Understanding the Use of Adjective Order for Senior High School 21 Makassar

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Abstract

The present study is about the ordering adjective in adjective order. In this study the writer explores the students' understanding and the student errors in the adjective order term. The writer employed pre-experimental method with one group pre-test and post-test design. The sample consisted of 40 students taken from the second class of SMA Negeri 21 Makassar, academic 2014/2015. The data were collected by giving the student test. The data collected were analyzed by using scoring classification, mean score and percentage. To find out whether fighting question method can improve student understanding in ordering adjective orders and what is the most student errors in term adjective order.
The result of the data analysis showed that there was a significant difference between pre-test and post-test. The value of mean of mean score post-test (69) is greater than the pre-test (43.25) and the most students errors in adjective order term is the position of an adjective "Shape".

Keywords: Grammar Competence, Experimental, Senior Highschool Students

Introduction

English language learning not only covers the language performance but also the language competences. Language performance is the actual use of language which is generally classified into listening, speaking, reading, and writing. The language competence refers to the knowledge of the systems of language. One of the most important systems of English language that should be mastered by the learners is grammar.

In the study of English as foreign language, the students have been taught that adjective is used to modify a noun. However, English has many different types of adjective namely articles, size, shape, age, color, nationality, material, purpose, etc. those types of adjective have to be placed in a correct order. It is sometime found that an English noun phrase may consist of more than one adjective. Therefore, a problem with the correct order of adjectives may be occurred in constructing a noun phrase.

English is a foreign language which needs to be mastered because it is an international language. There some important parts in learning English such as speaking, listening, writing and grammar. In this research the writer only focuses on grammar study. Grammar is the set of rules that explain how words are used in a language. Producing the words by using rules can make a good communication. The use of word classes is the part of making communication that needs to be paid attention.

Adjective as one of the word classes describes or modifies another person or thing in the sentence. In linguistics, an adjective is a "describing word", the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. Adjective comes from Latin "adjectīvum" additionall noun. In many languages,adjectives are inflected to mark concord with nouns they modify. English has no inflection showing gender, number, and case of adjectives, but inflection in number and gender occurs. (*Mastronarde, Donald J. Introduction to Attic Greek. University of California Press, 2013. p. 60).*

The calques of Ancient Greek: ἐπίθετον (ὄνομα) epítheton (ónoma) adjectives as "additional (noun)".

Aadjectives were <u>inflected</u> for gender, number, and case like nouns (a process called <u>declension</u>), they were considered a subtype of noun. The words that are today typically called nouns were then called <u>substantive</u> nouns (nōmen substantīvum). The terms noun substantive and noun adjective were formerly used in English, until the word noun came to refer only to the former type, and the second type came to be known simply as **adjectives**. (*McMenomy, Bruce A. Syntactical Mechanics: A New Approach to English, Latin, and Greek. University of Oklahoma Press, 2014. p. 8.*)

In English, established Structure rules place no limit on the number of adjectives before a noun. The adjectives, however, cannot occur in just any order, and speakers of English have very particular intuitions about what order is more correct, even if they have never been explicitly taught ordering rules.

In this study the writer would like to describe about" the adjective order". Adjective order is one of studies in grammatical. Adjective is the one of easy studies in grammatical, but it will be hard to study when we do not know how to use it. The function of adjective order itself is to sort some of the adjectives that are sometimes founding used in English.

Based on the statement above the writer would like to formulate the problems as follows; (1) To what extend do the students of SMA 21 MAKASSAR understand about the adjective order? And (2) What are difficulties faced by the students of SMA 21 MAKASSAR in using the adjective order?.

Method

This research belongs to the one-group pretest-posttest of pre-experimental design. This design consists of one group which was given pre-test (O), treatment (X), and post-test (O). The design of this research can be formulated as follows:

O X   O

O : pre-test
X : treatment
O: post-test

The presentation indicates that there were only one group which exposed to a pre-test, treatment and post-test. The treatment of this research is called fighting question method. According to Gay (1981:225), the success of the treatment is determined by comparing pre-test and post-test score. The population of this research was the students of class XI of SMA 21 Makassar. The total number of the population in the second year was 150 students. The sample of this research applied cluster random sampling technique in which only one class was picked out as the sample (class XI IPA 2). The total number of sample was 40 students. The writer will apply an instrument to collect the data in this research, the instrument is pre-test and post-test.

Treatment was given two times after examining the pre-test. The writer gave treatment by using fighting question to find the interesting of the student in understanding adjective order. In collecting the data, the researcher applied three main procedures. Firstly, the researcher gave the pre-test which aimed to find out the basic ability of the students in arranging the adjective. Secondly, the researcher applied the treatment which aimed to improve students' ability in the application of adjective order. The treatment is called fighting question method. Finally, the researcher gave the post-test to find out the student ability after having the treatment. The result of the post-test was used to determine the students' improvement.

