulties and errors.”

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5 Penny Ur, Grammar Practice..., p. 5
Another statement also stated by Robert Lado. He even summed up the learner’s problem in a well-known formulation as follows: “Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult.”(1957,p.2)

Based on the statement and formulation that are stated by Littlewood and Lado, the writer concludes that difficulties in learning English especially grammar are created by the negative transfer that takes place from the mother tongue to the second or foreign language. Furthermore, this negative transfer results some errors that are produced by the learners. In other word, the learners commit some errors in learning English grammar as a result of the difficulties they encountered. So that, difficulties and errors are correlated each other.

3. Factors Affecting Difficulties and Errors

Principally, in learning foreign language for instance English, the students cannot avoid making errors, and there must be some factors affecting those errors.

Until recently, theorists and methodologists seemed chiefly concerned with who should accept responsibility for causing the errors. Naturally, teachers are blamed for causing errors because of their sloppy or careless teaching strategy and planning. On the other hand, students are also blamed because of their lack of motivation, self-discipline or general intelligence.

However, errors are not only produced by the students who are lack of motivation, undiscipline and low intelligent, but also the most intelligent, conscientious and motivated students do make errors, even when learning under the best possible conditions. Therefore, as practising teachers, we

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10 Peter Hubbard, et.al., A Training Course..., p. 131
must find and analyze the causes of errors and apply knowledge we have gained from this analysis to the teaching process.

In trying to find out the factors affecting difficulties and errors, it is important to know first what error is.

Errors, according to behaviourist theory were ‘the result of non-learning rather than wrong learning.’

Brooks even wrote: ‘like sin, error is to be avoided and its influence overcomes…..’

Referring to the definitions of error above, errors were considered as the result of difficulties that students encountered in learning foreign language. Errors should be avoided and cannot be tolerated in order not become habits. In this case, teachers have an important role to help the students overcome the difficulties they encounter.

As we have seen in the preceding paragraph, errors seem to be commonly produced by the learners who encounter difficulties in a new language they learn. To help them overcome their problems, we must find out what factors affecting their difficulties are.

According to Peter Hubbard, there are three major causes of error such as mother tongue interference, overgeneralization and errors encouraged by teaching material or method. Pit Corder gives the same categories but different term. He labels them as ‘transfer errors’, ‘analogue errors’ and ‘teaching-induced errors’. The explanations are as follows:

a. Mother tongue interference

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12 Rod Ellis, Understanding Second Language …, p.20
13 Peter Hubbard, et.al., A Training Course..., p.140
Learning a foreign such as English is like learning a new habit. It means that we cannot acquire this new habit as easy as our own habit. The old habit sometimes interferes the new habit we learn. According to behaviourist learning theory, old habits get in the way of learning new habit.\textsuperscript{14} Bright and Mc. Gregor (1970:236) also quoted that: “The grammatical apparatus programmed into the mind as the first language interferes with the smooth acquisition of the second.”

Related to the statements above, old habit, which is in this case mother tongue can influence the result of the new language learning. This what we call as mother tongue interference. Where the first and the second language share a meaning but express it in different ways, an error is likely to arise in the second language because the learner will transfer the realization device from his mother tongue into the second. For example, an Indonesian speaker may express the idea of being cold (=meaning common to first and second language) as ‘I cold’, as a result of the way this meaning is expressed in L1 Indonesian ‘Saya kedinginan.’

b. Overgeneralization

Different from the first cause, mother tongue interference, overgeneralization seems to be an error that is produced by the students as a result of their language development. It means that the error is not caused by their mother tongue interference, but it claims that the learner processes new language data in his mind and produces rules for its production, based on the evidence. Where the data are inadequate or the evidence only partial, such rules may be produced error. For example, the learner learnt simple past tense and produced the sentence “She drank all the lemonade.” This kind of error is produced because of the learner overgeneralizes that the verb in the simple past tense sentence must be added by “ed”, therefore, he/she added “ed” after the word “drink.”

\textsuperscript{14}Rod Ellis, Understanding Second Language..., p.19
kind of error is called overgeneralization. The learner produces this kind of error because of he/she has not mastered the material or only partial.

c. Errors encouraged by teaching material or method

As we have discussed before, teacher is sometimes blamed as the one who makes students produce errors when they learn English. The teacher is blamed because of his/her carelessness in preparing the material and lesson planning. If material is well chosen, graded and presented with meticulous care, there might never be any error. However, these errors are much more difficult to classify. Pit Corder admits this: “It is, however, not easy to identify such errors except in conjunction with a close of the materials and teaching techniques to which the learner has been exposed. This is probably why so little is known about them.”

