

**STUDENTS' ERRORS IN ARRANGING ADJECTIVE ORDER IN
DESCRIPTIVE SENTENCE**

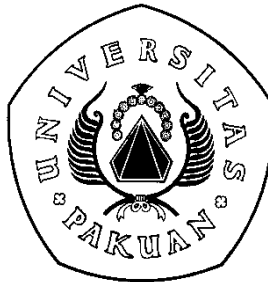
(A study conducted to 8th grade students of SMP PGRI 5 BOGOR)

A PAPER

Submitted to the English Education Study Program Faculty of Teachers Training and
Educational Sciences of Pakuan University as a Partial Fulfillment to the Requirements
for *Sarjana Pendidikan* Examination

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FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES
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2018

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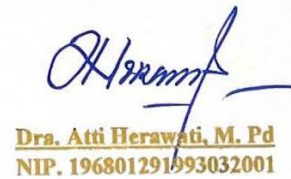
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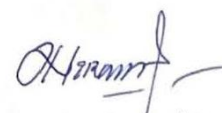
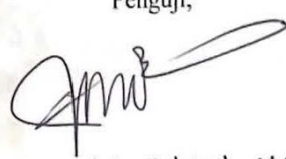

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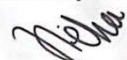
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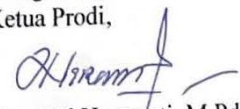
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- Revise Students' Work : Write the types of Students' error on Students' work use colorful Pen.	Penguji,  Mursidah Rahmah, M.Pd. Tanggal: 8-8-18
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DECLARATION

I hereby declare that the paper entitled “Students’ Error in Arranging Adjective Order in Descriptive Sentence” completely my own work. I am fully aware that have quoted some statements and ideas from many resourcers. All quotations are properly acknowleged in the texts. There should be any claim on the orignality on the ownership of this paper. I would be prepared to take any legal responsibility.

PREFACE

Alhamdulillah, the writer is grateful to Allah S.W.T, because only of Their mercy, this paper entitled “Students’ Error in Arranging Adjective Order in Descriptive Sentence” can be finished and not forget to the Great Prophet Muhammad SAW’s of his quote about the science which is must be learnt is part of good deeds to reach the Jannah.

The paper is written to fulfil one of the requirements for the *Sarjana Pendidikan* Examination at English Education Study Program, Faculty of Teachers Training and Educational Sciences, Pakuan University, Bogor.

The writer realizes that this paper is still far from being perfect. However, the writer hopes that this paper can be useful to her self and other who want to read it. Finally, the writer also appreciates all the constructive criticisms and suggestion to improve the paper.

Bogor, May 2018



ACKNOWLEDGEMENT

In process of writing this paper, the greatest gratitude is extended to Allah SWT who has made the writer possible to finish this paper and gives the guidance, mercies and strength in completing this paper. First, Her deepest gratitude and appreciation are presented to Drs. Deddy Sofyan, M.Pd as the first supervisor and as the Dean of Faculty of Teacher Training and Educational Science, Pakuan University and also Mursidah Rahmah, M.Pd. as the second supervisor who had given her advices, guidance, suggestions, and motivation in accomplishing this paper.

Her sincere gratitude is also extended to Dra. Atti Herawati, M.Pd as the Head of English Education Study Program, Asih Wahyuni, M.Pd as the Secretary of English Education Study Program, Anita Retnowati, M.Hum. as her academic counselor, and Andi Maulana, M.Pd for sharing valuable knowledge and giving kindness and all the lecturers of English Education Study Program.

In addition, her sincere thanks and appreciation are given to the students in 8th grade of SMP PGRI 5 Bogor for their cooperation and participation in the process of collecting the research data, also for Melisda, S. Pd. as English teacher of SMP PGRI 5 Bogor and Bu xxx as head master of SMP PGRI 5 Bogor.

Her deepest gratitude, appreciation, and love are dedicated to her beloved parents: Yusuf Mintaraga and Oyeh Anjani Sumiati, for giving her endless love, care, support and special thanks for always praying for her in the whole of their life. Besides, her deepest gratitude is given to her lovely brother: M. Azmy Arya

Rizaldy for always caring and supporting her. Furthermore, she would like to show her gratefulness to her beloved friends: Junata, Rezna, Ira, Winda, Isma, Dian, Indira, Phaisal, Lastria, Rescky, Mayan, Biya, Nisa, Kak Arli, Kak Sekar, Kak Astrid, Reva for always supporting and helping her in finishing this paper. She also thanks all her classmates in Class C/2011 and friends.

ABSTRACT

This research is aimed to finding out students' error in arranging adjective order in descriptive sentence. It is conducted to 8th grade students in SMP PGRI 5 Bogor. The writer chooses this grade because they had learnt adjective order and descriptive sentence. Descriptive method is used in conducting this research. The writer uses purposive sampling by taking one class who got the lowest score on English subject. The data are collected by using students' work, questionnaire, and interview note. There are four types of errors in arranging adjective order in descriptive text; omission, addition, misinformation, and misordering. From the result f the research, it is found that the highest error is misordering. There are 45 errors (48.91%) in misordering. Omission appears as the second error (28.26%) followed by misinformation (15.22%). The lowest error is addition (7.61%).

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is the first foreign language which is learned in school. English is used for communication, both spoken and written are need to be learned to produce a good language.

Moreover, in learning english students have to learn about language skill . There are four skills in English that important to be learned. They are speaking, reading, listening, and writing. In learning language students should learn about writing skill. It can be used to express an idea, share an information and so on. Writing should be taught by teacher because almost all human beings grow up speaking their first language as a problem. Writing has remained for most of its history a minority occupation.

In particular, students are expected to have ability to write a sentence. Descriptive sentence can help students to describe particular person, place, or thing. On descriptive sentence there is also the use of adjectives and compound adjective. The students use adjective to describe something in descriptive sentence. They usually find problem using compound adjective, especially in arranging adjective order in one sentence in descriptive sentence. They are make misordering errors when they put more than two adjectives. In fact one important

component that should be correctly used in writing descriptive sentence and should be mastered by the students is arranging adjective order. It will help the students to describe a person, place, or thing easier to understand. For that reason, arranging adjective order is important to support the students' skill in writing descriptive sentence.

