

**“AN ANALYSIS OF STUDENT’S ABILITY IN USING THE ADJECTIVE ORDER
NOUN MODIFIERS IN WRITING DESCRIPTIVE TEXT
AT BURANAKARN SUKSA WITYA SCHOOL
IN ACADEMIC YEAR 2022-2023”**

THESIS



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KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
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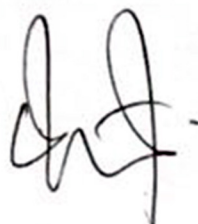
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English Education Study Program

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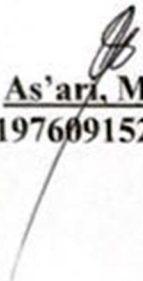
THESIS

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Chairman


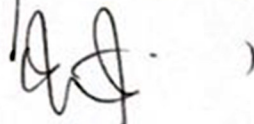

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MOTTO

بِيَدِهِ الْمُلْكُ

“Blessed is He in Whose Hand is the dominion of the Universe, and Who has power over everything;”¹

(Q.S Al-Mulk verse 1)

¹ <http://islamicstudies.info/reference.php?sura=67&verse=1-14>

DEDICATION

I proudly dedicated this thesis for:

1. Allah SWT, the lord of the world, because of him I could passed many tasks when doing this thesis
2. My beloved parents, my mother Solaehah Japakiya and my father Ahmad Jehmaming who always love me, pray for me and support me.
3. My beloved hubby who has always loved me and supported me.

ACKNOWLEDGEMENT

Alhamdulillah Rabbil ‘Alamin. Thanks to Allah SWT, because of His generosity the author was able to complete this thesis well. Sholawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

The researcher realized that the preparation of this thesis could not be separate from the help and guidance from other people. Therefore, the researcher would like to thank:

1. Prof. Dr. H. Babun Suharto, S.E., MM as a Rector of State Islamic University of KH Ahmad Siddiq of Jember who has given opportunity for me to study in this university.
2. Prof. Dr. Hj. Mukni’ah M.Pd.I as the Dean of the Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
3. Dr. Rif’an Humaidi, M.Pd.I as the Head of Islamic Studies and Language Education Department who had given the permission to do this research.
4. As’ari, M.Pd.I as the Head of English Education Program who has motivated me to study English.
5. Nina Hayuningtyas, M.Pd as my advisor, who helped, guided and supported me during the writing of the thesis.
6. Dr. Hasan Etae as the Principal of Buranakarn Suksa Witya School, and all of teachers and staffs for giving me a permission and helping me during my research in Buranakarn Suksa Witya School.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, 22nd June 2023

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ABSTRACT

Nadeeyah Jehmaming, 2023: An Analysis Of Student's Ability In Using The Adjective Order Noun Modifiers In Writing Descriptive Text At Buranakarn Suksa Witya School in Academic Year 2022-2023.

Keywords: *Student's Ability, Writing Descriptive Text, Quantitative method*

Writing is the ability to express one's thoughts an article. Writing models come in a variety of shapes and sizes. One of them is descriptive text. Descriptive text is text whose purpose is to explain anything, whether it is about a person, an object, or a condition whose qualities must be explained. In writing descriptive text, the ability of understanding the adjective order is must have by the students.

The research question of this study was: How is the student's ability in using adjective order in writing descriptive text? While, the purpose of this study was to learn about students' capacity to employ adjective order in descriptive text writing in Secondary School.

The descriptive quantitative method was used in this study. The data for this study was gathered using a writing test as the instrument. The population consisted of all sixth-grade students, while the sample consisted of 14 students from sixth grade. Purposive sampling was used to collect the sample.

Based on the finding, the researcher discovered that no one student was in the excellent category, there were 11 (78.57%) were in good category, 2 of 14 or 14.28% students were in the average category, while only 1 or 7,14% student was in poor category, gladly none were in fail category.