Look at the example: I’m go to school every day.

The example above shows that the teacher only teaches one tense, and in this case present continuous tense. If a structural syllabus has placed great emphasis on one tense, such as present continuous tense, there is the danger that the learners will over-use it when moving on to new patterns. The prolonged drilling of the ‘I’m ……ing’ structure is quite likely to produce ‘I’m go’.

In brief, the writer comes to a conclusion that the negative transfer from those causes or factors have affected the students encounter some difficulties and of course automatically produce errors in learning English grammar.

B. Adjective

When we learn English, we often hear a word called adjective. It is used in every language aspects especially grammar. That is why it is classified as one of eight various categories in English part of speech. In this part of study, the writer will discuss the concept of adjective.

15 Peter Hubbard, et.al., A Training Course..., p. 142
1. The definition of Adjective

According to Hengeveld, “adjectives are characterized as predicates which, without further measures being taken, can be used to modify a noun.” Another definition of adjective is stated by Thompson. He defines adjective as a word that can be used in a noun phrase to specify some property of the head noun of the phrase, for example its color, size, shape, temprament, or other property concepts. Let us see the example:

**A big ship**

The adjective of a phrase above is the word “big.” This word describes and modifies the word “ship” as a noun. Therefore, adjective is called as a noun modifier whose function is modifying noun or pronoun.

Referring to the definitions of adjective above, the writer comes into a conclusion that adjective is one of part of speech whose function is modifying the qualities of noun and pronoun.

English adjective has its own grammatical roles, such as its position in a sentence. According to its position, English adjective occurs either before the noun it modifies or after the noun it modifies. The position of adjective that occurs before the noun it modifies is called attributive position. On the other hand, the one that occurs after the noun it modifies is called predicate position. Here are the examples:

**a. Attributive adjective**

Attributive adjective is divided into two:

1) Before the modified noun (the pre-nominal position)
   a) a **big** elephant
   b) the **old** computer
   c) some **pretty** women
   d) **poor** little old **green metal** chair

2) After the modified noun (the post-nominal position)

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a) a driver asleep at the wheel
b) a decade lovely to remember
c) a feather ruffled beyond belief

From the previous examples of attributive adjective, there are two kinds of attributive adjectivethat we have to know. First, attributive adjective with the pre-nominal position whose position is before the modified noun such as the word “big” in a big elephant. Second, attributive adjective with the post-nominal position which occurs after the modified noun such as the word “asleep” in a driver asleep.

However, the expected position for English adjective is the pre-nominal attributive one. That is why mostly attributive adjectives appear pre-nominally. If there is an adjective appears in the post-nominal position, then basically, that adjective will have formed part originally (or is assumed to have the potential to form part) of a restrictive relative clause that has undergone a transformation deleting the relative pronoun and the verb. Hence the following samples, which can be said to result from deletions, such as these:

- a driver (who was) asleep at the wheel deletable
- b. a feather (which looks) ruffled beyond belief deletable

In the main, any attributive adjective, whether pre-nominal or post nominal, can be viewed as derived ultimately from a relative clause containing “be” plus the adjective it self. Thus, note the following sentence: The old man lived to be 99 is derived from the man (who is) old lived to be 99.

b. Predicative Adjective

Besides appearing pre-nominally and post-nominally in attributive adjective, English adjective can also occur predicatively as the

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complement after linking verbs, such as be, seem, look, smell, etc. Here are the examples:

1) The elephant is big.
2) Some men were sick.
3) The women look pretty.
4) The dead roadrunner smells putrid.
5) The computer only seems old.

Unlike attributive adjective, predicative adjective uses to be and other linking verbs before. It becomes complement of the sentence above.

Related to the study of adjective, the writer then will discuss about kinds of adjective in the next section.

2. Kinds of Adjective

Marcella Frank claims adjective can be divided into two classes, namely determiners and descriptive adjective.¹⁹

a. Determiners

Determiners consist of a small group of structure words without characteristic form. Look at the group of determiners as follows:

1) Article

The article is also called as an adjective; it is classified into definite article (the) and indefinite article (a/an). Look at the examples:

a) Ali has a glasses.

b) The boy is standing beside Hafiz.