B. Reasons for Choosing the Topic

There is a reason to choose the topic, in write a descriptive sentence the students have to know about the components of descriptive sentence, they are using adjective to describe particular thing. Put adjective in order correctly should be mastered by the students to produce a good descriptive sentence. The students still make misordering errors in arranging adjective order, especially when they use more than two adjectives in one sentence. Students need to know how to arrange adjective order correctly. Thus, with a good adjective order they can deliver the descriptive sentence clearly.

C. Aim of the Research

Students' error in arranging adjective order need to be reduced, but the types of errors have to be known first. Therefore, the writer wants to investigate the types of students' error in arranging adjective order in descriptive sentence.

D. Research Question

The writer would like to formulate the problem as, what type of errors made by students in arranging adjective order in descriptive sentence?

E. Research Focus

In order to avoid misunderstanding in interpreting the problem, the writer only focuses on type of errors made by students. Ellis (2008:52) classified categories of error into four types, they are omission, addition, misinformation, and misordering.

F. Operational Definition

1. Adjective order is several adjectives that come before a noun, they usually set in a particular order and have relation in a phrase properly.
2. Descriptive sentence is a sentence that describe a particular person, place, and thing in details.
3. Error Analysis is a method of looking at error made by students of the second language by using some procedures, there are identifying, describing, and explaining.

G. Research Significance

This research gives benefits for the students. It is expected that students can know how to arranging adjective order in a proper way. Afterwards, students are expected to comprehend about their ability to arranging adjective order into a sentence when they make descriptive text.

This research also can be references for the teacher in teaching arranging adjective order. So, the teacher can improve the teaching method.

CHAPTER II

THEORITICAL FOUNDATION

A. Error Analysis

1. Definition of Error Analysis

In learning process, making error is a natural aspect. Errors can be made by students especially when they learn foreign language because of the difference between first language and second language. Harmer (2007:170) remarks, “errors are part of the students’ interlingua that is the version of the language which a student has any one stage of development, and which is continually reshaped as he or she aims toward full mastery”. In addition, Brown (2000:218) states, “error analysis is the fact that the students do make errors, these errors can be observed, analyzed, and classified to reveal something of system operating within the students, led to a surge of study of students’ error” It means that error analysis is the way to analyze and identify the areas of students’ error in process of learning language.

Error analysis is the study of students’ errors, especially when they learning second language. It provides information on students’ error which help teachers to correct their mistakes. Crystal (in Hasyim 2002:47) mentioned that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms

produces by someone learning a foreign language, using any of the principles and procedures provided by linguistics. Ellis and Barkhuzein (2005:5) also stated that identifying, describing, and explaining are set of procedure in error analysis made by students.

There are good reasons for focusing on errors. First, they are a conspicuous feature of learner language, raising the important question of “Why do learners make errors?” Second, it is useful for teachers to know what errors learners make. Third, paradoxically, it is possible that making errors may help learners to learn when they self-correct the error they make. Ellis (2003:15)

Based on those explanations, it is concluded that as useful information in order to improve and organize the better learning process for the teachers, error analysis is a method of looking at error made by students of the second language by using some procedures, there are identifying, describing, and explaining.

2. Differences between Mistake and Error

Mistake and error are different. Brown (2000:217) states, “an error cannot be self-correct, while mistakes can be self-corrected if the deviation is pointed out to speaker”. Technically, the students make error because they do not understand and do not know the correct form. According to Johnson (2008: 335), the teacher can say students make error if the students get something wrong because the students have interlanguage knowledge. Mistakes is to do with the notion of processing ability and procedural knowledge in learning process.

Harmer (2007:96) mentioned that slip is a mistake which students can correct themselves once the mistake has been explained by the students. In addition, Hubbard *et al* (1983:134) give similar opinion. They said that errors caused by lack of knowledge about target language or by incorrect hypothesis about it, while mistake caused by temporary lapse of memory, confusion, slip of tongue, and so on.

Errors are mistakes which the students cannot correct themselves, therefore they need explanation. It implies slip and error are mistakes, but both of them are different. Slip can be self-corrected by the learners. An error cannot be self-corrected because the students have not yet mastered the rules of the second language.

3. Types of Causes

There are many types of causes why the students make some errors and it cannot be avoided. Richard (1971:19-22) mentioned four main causes of errors.

a. Overgeneralization

Overgeneralization covers instances where the learners create a deviant structure on the basis of their experience of the other structures in the target language. A learner may write “He walked fastly to catch the bus” because they already know “She walked quickly to catch the train”

b. Incomplete application of rules

Incomplete application of rules involves a failure to fully develop a structure. Thus learners are observed to use declarative word order in questions such as “You like to play?” instead of “Do you like to play?”.

c. False concepts hypothesized

It arises when the learners do not fully comprehend a distinction in the target language, for example the use of ‘was’ as the marker of the past tense, as in the sentence “one day it was happened”.

d. Ignorance of rule restriction

It involves the application of rules to contexts where they do not apply. An example is “She made me *to* laugh” through extinction of the pattern found with the majority of verbs that take infinitival complements, for example, “He wanted me to go”.

According to Norrish in Emmaryana (2010:7), types of causes classified into three types, that is carelessness, first language interference, and translation. The three types of errors will be discussed briefly below:

a. Carelessness

Carelessness is closely related to lack of motivation, it is not always students’ fault if they lose interest, perhaps the materials and/or style of presentation do not suit them.

b. First Language Interference

Learning language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere with the new ones. This cause of error is called first language interference

c. Translation

It is one of the causes of error. This happens because students translate their first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.

4. Types of Errors

The types of errors are various. Corder (1971) classifies error into two types, such as:

a. Errors of Competence

The result of the application of the rules which do not correspond to the target language norm. It occurs when learners do not know the rules of target language adequately. Errors of competence are divided into two kinds:

1) Interlingual Errors: it depends on linguistic differences between the first language and the target language, and is traditionally interpreted as an interference problem.