The researcher analyzed the data of this research by applying some techniques which is shown in the following decryptions:

a. Calculating students' score

Students' score was the main data of this research. The score of pre-test and post-test are both calculated in the following formula:

$$\% = \frac{f}{n} \text{ x } 100$$

Where :
F = Frequency
N = Number of sample
(Depdikbud, 1985)

b. Classifying students' score

No.	Classification	Score
1.	Very Good	91 – 100
2.	Good	76 – 90
3	Fair	61 – 75
4.	Poor	51 – 60
5.	Very Poor	Less than 50

c. Calculating mean score and Standard deviation

$$\bar{x} = \frac{\sum X}{N}$$

Where:
$\overline{X}$ = Mean score
$\sum X$ = The sum of all score
N = Number of student

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where:
SD =Standard deviation
$\sum X^2$ = The sum of the square
$(\sum X)^2$ = The square of the sum.
N =Total number of subject
1 = Constant number

(Gay, 2010)

Findings and Discussion

The findings of the research revealed the description of the result of analysis about the lexical cohesion in the novel ‚Jane Eyre' by Charlotte Bronte in the chapter 1 Gateshead which was consisted of 80 sentences.

1. The correct of pretest in ordering adjectives order

Table 4.1. The corrects of Pretest in ordering adjective order

	Deter miner	Opin ion	Size	Shape	Age	Color	Origin	Material	purp ose	Nou n	25%	27.5%	
presentage of corrects						100%		45%	40%	30%			
Student 1	√							√		√			
Student 2	√	×	√	×	×	×							
Student 3	√		√		×	×							
Student 4	√	√	×	×		×							
Student 5	√	×	√	√	×	×							
Student 6	√	√	×	×	×	×							
Student 7	√	×	√	×	×	√							
Student 8	√	×	√		×	×							
Student 9	√	×	×	×	×	×							
Student 10	√	√	×	×	√	×							
Student 11	√	√	×	√	√	√							
Student 12	√	×	×	×	√								
Student 13	√	√	√	×	×	√							
Student 14	√	×	×	×	×	×							
Student 15	√	×	×	√	×	×							
Student 16	√	√	√	×	×	√							
Student 17	√	×	×	×	×	×							
Student 18	√	√	√	√	×	×							
Student 19	√	√	×	√	√	×							
Student 20	√	×	√	×	√	√							
Student 21	√	×	×	×	×	√							
Student 22	√	√	√	×	×	×							
Student 23	√	√		√	×	√							
Student 24	√	√	×	√	×	×							
Student 25	√	×	×	×	×	×							
Student 26	√	×	×	√	×	×							
Student 27	√	×	×	×	×	×							
Student 28	√	√	√	×	×	×							
Student 29	√	×	×	×	×	×							
Student 30	√	√	√	×	√	×							
Student 31	√	√	√	√	√	×							
Student 32	√	×	×	√	×	√							
Student 33	√	×	√	×	×	√							
Student 34	√	×	×	√	√	×							
Student 35	√	√	×	×	×	×							
Student 36	√	√	×	√	×	×							
Student 37	√	√	×		×	√							
Student 38	√	×	√	×	√	×							
Student 39	√√	×	√	×	√	×							
Student 40	√	√	×	×	×	√							

The table 4.1. The correct of Pre test in SMA 21 Makassar class of tenth point one grade shows the mastery of tenth point one grade student of SMA 21 is very low. The errors percentage of understanding the position of purpose and origin are the higest errors order. The arrange of adjective orders from opinion up to purpose are confusing them while the determiner is already been understood by the student of SMA 21 Makassar.

Based on the table 4.1 the writer transferred and accumulated the data into the criteria below

Table 4.1.1. Students' score

	Total		score
	incorrect	Correct	
Student 1	2	7	85
Student 2	2	7	85
Student 3	2	7	85
Student 4	2	7	85
Student 5	2	7	85
Student 6	2	7	85
Student 7	3	6	75
Student 8	2	7	85
Student 9	2	7	85
Student 10	0	9	100
Student 11	2	7	85
Student 12	1	8	95
Student 13	2	7	85
Student 14	2	7	85
Student 15	0	9	100
Student 16	2	7	85
Student 17	2	7	85
Student 18	2	7	85
Student 19	2	7	85
Student 20	2	7	85
Student 21	0	9	100
Student 22	2	7	85
Student 23	0	9	100
Student 24	4	5	65
Student 25	2	7	85
Student 26	2	7	85
Student 27	2	7	85
Student 28	2	7	85
Student 29	1	8	95
Student 30	2	7	85
Student 31	2	7	85
Student 32	2	7	85
Student 33	2	7	85
Student 34	2	7	85
Student 35	2	7	85
Student 36	0	9	100
Student 37	4	5	65
Student 38	2	7	85
Student 39	2	7	85
Student 40	2	7	85