Students have varying levels of proficiency in using adjective order, but the majority of them (11 of 14 students) can use adjectives correctly in writing descriptive prose since they are in the good category. According to the findings of this study, the mean score of students' ability to employ adjective order in writing descriptive text at sixth grade of secondary school of Buranakarn Suksa Witya School was 67.14. This score was determined by dividing all of the students' scores by the total number of students who served as the sample for this study. Finally, the capacity of sixth-grade secondary school of Buranakarn Suksa Witya to employ adjective order in composing descriptive text was rated as good.

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CHAPTER I

INTRODUCTION

A. Background

As a tool of communication, English is used as international language.

English has become a famous language which is studied by most people in many countries of the world. Many countries use English as their first language. In Indonesia, people learn English not only as a tool of communication with foreigners, but English also becomes set of education curriculum. People learn English in formal and informal school from junior high school up to the university level. In learning English, there are skills that must be taught and mastered namely listening, speaking, reading, and writing. Those basic skills are the main assets in mastering English.

Since writing is crucial for communication and academic achievement, senior high school students must cultivate this skill. Writing is one of the English skills that students should acquire because it can help them develop other language skills and improve their thinking abilities. In addition, writing is crucial for promoting language learning. Writing is a productive talent as well. It uses some linguistic elements, like words, sentences, and lengthy passages of writing to communicate. Writing is a skill that helps us communicate our ideas and opinions. Writing is a skill that can be effectively preferred for by work on other listening, speaking, and reading skills.² The act of organizing thoughts, beliefs, and emotions into written shape is called writing.

² Nation, I.S.P. & Newton, Jonathan. (2009). Teaching ESL/EFL Listening and Speaking. New York: Routledge, Taylor and Francis

Writing professionals stress the value of writing abilities in a variety of academic and professional settings. "Writing is a complex and cognitively demanding activity that requires the writer to bring together multiple skills and processes," assert Graham and Perin.³ A variety of abilities, such as grammar, vocabulary, sentence construction, and coherence, are needed to write effectively. Writing professionals emphasize the significance of comprehending the basics of writing, including the significance of using clear, concise language, the use of proper grammar, and the capacity to effectively convey ideas.

There are many kinds of writing text learnt by senior high school students in learning the writing subject. They are narrative text, descriptive text, spoof text, argumentative text, procedure text, expository text and recount text. A descriptive text is a text which lists the characteristics of something and a text which says what a person or a thing is like. It is a type of text that is used to describe an actual item (person, place, and things). It will help the reader comprehend the actual object more clearly.⁴ The descriptive content is then made up of identification and description. Identification is the act of determining how to describe an object. The description is then a method for describing the object. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text.

³ Graham, S., & Perin, D. Writing next: Effective strategies to improve writing of adolescents in middle and high schools. Alliance for Excellent Education. 2011.

⁴ Knapp, P., & Watkins, M. Genre, text, grammar: Technologies for teaching and assessing writing. UNSW Press. 2005

However, senior high school students frequently have trouble in writing, especially when it comes to descriptive writing, where the use of adjectives are essential. Writing experts point out that using precise language and the capacity to conjure up vivid pictures in the reader's mind are necessary for effective descriptive writing. Stein asserts that the main goal of descriptive writing is to give the viewer a visual experience.⁵ Writing descriptive text requires the ability to use adjectives in the appropriate sequence. Adjectives are words that describe or modify nouns and pronouns, and the English language has a collection of rules for how they should be arranged. Adjectives should be arranged according to their functions, which are dependent on factors like type, size, age, shape, color, origin, and material. The placement of adjectives in a descriptive text is crucial for meaning and vivid images to be created. Adjectives are arranged in a certain way, and doing so effectively can improve the text's content and make it more interesting and descriptive. The arrangement of numerous adjectives before a noun or noun phrase is known as adjective order. The order of adjectives in a string "depends on the category of the adjective and the semantic relationship it has with the noun it modifies," claim Celce -Murcia and Larsen-Freeman.⁶

The writer can communicate clear meaning and keep things clear of ambiguity by using the Adjectives order. For instance, "a red small car" and "a

5 Stein, P. Descriptive Writing. Salem Press Encyclopedia. 2015

6 Celce-Murcia, M., & Larsen-Freeman, D. The grammar book: An ESL/EFL teacher's course. Routledge. 2015

small red car" have distinct meanings. The former places more stress on color, whereas the latter places more emphasis on size.