2) Intralingual Error: It relates to a specific interpretation of the target language and manifests itself as a universal phenomenon in any language learning process. It is mainly

overgeneralization found in both the first language and the target language learning.

b. Errors of Performance

The outcome of the mistakes in language such as false starts or slips of the tongue. It happens when the learners suffer from stress, indecision, conflict, fatigue, etc.

Mainwhile, Ellis (2008:56) describes categories of error clearly. Errors divide into four types, there are:

a. Ommision

The students leave out some elements in a sentence. For example, ommision of *be*, “He sleeping”, “My sister very beautiful”

b. Addition

The students add a form that must not appear in a weel-formed. For example, “You didn’t slept” (for didn’t sleep).

c. Misinformation

The students use the incorrect form of element or structure. For example, “She ated fried chicken”

d. Misordering

The students use the element in wrong placement. For example, “What Clara is buying?”

5. The Steps in Analyzing Students’ Errors

According to Ellis and Barkhuizen (1997: 15-19) there are some steps in analyzing the error in language teaching and learning process, it divides into four main steps:

a. Identifying Errors

The first step in analyzing students errors is identifying errors. The difficulties may involve several issues such as grammatically wellformed or acceptability of an utterance. To identify students errors, teacher have to compare the sentence which produce by the students with the correct sentence in target language that correspond to the students.

b. Describing Errors

The second step is the description of errors begun when identification stages have taken place. The description of the students' errors involves classification of sort of errors made by the students. The simplest way to describe students' error is by linguistic categories such as grammatical and lexical errors.

c. Explaining Errors

The next step is explaining error, it concern about how the identification and description of errors occur. It also the most important stage for second language acquisition because it has a responsibility to establish the process of second language acquisition.

d. Evaluating Errors

The last step is the process of analysis is correction of errors where the teacher check the result from the task done by the students. Then, they correct the errors that the students made.

B. Adjective Order

In this part, the materials that related with this research will be explained. They are as follow.

1. Definition of Adjective Order

The definiton of adjective is the words that decribe a noun or pronoun, and order is the ways which people or thing are arranged in relation to another. According to Frank (1972:114), adjective order is several adjectives come before a noun. They usually have to set in a particular order. This order is determined by the degree of generality of each type of adjective. It is concluded that adjective order is the words that decribes noun which is arranged to one another and have relation in a phrase properly. In English, it is common to use more than one adjective for example “He is a funny young fool man” or “She is a beautiful smart woman”. It is important to put them in the right order when more than one adjective is used. According to type of adjective. The correct order for adjective and the different types of adjectives will be explained below:

a. Opinion

An opinion adjective describe what you think about something.

Examples: funny, awful, easy, ugly

b. Size

A size adjective, obviously, describes how big or small something is. Examples: huge, small, tiny, little, big

c. Age

An age adjective describes how young or old something or somebody is. Examples: ancient, new, old, young

d. Shape

A shape adjective explains the shape of something. Examples: triangular, round, flat, square

e. Color

A color adjective describes the color of something. Examples: blue, red, yellow, black

f. Origin

An origin adjective describes where something comes from. Examples: Indonesian, Canadian, Korean, Greek

g. Material

A Material adjective describes what something is made of. Examples: mettalic, wool, paper, cardboard, glass

h. Purpose

A purpose adjective describes what something is used for. They often end with “-ing” endings. Examples: walking, running, swimming

Below are the example of adjective order.

Table 2.1
Example of Adjective Order

	Opinion	Size	Age	Shape	Color	Origin	Material	Purpose
A	Funny		young			korean		man
A		small		Round	yellow		Glass	bowl
A		huge			Navy blue			Sleeping bag

2. Order of Adjectives Before Noun

According to Murphy (1994:196), adjective order is divided into two parts:

a. Opinion Adjective

Opinion Adjective is an adjective which is put among determiner and fact in a phrase or sentence. Example: In that classroom, there was a *beautiful* tall girl. In that sentence, an adjective “*beautiful*” is an opinion.

Table 2.2
Opinion Adjective

Determiners	Opinion	Fact	Noun
A	Good	Long	Story
An	Interesting	Thick	Book
The	Tall	Handsome	Boy

b. Fact Adjective

Fact adjective is an adjective which gives the factual information about size, age, color, origin, and material. Murphy (1994:196), stated in adjective order two or more fact adjective often is used.

The fact adjective is arranged in this order:

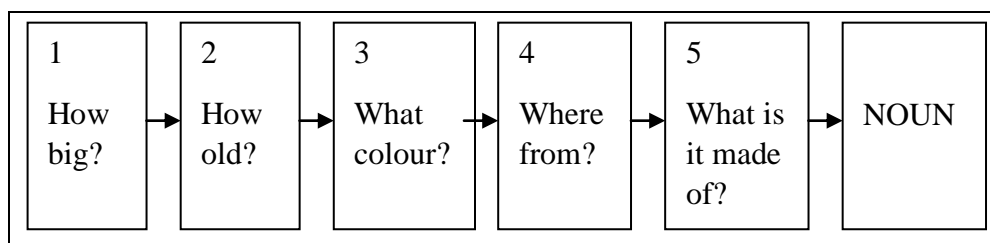


Figure 2.2
The Order of Fact Adjective

Example: *A cute tall girl* (1-2)

Small brown eyes (1-3)

A thin grey cat (1-3-5)

Adjective of size and length (small, long, short, tall, big, etc.)

come before adjectives of shape and width (thin, thick, fat, slim, wide, narrow, etc.)

Example: *A small thick book.*

C. Students' Errors in Arranging Adjective Order in Descriptive Sentence

In language learning there is a process of trial and error, the students cannot avoid a mistake and error in learning language. By making errors, students will build their new knowledge to use the target language. Littlewood (1986:17) said that the differences between the two languages lead to interference, which is the cause of learning difficulties and errors. Making errors during studying the second language can be considered as a means of building learners' abilities because they can learn something from making errors. Beside that another statement also stated by Robert Lardo (1957:2), he summed up the students' problem is well-known formulation as follows: "Those elements that are similar to native language will be simple and those elements that are different will be difficult".