2) Demonstrative adjective

The demonstrative adjective this, these, that and those are identical to the demonstrative pronoun. However, they also can be used to modify nouns or noun phrase. Therefore, they are included in adjective categories. Look at the example:

a) This car needs to be fixed.

b) When he saw that lady, he fell in love with her.

3) Possessive adjectives

Possessive adjectives can be used as adjective whose function is to modify a noun or a noun phrase. They are my, your, their, our, his, her, and its. Look at the example below:

a) You have to put on your jacket before leaving.
b) My father is a doctor.

4) Numeral adjective

Numeral adjective shows certainly the amount of a noun. There are two kinds of numeral adjective as follows:

a) Cardinal numeral such as one, two, three, etc.
   Example:
   • Sheila has two sisters.

b) Ordinal numeral, such as first, second, third, etc.
   Example:
   • January is the first month of the year.

5) Adjectives of indefinite quantity

Adjectives of indefinite quantity show the amount of noun, but they do not show certainly their numeral, such as a few, some, a little, etc. Look at the example:

• John has only a few friends.

The example above does not show the number of John’s friends. It just explained that John has a few friends.

6) Relative and interrogative adjectives

Relative and interrogative adjectives are like interrogative pronoun except they modify a noun or a noun phrase rather than standing on its own to ask a noun. They are such which, whose, what, etc. Look at the example:

a) Whose book is it?
b) What book are you reading?
c) Which is faster a train or an airplane?
b. Descriptive Adjectives

Descriptive adjectives usually indicate an inherent quality (such as beautiful, smart, intelligent), or physical state such as age, size, color, etc. Inflectional and derivational endings can be added only to this type of adjective.\(^{20}\)

Some descriptive adjectives take the form of:

1) Proper adjectives

Proper adjectives are formed from a proper name such as American, Japanese, etc.

Look at the examples:
- a) Anggi likes Japanese food.
- b) John is an American.

2) Participial adjective

This kind of adjective is divided into two, they are:

a) Present participle

The adjective is formed by adding suffix “ing”, look at the example:
- I bought some interesting books yesterday.
- Math is a boring lesson.

b) Past participle

It is the adjective that is formed by the third form of verb. Here are the examples:
- Educated people
- Spoiled children
- a worn tablecloth

3) Adjective Compounds

Adjective compounds consist of two or more adjectives. Adjectives compounds can be divided into two:

a) with participles

\(^{20}\) Marcella frank, *Modern English…*, p. 110
(1). Present participle, such as a good-looking girl, a heart-breaking story, a long-suffering widow, etc.

(2). Past participle, such as a turned-up nose, a broken-down house, new-born kittens, etc.

b) with –ed added to nouns functioning as the second element of a compound. The first element is usually a short edjective, such as absent-minded, ill-tempered, left-handed, tan-skinned, etc.

These compounds are usually written with hyphens, but sometimes they are not reflecting the general tendency to use fewer hyphens, some dictionaries give as single words a number of the compounds we have just listed such as heartbreaking, absentminded, and newborn.
CHAPTER III
RESEARCH METHODOLOGY

A. Objective of the Study

Because there are some students at Madrasah Tsanawiyah who faced some difficulties in using English adjective, the writer carried out a research that was aimed at investigating why the students encountered some difficulties when they used English adjective and led them to make some errors. She also wanted to find out what factors that could affect them in making those errors.

B. Place and Time of the Study

The research was carried out by the writer at a private school named Madrasah Tsanawiyah Al-Khairiyah which is located on Jl. Mampang Prapatan IV No. 71-74 South Jakarta.

The writer conducted this research in a week. It was started from 6th February 2009 and ended on 14th February 2009. The writer in conducting this research did some processes. First, she asked for permission to the school principal to carry out the research. Then, she observed which class she wanted to choose to be a sample of her research. Finally, she did her research by conducting a test and got the data she needed.

Actually, it was not the first time for the writer to do a research at this school. She had carried out a research here when she was doing PPKT last year. However, the problem in her research now has been appeared since she taught there last year. That is why she decided to carry out her research about this problem at the same school.

C. Method of the Study

In this research, the writer used descriptive analysis method. This study is a qualitative research that focuses attention on a single entity usually as it exists in its naturally occurring environment. The unit of analysis might be a student, a teacher, a classroom, a school, an institution, or a community.
In this research, the writer focused on a classroom whose students encountered some difficulties and made some errors in using English adjective. She investigated what factors affecting them in finding those difficulties that result errors. Therefore, the focus of the research is the students in a classroom.