Writing descriptive text is a talent that students must master because it allows them to communicate ideas and paint a clear picture in the reader's mind. However, when writing descriptive text, students frequently battle with the proper order of adjectives, which can impact the quality of their writing.

The capacity of senior high school students to use the adjective order in writing descriptive text has been the subject of several studies. These studies have examined a range of variables, including language competence, subject familiarity, and the type of adjective being used, that may have an impact on senior high school students' ability to use adjectives in the proper order. In one research, Kristanti et al.⁷ looked at Indonesian senior high school students' proficiency in using adjectives in the right order when writing descriptive texts. According to the research, senior high school students struggled to use adjectives in the right sequence, with mistakes in adjective placement and order constituting the majority of errors. The research also discovered that students' ability to use adjectives in the appropriate sequence was influenced by their level of language proficiency and familiarity with the subject. In line with that, Suciati and Suroso⁸ in their research also found that students struggled to use

7 Kristanti, N. M. A. D., Ginting, E. R., & Santosa, R. An Analysis of Students' Proficiency in Using Adjectives Order in Descriptive Writing. *Journal of English Language Teaching and Linguistics*, 6(1), 135-144. 2021.

8 Suciati, S., & Suroso, E. P. Improving English Writing Descriptive Text Ability through the Implementation of the Learning Cycle 5E Model. *Journal of Language Teaching and Research*, 11(2), 143-150. 2020

adjectives in the right sequence, with mistakes in adjective placement and order constituting the majority of errors.

Based on the experience as Pre-service teacher at Buranakarn Suksa Witya School. The researcher experienced that writing is problematic here. The students have poor in vocabulary, low grammar, they do not know how to order the adjective in describing a noun and also difficult in gaining idea. As explained above that adjective order has important role in writing descriptive text, and due to one of problem faced by the students is about the researcher was interested to know the students' ability in writing descriptive text by using adjective order noun modifiers.

Overall, these studies indicate that teaching students how to use adjectives in the right order when writing descriptive texts is a difficult job that needs more focus in language instruction. Teachers can create successful teaching strategies to help students write better by having a better understanding of the factors that influence students' ability to use adjectives in the right order.

Based on the explanation above the researcher is interested to conduct this research entitled **“An Analysis of the students' ability in using adjective order noun modifiers in writing descriptive text at Buranakarn Suksa Witya School”**

B. Research Question

Based on the previous background, the researcher formulates research Question as “How is the student’s ability in using adjective order in writing descriptive text?”

C. Research Objectives

Based on the research questions above, the researcher objective is formulated as “To find out the student’s ability in using adjective order in writing descriptive text.”

D. Research Significance

The significant of the Research are expected to be useful for:

1. For the students

It can be used to assess their level of proficiency in using adjective order noun modifiers. This research can motivate the students in improving their writing ability and help them to solve their problem in writing.

2. For the future researcher

This research is expected to become a reference for them to apply another good media to improve students' writing ability.

3. For the English teacher

This research can be used to assess students' writing abilities in employing adjective order, particularly in descriptive text. This research may also encourage teachers to experiment with new methods of teaching English grammar, particularly the usage of adjective order. As a result, they can use the

opportunity to improve the process. This research would provide useful activities and also as a reference to develop their teaching writing descriptive text.

E. Scope and limitation of the Research

Based on identification of the problem above, the researcher focuses on the student's ability in describing text by using the adjective order noun modifiers at Buranakarn Suksa Witya School" There were 14 students for this research.