In addition, one of basic error than often faced by students is in syntax, especially in adjective order. Adjective order characteristics of first language influence learner to construct the phrase, clause, and sentence in English in order to form meanings, Hancock (2005:6:).

Otherwise, Svenonius (2008:35) stated that the placement of adjective order is: “ordinal, cardinal, subject comment, evidential, size, length, height, speed, depth, width, temperature, wetness, age, shape, colour, nationally/origin, material”.

Based on the statement, it is concluded that students’ error in learning English especially in arranging adjective order are created by the negative transfer that take place from native language to target language. Beside that, the students usually use native language to comprehend English and they interference first language that different with English. When they arranging adjective order to make a sentence in descriptive text they forget the placement of the adjective. Also, they have lack ability to think which adjective should comes first, it makes students incompetent to arranging adjective order perfectly. So, it will cause error in learning and understanding english.

D. Descriptive Sentence

1. Definition of Descriptive Sentence

Descriptive Sentence is a group of word that describe a particular person, place or thing in details. According to Kemper Dave et al (1994:86), descriptive sentence is a group of word that express completed thought. It means that the everything we want to talk or write is expressed through the words that arranged and describe something clearly. Mainwhile Ronald Cramer (1986:2680) stated that descriptive sentence is a sentence that describe something,

use detail to paint a clear picture for the reader. It means that when the writer describes something they have to use words that help their readers see, smell, hear, taste, and feel what the writer describes.

A successful description does not depend on just the visual effect. However, it afflicates to evoke all the senses by identifying a subject's significant features and by arranging those features in an appropriate pattern. When the writer describes something, they need to capture both details and wholeness. The writer should select the specific details, so it can make the readers see what the writer sees.

2. The Keys to Write a Good Descriptive Sentence

When the students write a descriptive sentence, they have to tell about everything, for example telling about a person, place, or an object looks like. According to Hogue (2008:97). There are two keys in writing good descriptions:

- a. Use space order to organize your descriptions; it means that the students have to use the space order in writing descriptive sentences. For the result they can write the sentence well.
- b. Use lots of descriptive detail; it means that when the students describe something, they paint a picture with words. The goal is to make the reader see what they described. The way how to make it clear, they have to use a lot of specific detail.

E. Related Research

To support the research, some related previous studies are used. There are two previous studies that discuss students' error of adjective

order. The first is “An Error Analysis on Adjective Word Order in Modifying a Noun (A Case Study at Third Grade Year Students, Faculty of Letters of Gunadarma University)”, written by Martina Ramirez, Ni Luh Putu Setiarini, S.S., M (2007). In this research, the writer states that the understanding of the students on adjectives word order are good enough.

This research used random sampling technique. The population of this research was the third year students Faculty of Letters of Gunadarma University which consist of 85 students and she takes 40 students for sample. Based on the analysis, the understanding of the students on adjective word order are good enough, especially when they used two or three adjectives. On the other hand, they have week understanding in using of four or more adjectives. The problem faced by students in using two or more adjectives together to modify a noun is they do not know the pattern of adjectives word order especially when there are two or more adjectives in modifying a noun.

Second, this research has been conducted by Isna Maulida (2009) entitled “Analysis on The Difficulties Faced by Students in using English Descriptive Adjectives (A Case Study at the Second Grade of Students of MTs. Al-Khairiyah)”. This research describes the answer of the problem “what makes the students encounter some difficulties in using adjectives?”.

The result indicates that the students at MTs. Al-Khairiyah faced some difficulties in using English adjective. The 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.

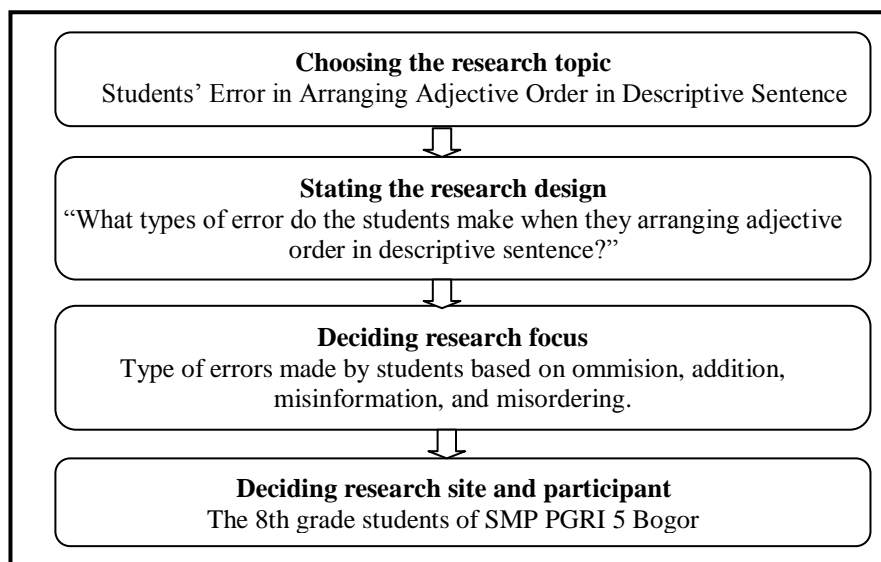
Other previous research is “An Error Analysis on Adjective Order Made by The Third Semester Students of English Education Study Program of The State Islamic Institute of Palangkaraya”, written by Muhammad Syarifudin (2017). This research is qualitative research. The aim of this research is to describe the types of the students’ grammatical error in adjective order. The design of the research is document analysis design. The sample of research consisted of two classes, the first class as research class consist of fourteen students and the second class as try out class consist of fourteen students. The writer using purposive sampling technique. The result of the data analysis shows that there were 605 errors on the students adjective order. There were omission with frequency 244 (40.33%), substitution with frequency 211 (34.87%), misordering with frequency 58 (9.59%), and misinformation with frequency 56 (9.26%). Omission was the most type of error, that show the students make wrong or deviation repeatedly or systematic.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In this research entitled “Students’ Error in Arranging Adjective Order in Descriptive Sentence” descriptive method is used. According to Issac (1984:46), descriptive research is the kind of research to describe systematically the situations and facts of a given population factually and accurately. Daniel (2004:46) also stated that descriptive studies look at the relationship between variable occurring in particular real lives. In order to achieve the aim of this research, the researcher uses questionnaire, interview, and documentation to know the students’ error in arranging adjective order in descriptive sentence. The design of the research is as follows:



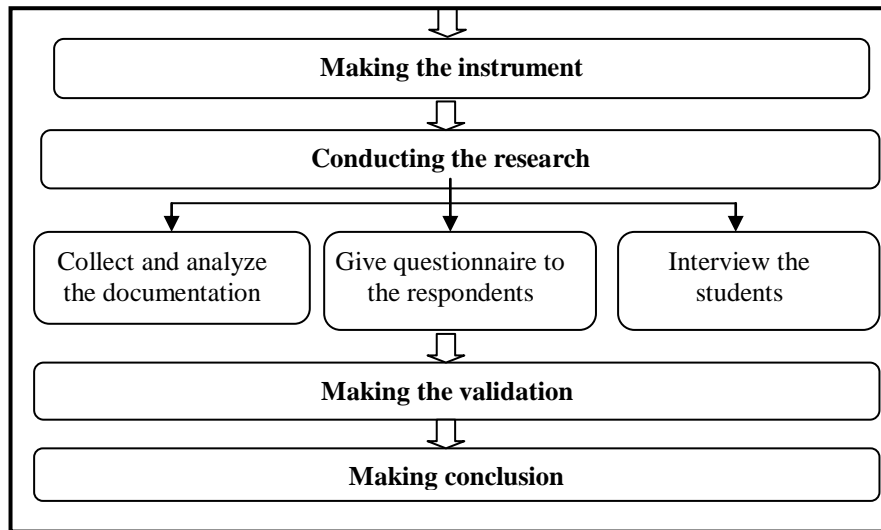


Figure 3.1
Research Design

B. Research Site and Participants

The research is conducted at SMP PGRI 5 Bogor. The participants of the research are 8th grade students from class 8D. They are chosen as the population because they are low achievers in English subject. In this research, purposive sampling is used by choosing 35 students from class 8D as the sample group. The sample group is chosen based on their scores got from the teacher and the recommendation of their own teacher.

C. Data Collection Technique

Documentation, interview and questionnaire are used to gain the data. The documentation is collected from the teacher. It is the result of students' worksheet or practice was done before by the teacher in her/his lesson. It is used to find out the types of students' error in arranging adjective order in descriptive sentence. After collecting students' assignment, questionnaire are distributed to support the data of the

research. Closed questionnaire is used to find out information from the students. The last, students' interviews are conducted to add the data. Students with lowest score based on the result of final assignment are interviewed to collected data and describes the result of the research.

D. Data Analysis

The data are classified as follow:

1. Data Analysis of the Document

In analyzing the documentation, each of students' test in arranging adjective order in descriptive text is analyzed to find out four types of error made by students.

Table 3.1
Rubric of Document Analysis

Name of Students	Sentences	Omission	Addition	Misinformation	Misordering
	Sentence of incorrect words				
	Total				

2. Data Analysis of Questionnaire

In analyzing the data from the questionnaire, the reliability of the questionnaire is counted as follows:

- a. Counting every answer of the questionnaire to get the frequency of error.
- b. Counting the percentile by using:

$$p = \frac{f}{n} \times 100\%$$

Note: p = percentage

f = The frequency of the students' answer

n = Sum of students' error

3. Data Analysis of Interview

In analyzing the result of interview, the writer transcribes the interview. The transcription of the interview can be read in the appendix.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This chapter describes the data and its analysis. The research was conducted at SMP PGRI 5 Bogor and it was started on April 02nd and ended on April 05th, 2018. The documentation of students' work and the questionnaire were taken on Monday, April 02nd 2018. Meanwhile, to strengthen the data, five participants were interviewed on Wednesday, April 4th 2018. The data are collected, analyzed, and interpreted. The following data description from each instrument.

1. Data Description from Documentation

In this paper, students' works in arranging adjective order in descriptive sentence were collected. The first thing done in describing the data was identifying the errors from students' work. The error are classified into four categories based on Ellis' theory (2008:52): omission, addition, misinformation, and misordering. The data description from documentation can be seen on table 4.1 as follows:

Table 4.1
Types of Errors in Students' Work

Name	Sentences	O	A	Mf	Mo
AN	1. A old beautiful house				1
	2. An interesting american old film				1
	3. An unsual gold ring	1			
	Total			3	

Name	Sentences	O	A	Mf	Mo
MF	1. A green old ambrella			1	1
	2. A american intosting old film			1	1
	3. A old beautiful house				1
	Total	5			

Name	Sentences	O	A	Mf	Mo
BR	1. A old beautiful house	1			1
	2. A interistig old american film	1			
	3. A black big cloud				1
	4. An unucal gold ring			1	
Total	5				

Name	Sentences	O	A	Mf	Mo
AVW	1. A new nice bag				1
	2. A green old umbrella				1
	3. A long thin beautiful face				1
	4. He is homsums funny boy			1	
	5. A old beautiful house	1			
Total	5				

Name	Sentences	O	A	Mf	Mo
MAD	1. A green old umbrella				1
	2. A beutiful old house	1			
	Total	2			

Name	Sentences	O	A	Mf	Mo
RI	1. A beatiful old house	1			
	2. A beutiful long thim face	1		1	
	3. An green old umbrella		1		1
	Total	5			

Name	Sentences	O	A	Mf	Mo
MWQ	1. A new nice bag.				1
	2. An green old umbrella.		1		1
	3. A old beatiful house	2			
	4. A long thin beautiful face.				1
Total	6				