D. Population and Sample

In the research she carried out, the writer took all of the second grade students of Madrasah Tsanawiyah Al-Khairiyah as the population of her research. Therefore, the numbers of population in this research are 166 students.

In dealing with the population of the research, it is important to determine the number of sample that will be chosen by the writer. It must be done because the population is too large for the writer to attempt to analyze its entire member. Therefore, she must choose the sample to represent the population.

Sampling must be done correctly, so that she can describe the real condition of the population. In this research, the writer used judgment sampling. It means that the writer selected the sample based on judgment. For example, a researcher may decide to draw the entire sample from one “representative city” even though the population includes all cities. It was the same with what the writer did in taking the sample of her research.

She took one representative class from four classes as the sample of her research. The class she chose was 8 C because she found some errors that made by the students in this classroom when she did her PPKT last year. There are 40 students in this classroom. However, two students were absent when she conducted her research. Therefore, there were only 38 students who became the sample of her research.

E. Technique of Data Collection
The next step in this research is collecting the data. The writer used some techniques in collecting the data, such as book literature, field observation and test instrument.

Firstly, before conducting her research, she searched some books and other references, which were related to this research. For example, some research books. Through these books, the writer might know the procedures of her research, such as research methodology she wanted to use, techniques in taking samples, techniques in collecting the data, techniques in analyzing the data and many others.

Secondly, she did field observation at Madrasah Tsanawiyah Al-Khairiyah where the research was carried out. She observed some data from it, such as the condition of school and the number of students that would become the population and sample of the research she carried out.

The last technique in collecting the data was the writer conducted a test to investigate whether the students encountered difficulties and committed errors in using English adjective. The material of the test was about “adjective of personal description.” This test was adopted from a book titled “Real Time An Interactive English Course for Junior High School Students Year VII.” The writer is Nina Bates and published by Erlangga. In this test, the students were instructed to write a paragraph about personal description of a missing person named Adriana Smith. A photograph of the missing person and her characteristics completed the test. The writer enclosed the test in the appendix section.

F. Technique of Data Analysis

Data analysis is the last step of this section. After collecting the data from the test she conducted, the writer analyzed the students’ difficulties by focusing on their grammatical errors in the paragraph they wrote, especially in the use of English adjective. There are some errors appeared in their writing, such as omission error, addition error, dis ordering error and many other errors or other error.
To acquire the data, the writer collected the error items from each student’s writing and described them with the use of several terms, such as omission, addition, disordered and other errors.

By using these terms, the writer classified the error items and explained what factors affecting these errors. From the data, the writer tried to verify the frequency of the errors the students made in their writing descriptively.

The percentage of the errors will be presented based on the terms that have been mentioned before. The writer applied the following formula to calculate the percentage of students’ grammatical errors:

$$P = \frac{F \times 100}{N} \ %$$

$P =$ Percentage of students’ grammatical errors
$F =$ Frequency of errors’ occurrence
$N =$ Number of observed sample
CHAPTER V  
Conclusion and Suggestion

A. Conclusion

In dealing with the result of the research that was presented by the writer in chapter IV, it can be concluded that “The students at Madrasah Tsanawiyah Al-Khairiyah faced some difficulties in using English adjective.”

The difficulties that are faced by the students in using English adjective are caused by some factors, such as:

1. Mother tongue interference, in this case Indonesian. The differences between the students’ mother tongue and English grammatical rules especially in the use of adjective lead them encounter some difficulties and result some errors.

2. Students’ lack of grammatical rules. It means that they have not mastered the rules of adjective well. Therefore, they encountered some difficulties and produced some errors.

Referring to the factors that are caused some students’ difficulties above, the writer believes that this problem appears because of the lack of exposure in learning English grammar especially adjective. It may also be caused by the lack of time and socialization in learning English grammar, therefore the students are not interested in this subject and the result is they encounter some difficulties in learning it.
B. Suggestion

According to the result of the research that was carried out at Madrasah Tsanawiyah Al-Khairiyah, the writer suggests:

- It is hoped that English teachers to be more active in socializing English a, especially in the differences and the similarities between English and Indonesian grammatical rules, therefore, the students understand them easily.
- It is also hoped that English teachers to expose the students with more English input from many sources in order to improve their ability in grammar.
- It is hoped that the students to be more active in practicing English grammar, especially adjective either in spoken or written language.
BIBLIOGRAPHY


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There is a missing person and the police officers want to search her. To help them find her, you have to describe the characteristics of the missing person based on the flyer below!

I. Write a paragraph about people description based on the following flyer!