F. Definition of the key terms

1. Student.

Student is a person who study stated from kindergarten (TK), elementary school (SD), Junior high school (SMA), and University. According to Hornby, "student is a person who study at college or University"⁹ Whereas, Rama Yulis in his book "ilmu pendidikan islam" says "the student is the member of society that tries to develop his or her thought education level process and kinds of certain education"¹⁰. Likewise I can conclude the definition of students' is a person who lives together and studies in a formal education and how is their relation as a member of society to develop education level process. In this study the researcher used digital storytelling to improve the students speaking skill. In this study the researcher an analysis of students in writing skill.

⁹ A.S Hornby, Oxford Learner's Pocket Dictionary(New York: Oxford University, 2003),p.429.

¹⁰ A.S Hornby, Oxford Learner's Pocket Dictionary(New York: Oxford University, 2003),p.429.

2. Ability

Ability is the mental or physical capacity, power or skill required to do something and it is something that exists in the person. This determines the behavior of a person in order to achieve the demands of the job. So, the researcher can conclude the ability is talent or special nature power to do something well of the students' ability is understanding or power of the students' and get good score in the class.¹¹ In this study the researcher an analysis of students ability in writing skill.

3. Descriptive text

Descriptive text is a text that is always in around us when we want to describe something or someone. Descriptive text is a text which lists the characteristics of something and a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Generic structure of descriptive text includes Identification and Description.¹² In this study the researcher an analysis of students ability in writing descriptive text.

4. Adjective order noun modifiers.

Adjective is a word used with a noun to describe or point out the person, place or thing which the noun names, or to tell the number or quality. Adjective is used to give character of noun and all noun have restrictive strength limited.

Adjective are nearly always used in connection with a noun or pronoun to give

¹¹ Victoria Neufalt & David, Webstern New World Collage Dictionary (USA: Mac Millian, 1995), p. 2

¹² Kristanti, N. M. A. D., Ginting, E. R., & Santosa, R. An Analysis of Students' Proficiency in Using Adjectives Order in Descriptive Writing. *Journal of English Language Teaching and Linguistics*, 6(1), 135-144. 2021.

information about the person, thing, or group refer too. Adjective usually occurin a specific order. Generally, the adjective order noun modifiers are: Determination, quality character, size, age temperature, participle, shape, color, origin location, material and noun.¹³In this study the researcher an analysis of students ability in using adjective order noun modifiers in writing descriptive text.

¹³ Miss Khoriyoh Chema. the students' ability in using the adjectiveorder noun modifiers in writing recount text at iain padangsidempuan, (2018) , p8.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

To make sure the originality of the idea in this research. The researcher will present several previous studies relevant to the present research, such as:

First, the research written by Sevia Yolanda (2017) entitled —The correlation between students_ mastery in using adjective and their ability in writing descriptive text at eight grade of SMPN 1 TALANGPADANG in the academic year of 2016/2017. The goal of this research showed that 0.8 according to Pearson's Product Moment correlation, which was then used for analysis. Critical with significant level 0.05 produced a result of 0.325. The study's conclusion is that there is a correlation between students' proficiency in adjective order and proficiency in writing descriptive text because observed is higher than critical ($0.8 > 0.325$).

Second, a thesis written by Andayani, Nur Alpi (2018) under the title “An Analysis On Using Adjective Word Order In Undergraduate Thesis Of English Education Department Students At State Institute For Islamic Studies Of Metro”. this Nur Alpi Andayani told the same, in this research the researcher found that found the 6 types of adjective word order that use in undergraduate thesis abstract, namely; 51% determiner, 11% opinion, 2% size, 3% age, 0,3%

shape, 1,5% nationality, and 30% noun as the adjective. Accordingly, the data that repeatedly happen most are determiner.