Name	Sentences	O	A	Mf	Mo
SRR	1. A old green umbrella	1			
	2. A old beauful house	1		1	1
	3. A leather black glove				
	4. A beauful long thin face			1	
	5. A beauful round wooden table			1	
	6. A sunny lovely day				1
	Total	7			

Name	Sentences	O	A	Mf	Mo
MJ	1. An old beautiful house				1
	2. A big blac cloud	1			
	Total	2			

Name	Sentences	O	A	Mf	Mo
ANA	1. A new nice bag				1
	2. A old green umbrella	1			
	3. An intereshing old American film			1	
	Total	3			

Name	Sentences	O	A	Mf	Mo
RMNH	1. A beutiful round woden table	2			
	2. An usual gold ring	1			
	3. A new nice bag				1
	4. An beutiful old house	1	1		
	5. An intresting old American film	1			
	Total	7			

Name	Sentences	O	A	Mf	Mo
ADW	1. An American old film intresting			1	1
	Total	2			

Name	Sentences	O	A	Mf	Mo
JDA	1. A beautiful round wooden teble			1	
	2. An old green umbrella	1			
	3. An intersting old American film			1	
	4. A big cloud black				1
	Total	4			

Name	Sentences	O	A	Mf	Mo
MAR	1. A new nice bag				1
	2. A green old umbrella				1
	3. A old beautiful house	1			1
	Total	4			

Name	Sentences	O	A	Mf	Mo
MEI	1. An gold unusual ring		1		1
	2. A old beautiful house	1			1
	3. A leather black glove				1
	4. An interesting american old film				1
	Total	6			

Name	Sentences	O	A	Mf	Mo
DMS	1. A new nice bag				1
	2. A old green umbrella	1			
	3. A old beautiful house	1			1
	4. A leather black glove				1
	5. An old American interesting film				1
	6. A long thin beautiful face				1
	Total	7			

Name	Sentences	O	A	Mf	Mo
FR	1. A green old umbrella				1
	Total	1			

Name	Sentences	O	A	Mf	Mo
ARD	1. A beatiful round wooden table	1			
	2. A beatiful old house	1			
	3. A old American interesting film	1			1
	4. A long thin beatiful face	1			1
	5. A black big coloud		1		1
	Total	8			

Name	Sentences	O	A	Mf	Mo
SH	1. A green old umbrella				1
	Total	1			

Name	Sentences	O	A	Mf	Mo
MFA	1. A new nice bag				1
	2. An old American interesting fim				1
	3. A black big cloud				1
	4. A sunny day lovely				1
	Total	4			

Name	Sentences	O	A	Mf	Mo
MARFD	1. An usually gold ring			1	
	2. An interesting American old film				1
	3. A sunny lovely day				1
	Total	3			

Name	Sentences	O	A	Mf	Mo
BP	1. A beautiful round wodden table		1		
	2. An interisting American old film			1	
	Total	2			

The following table is recapitulations of students' error in arranging adjective order in descriptive sentence based on types of error.

Table 4.2**The Recapitulations of Students' Erros**

No	R	Types of Error				The Sum of the Error
		Omission	Addition	Misinformation	Misordering	
1	AN	1			2	3
2	MF			2	3	5
3	BR	2		1	2	5
4	IFDH					0
5	AVW	1		1	3	5
6	MAD	1			1	2
7	ASZ					0
8	RI	2	1	1	1	5
9	ANJN					0
10	MWQ	2	1		3	6
11	SRR	2		3	2	7
12	AFF					0
13	MJ	1			1	2
14	MGPS					0
15	ANA	1		1	1	3
16	SAP					0
17	RMNH	5	1		1	7
18	ADW			1	1	2
19	NA					0
20	JDA		1	2	1	4
21	MAR	1			3	4
22	SS					0
23	MEI	1	1		4	6
24	DMS	2			5	7
25	MUA					0
26	ES					0
27	FR				1	1
28	ARD	4	1		3	8
29	DPS					0
30	SH				1	1
31	MFA				4	4
32	MARFD			1	2	3
33	RHN					0
34	BP		1	1		2
35	GP					0
Total		26	7	14	45	92

Note: R: Respondents' initial name

The total of the errors on each category is also counted. The result can be seen on table 4.3.

Table 4.3
The Result of the Error in Students' Work

No	Types of Error	Frequency of Error	The Percentage of Error
1	Omission	26	28.26%
2	Addition	7	7.61%
3	Misinformation	14	15.22%
4	Misordering	45	48.91%
Total		N=92	100%

From the table above, it can be seen that the highest common error made by students is misordering with 45 errors (48.91%). Followed by omission with 26 errors (28.26%) and misinformation with 14 errors (15.22%). Meanwhile, addition is the lowest with 7 errors (7.61%) identified that 13 participants do error in omission, 8 participants in addition, 11 participants in misinformation, and 23 participants in misordering.

2. Data Description from the Questionnaire Distribution

After describing the errors, the questionnaires were distributed to the participants on April, 3rd 2018. The questionnaires consists of 15 statements. The result of the questionnaire is as follows:

Table 4.3
The Result of the Questionnaire

No	Indicators	Statements	AA	AF	%
Types of Errors					
1	Misordering	1. I can distinguish adjective and noun.	Yes	31	91,18%
			No	3	8,82%
		2. I feel difficult to differentiate types of adjective.	Yes	14	41,18%
			No	20	58,82%
		3. I find difficulty to memorize the order of types word in adjective order.	Yes	24	70,59%
			No	10	29,41%
		4. I still make a mistake to place	Yes	26	76,47%