Table 4.1.2 Pretest scores criteria

Scores	Criteria	Frequency	Percentage
91 – 100	Very good	0	0%
76 – 90	Good	0	0%
61 – 75	Fair	1	0.25%
51 – 60	Poor	7	17%
Less than 50	Very poor	32	80%
Total		**40**	**100%**

The table describes the students' scores and criteria in the pre-test. It indicates that there were 32 students (80%) got very poor scores, 7 students (17%) obtained scores that classified as poor score, 1 student (0,25%) gained score that categorized into fair and none of the students archived good and very good score. Therefore, the pre-test score implied that the ability of the students in using adjective order was very poor.

2. The correct of posttest in ordering adjectives order

In the posttest the student got the correct and criteria that are displayed in the following table.

Table 4.2. The corrects of Posttest

in ordering adjective order

It shows the understanding of student increased. The position of determiner and noun are correct as the higest percentage. The order of shape was more confusing for student to arrage as the result it was the lower percentage.

The writers transferred and calculated all the scores into the number of alphabeth as seen in the table below

Scores	Criteria	Frequency	Percentage
91 – 100	Very good	2	5%
76 – 90	Good	13	32.5%
61 – 75	Fair	11	27.5%
51 – 60	Poor	8	20%
Less than 50	Very poor	6	15%
Total		**40**	**100%**

Table 4.2.2 Posttest scores criteria

The table shows the students' score and criteria in the post-test. It reveals there were 6 students (15%) obtained very poor score, 8 students (20%) got poor scores, 11 students (27.5%) acquired fair score, 13 students (32%) archived good score and 2 students reached very good score. It meant that the ability of the student in ordering adjective order improved after receiving treatment namely fighting questions.

3. Students ability in understanding adjective order enhancement

Based on the table 4.1.2 and 4.2.1 the application of students' understanding in ordering adjective order by using fighting question method is effective in improve student ability in ordering adjective order as indicated by the difference between the mean score of their pretest and posttest as shown in table below.

Table 4.3 Students ability in understanding adjective order enhancement

	Pretest	**Posttest**
Mean Score	43.25	69
Standard deviation	12.48	12.15

The results shows that the mean score of the students' pretest was 43.25 and the mean score of the students' posttest was 69. The mean score of posttest was higher than the mean score of pretest. It means that the students' ability in using adjective order obtained a significant development gain which is 25.75

Discussions

The aim of this study is to know how far the students of SMA 21 Makassar understand about adjective order. The first result of this research shows the result of the pretest. Pretest shows that The understanding of students of SMA 21 makassar were low. The arragement of adjective order exchange each others. The students did not understand yet. The order of adjectives "purpose" was more confused to arrange for them. It was about 12.5 percent it happened because the students felt confuse to differentiate between purpose and material While the order of adjectives "determiner" and "noun" were correct to arrange as the first and the last order. The order of adjectives opinion got fair correct answer around 45% it means that the some of the students understood enough to order opinion as the second order in adjective order. Beside they understand about the meaning of the word but they can not arrange in order correctly. The order of adjective "size" and "shape" were in 40 percent and 40 percent that shows the students are little bit understand about the position of this adjective order.

The other side, the result of posttest shows that 100 percent for the adjectives determiner and for the noun are correct to arrange as the first and the last order. The order of adjective "purpose" got increasing after treatment the result is 65%. It shows that the students got improvement in ordering purpose before a noun. All item in adjectives order also acquired such us "opinion" 45 percent become 70 percent in posttest, adjective order size 40 percent in pretest developed 60 percent   in posttest, the order

of adjective " shape ", "age" n "origin" obtained 55, 57.5 and 57.5 percent. It shows that students obtained less of development because the most of the student still lack in vocabulary.

The mean score obtained from the students' pre-test was 43.25 and the mean score of the students' post-test was 69. This means that the students' understanding in ordering adjective order improved after being exposed to a treatment.

In the treatment at the first meeting the researcher actually found that there were most of the students got problem in ordering an adjective, because the most of students still lack in vocabulary. The second meeting until last they tried to make many questions and also they pay attention to the explanations that given by the researcher to them at the end of each meeting

From the discussion above, it can be concluded that the second year students of SMAN 21 Makassar have fair ability in understanding adjective order after learning by using fighting method.

Conclusion

Having presented the finding and the discussion the writer would like to give conclusion based on the presentation of data analysis as follows

The understanding of SMA 21 Makassar student about adjective order based on pretest is low besides the posttest shows the other result It proves that The understanding of SMA 21 Makassar student increase. The understanding comes after giving an explanation.

The errors of this study shows the less of knowledge about the adjective order. The student of SMA 21 Makassar didn't understand the rules to organize the orders. This study has not been thought yet.

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