		adjective order when make descriptive sentence.	No	8	23,53%
		5. I find difficulty when put more than two adjective when make descriptive sentence.	Yes	22	64,71%
			No	12	35,29%
		6. I can distinguish which word is an opinion, size, age, shape, color, origin, material, or purpose.	Yes	27	79,41%
			No	7	20,59%
2	Omission	7. I find difficulty to use to be (is, am, are)	Yes	8	23,53%
			No	26	76,47%
		8. I have difficulty to use pronoun (I, she, he, you, we, they)	Yes	10	29,41%
			No	24	70,59%
		9. I still have problem when use have/has for singular or plural subject.	Yes	24	70,59%
			No	10	29,41%
10.I still forget to add an article (a,an) when make descriptive sentence	Yes	19	55,89%		
	No	15	44,11%		
3.	Addition	11.I do not understand to adding s/es in verb.	Yes	14	41,18%
			No	20	58,82%
		12.I do not only add an article before noun, but wherever that suit the article.	Yes	9	26,47%
			No	25	73,52%
		13.I never adding more that one article before noun.	Yes	25	73,53%
			No	9	26,47%
4.	Misinformation	14.I know what verb should I use when making descriptive sentence.	Yes	27	79,41%
			No	7	20,59%
		15.I always use verb 1 when making descriptive sentence.	Yes	27	79,41%
			No	7	20,59%

Note: AA = Answering Alternative

AF= Answering Frequency

In the result of the questionnaire 14 participants (41,18%) said that they find difficulties to distinguish types of adjective. 26 participants (76,47%) admitted that they made mistakes when place adjective order in descriptive sentence. 24 participants (70,59%) admitted that they find difficulties to memorize the order of types word in adjective order. Meanwhile 22 participants (64,71%) said that they find difficulties when have to put more that two adjective in descriptive sentence. 24 participants (70,59%) still have problem when use have/has for singular or plural subject. 19 participants

(55,89%) admitted they still forget to add an article when make descriptive sentence. There are 14 participants (41,18%) that did not understand to adding s/es in verb, and only 7 participants (20,59%) still did not know what verb they have to use in descriptive sentence.

3. Data Description from the Interview

The last data were gained from interview. Five participants who made the most errors were interviewed. They are respondents number 10,11,17,24, and 28. The interview was done on April, 5th 2018 in 8D class room at 09.00 AM. The interview transcript can be seen in appendix. The following are the data description from the interview.

The first question is about the definition of adjective order. 4 participants do not know about adjective order clearly. They forget what is adjective order, it is proved by the answers of all interviewers. Only 3 of participants still remember about adjective order. The answer as follows:

Excercp 1:

R#10: “*Adjective order itu mmm.. apa yah kak lupa kak*”
[I forget what adjective order is]

R#11: “*Adjective order itu kata sifat gitu yah*”
[Adjective order is an adjective word]

R#23: “*Adjective order itu kata yang kaya ada shape color gitu*”
[Adjective order is word that have types such as shape,color,etc]

R#24: “*Adjective order itu kata sifat yang ada banyak yah*”
[Adjective order is word that have more than two adjective]

R#28: “*Adjective order saya lupa lupa inget kak*”
[I forget]

The second question is about descriptive sentence. The finding shows that only few of participants still remember about descriptive sentence.

R#10: “*Descriptive sentence itu lupa kak yang kaya gimana kak*”
[I forget]

R#11: “*Descriptive sentence itu kalimat yang ngejelasin sesuatu kak*”
[Descriptive sentence is a sentence that describe about people]

R#23: “*Descriptive sentence itu kalimat yang ngejelasin tentang orang, benda, secara rinci*”
[Descriptive sentence is a sentence that describe about people, thing in particular]

R#24: “*Descriptive sentence yah mmmm lupa*”
[I forget]

R#28: “*Descriptive sentence itu suatu kalimat yang mendeskripsikan sesuatu*”
[Descriptive sentence is a sentence that describe about something]

The third question is about the difficulties when they arranging adjective order. The answers are as follow:

R#10: “*Bingung kak ngurutannya harus yang mana duluan*”
[I confused to ordering the first word]

R#11: “*Suka bingung kak, gimana yah bingung aja gitu bahasa inggrisnya gimana*”
[I confused how to use the English]

R#23: “*Engga ada kesulitan sih kak, tinggal nyambungin aja gitu kalimatnya semisal shape duluan atau apa duluan gitu*”
[It easy, just arrange the sentence and determine which word should come first like shape or the other]

R#24: “*Sulit kak mengurutkan kata mana duluan yang harus dipakai*”
[It is hard to arrange which word should come first]

R#28: “*Sulit kak kurang ngerti, susah ngurutannya*”
[It is hard and I don't understand]

The fourth question is about the mistake that they do when they arranging adjective order in descriptive sentence. Five of them has the same mistake, the answer as follows:

R#10: *“Salahnya soalnya bikin kalimatnya dari bahasa indonesia ke inggris jadi suka kebalik”*
[I make mistake because I make sentence from bahasa indonesia to English]
R#11: *“Rumusnya suka ketuker kak ga inget, terus gatau kata bahasa inggrisnya apa”*
[I do not remember the formula and I do not know the english word]
R#23: *“Salah di kataya ketuker kak harus yang mana duluan yang digunain”*
[I make mistake to place which word should come first]
R#24: *“Mungkin salah saya di kata bantunya kaya to be gitu kak, terus gatau bahasa inggrisnya apa”*
[I make mistake when I have to use to be and I do not know what the english word]
R#28: *“kalo bikin kalimat, katanya suka kebalik-balik”*
[when I make sentence, the word is rolled back]

The last question is about the use of more than two adjectives in one descriptive sentence, they are still confused when they have to use more than two adjectives. Here are the following answers:

R#10: *“Bingung buat kalimatnya kak, ga ngerti takut salah ngurutannya”*
[I confused when I make the sentence, I’m afraid make a mistake]
R#11: *“Suka bingung kak, gimana yah bingung aja gitu kak”*
[I confused]
R#23: *“Engga juga sih kak”*
[No, I understand]
R#24: *“Kadang-kadang suka pusing sih karena suka ada kata kata yang ga ngerti jadi bingung yang mana yang duluan. Terus bikin kalimatnya di artiin dari bahasa Indonesia ke Bahasa Inggris”*
[Sometimes I confused because there are words that I do not understand, so I confused to place the word and I translate from Indonesia to English when make a sentence]
R#28: *“Sulit kak, bingung kalo pake lebih dari dua kata gabisa nentuin mana yang duluan harus di pakai”*
[It is hard, I confused to used more than two adjective, I cant determine which word should I use]

Based on the participants answer, it can be concluded that they make errors when they have to put more than two adjective in one sentence, and also they cannot remember the right order of adjective order in descriptive sentence.

B. Data Analysis

In this study, one of the problem that the writer would like to investigate is to find out the types of errors made by students in arranging adjective order in descriptive sentence. The writer classified the errors into four categories based on Ellis (2008:52): misordering, omission, addition, and misinformation. The writer uses the students' work, questionnaire, and interview.

1. Misordering

Based on the result of the students' work, it can be concluded that the types of errors that students most do is misordering error with total 21 participants (48,91%). Misordering errors are characterized by incorrect placement of a morpheme or group of morpheme in a sentence . There are 45 misordering errors (48.91%) in sentences made by 21 paticipants. For example participants #31's work: "*An old American interesting film*". The participant put age first that should put after opinion. The correct sentence should be "*An interesting old American film*".

Based on the result of questionnaire the data shows that 24 students (70,59%) still can not memorize the order of word in adjective order participants (58,82%). Meanwhile 10 students (29,41%) say that the can memorize the order of word in adjective order properly. 26 participants (76,40%) say that they still make mistake when they place adjective order in descriptive sentence, only 8 participants (23,53%) still do not make mistakes when they place adjective order in descriptive sentence. The next statement is about place more than two adjective in one descriptive sentence. 22 participants (64,70%) say that they make mistake and face problem when they have to put more than two adjective in one sentence, The last statement is about differentiate about types of adjective such as opinion, size, age, shape, color, origin, material, and purpose. 27 participants (79,41%) admit that they can differentiate the types of adjective. It means that only 7 (20,59%) participants that still can not differentiate the types of adjective.

Based on the result of interview, misordering error appear because most of them admit that they still confused to arranging adjective order in descriptive sentence because they can not remember the right order of adjective, and they more confused when they have to put more than two adjective in one sentence.

2. Omission

Based on the result of students' work There are 26 omission error (28.26%) in sentence made by 14 students. Omission errors are characterized by absence of an item that must appear in sentences. The writer took the example from participant #17's work: "*A beautiful round woden table*" The participant omits the letter on *beautiful* and *woden*. It should be "*A beautiful round wooden table*"

Based on the result of questionnaire, the data shows that 26 participants (76,47%) are do not have problem when they use to be (is, am, are). There are 10 participants (29,41%) who say that they still do not know how to use pronoun. The finding shows that 24 participants (70,59%) do not know where to put have/has in singular or plural subject, and the last statement is the 19 participants (55,89%) admit that they always forget to add an article when they make descriptive sentence.

Based on the result of interview, the participants said that they do not understand enough about English itself, they make omission error because they rarely practice English.

3. Addition

Based on the result of students' work, addition errors are characterized by the presence of the item which must not appear in the sentence. They are 7 addition errors (7.61%) in sentences made by 7 students. Participant #8's work is taken as an example, "*An green*

old umbrella". The participant add *-n* at the end of word *A* which is not should be added. The correct sentence is "*A green old umbrella*".

Based on the questionnaire, the data shows that 14 participants (41,17%) say that they still confused when they have to adding s/es at the end of the verb or. The other 20 participants (58,82%) adding the s/es in the right place. Next statement is about adding article before noun, 25 participants (73,53%) only adding article before noun and the rest 9 participants (26,47%) adding article in a place which they think suit the article. The last statement is about adding more than one article in a noun, 9 (26,47%) participants still add more than one article in a noun, the rest 27 participants (79,41%) agree with this statement.

Based on the interview, they make addition error because they do not understand how to use a word in a proper place, they still confused to add or not to add an article in a word.

4. Misinformation

The last is misinformation, based on students' work misinformation errors are characterized by the use of the wrong form of the morpheme or structure. There are 14 misinformation errors (15.22%) in sentence made by 10 students. Participant #34's work is taken as an example, "*An interisting American old film*". The participant write *interisting*. The correct sentence should be "*An interesting old American film*"

Based on questionnaire, the data shows that only 7 participants (20,59%) can not determine which verb they have to use in descriptive sentence. The last statement is the participants always use verb 1 when they make descriptive sentence, 27 participants (79,41%) admit that they always use verb 1 when they make descriptive sentence.

Based on the result of Interview, the participants admit that they translate each word before make a sentence and they still translate from Bahasa to English. So, they still make misinformation error.

From the explanation above the data analysis shows that the participants had problems in arranging adjective order in descriptive sentence. The most causes of the errors are they do not understand enough about English itself. In fact they make errors because they rarely practice English out of school. Most of them say that they do not like English because it hard to understand, the willingness of study English make them incomplete knowledge to ordering adjective in descriptive sentence and the types of errors which is dominant in arranging adjective order in descriptive sentence is misordering error.

CHAPTER V

CONCLUSION AND SUGGESTION

C. Conclusion

Based on the result, the 8th grade student of SMP PGRI 5 Bogor as participants made error in arranging adjective order in descriptive sentence. Four types of errors are found, there are omission, addition, misinformation, and misordering. In this case, misordering is identified as the most common error made by the students with 45 errors or 48,91%.

In conclusion, the participants still make errors in arranging adjective order in descriptive sentence because they are still confused to place the correct order of adjective order and they are confused to place more than two adjective in one descriptive sentence. It happened because they do not really comprehend the material well.

D. Suggestion

Based on the research result, some suggestions are given to the students and the teacher. Students should learn and practice more in arranging adjective order in descriptive sentence. They also should have many kinds of reference books and also should find more information about arranging adjective order in descriptive sentence not only in the classroom. Futhermore the students should disscuss their difficulties with their friend or their teacher. Mainwhile, the teacher should give more

practice to the students about arranging adjective order in descriptive sentence. Therefore, they will nit have problem anymore in arranging adjective order when make a sentence.

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