Third, a thesis written by Suci Novianti (2018) under the title —Students' grammatical errors in using noun phrases in descriptive text at the tenth grade of MAN 2 Bandar Lampung in the academic year 2017/2018|| this thesis expected to using the Linguistic Category Taxonomy as a guide, students made three different types of mistakes when using noun phrases. Head, Pre-Modifier, and Post-Modifier Error were the three. 95 items of Head Error (50.80%), 85 items of Pre-Modifier Error (45.45%), and 7 items of PostModifier Error (3.74%) made up the proportion of errors. The researcher also discovered that students' most common error was Head Error. The reason why most students made these kinds of mistakes was that they only learned the rules in their mother tongue. They were unable to fully understand the target language, which is why it happened. James stated that this includes linguistic mistakes.

Fourth, a journal conducted by Mila Arizah & Tri Molly Ramadhona (2019) under the title —The correlation noun phrase and writing of descriptive text at tenth level students of SMAN 5 OKU||| the research showed that researchers had data demonstrating a significant relationship between words, phrases, and objects when it comes to writing descriptive text. In terms of correlation coefficient, a significant correlation is 0.424. This indicates that hypothesis zero (Ho) is rejected and the research hypothesis (Ha) alternative hypothesis is accepted.

Fifth, another journal written by Selli Wahyuni, Eliza & Merry Prima Dewi (2020) entitled An analysis of students' ability in writing using noun phrase on descriptive text at the eleventh grade of SMAN 1 PADANG GELUGUR found that the degree to which students were successful in using noun phrases in descriptive text. This study was descriptive quantitative in design. The 111 students in the eleventh grade who made up the population of this study. Four classes were formed from the students. 27 students made up the research's sample size. Because of a few factors, including the fact that students have already learned about noun phrases in descriptive texts, the researcher used the purposive sampling technique to determine the sample.

Table 2.1. The similarities and differences Previous Research and the Researcher's study

NO 1	Researcher's name and title 2	Similarities 3	Differences 4
1	Research is written by Sevia Yolanda (2017) entitled —The correlation between students' mastery in using adjective and their ability in writing descriptive text at eight grade of SMPN 1 TALANGPADANG in the academic year of 2016/2017	<ul style="list-style-type: none"> Both researches discuss about using adjective in writing descriptive text Both researches use quantitative method 	<ul style="list-style-type: none"> The previous research explored at eight grade of SMPN 1 TALANGPADANG in the academic year of 2016/2017 while this research will be conducted at BURANAKARN SUKSA WITYA SCHOOL
2	a thesis written by Andayani, Nur Alpi under the title “An Analysis On Using Adjective Word Order In Undergraduate Thesis Of English Education Department Students At State Institute	<ul style="list-style-type: none"> Both researches discuss about using adjective word order 	<ul style="list-style-type: none"> The previous research explored noun phrases while this research will explore noun modifiers.

	For Islamic Studies Of Metro 2018”.		
3	A thesis written by Suci Novianti (2018) under the title “Students’ grammatical errors in using noun phrases in descriptive text at the tenth grade of SMAN 2 Bandar Lampung in the academic year 2017/2018”	<ul style="list-style-type: none"> • Both researchers discuss about descriptive text • Both researches explore about grammatical error 	<ul style="list-style-type: none"> • The data of previous research used qualitative method while this research uses quantitative method. • The previous research explored noun phrases while this research will explore noun modifiers.
4	A journal conducted by Mila Arizah & Tri Molly Ramadhona (2019) under the title “The correlation noun phrase and writing of descriptive text at tenth level students of SMAN 5 OKU”	<ul style="list-style-type: none"> • Both researches discuss about writing descriptive text • Both researchers use quantitative method 	<ul style="list-style-type: none"> • The previous research explored about noun phrases while this research will explore noun modifiers.
5	Another journal written by Selli Wahyuni, Eliza & Merry Prima Dewi (2020) entitled “An analysis of students’ ability in writing using noun phrase on descriptive text at the eleventh grade of SMAN 1 PADANG GELUGUR”	<ul style="list-style-type: none"> • Both researches discuss about the students ability in writing descriptive text • Both researchers using quantitative method 	<ul style="list-style-type: none"> • The previous research explored about noun phrases while this research will explore noun modifiers.

Although the previous research had investigated (see table 2.1) the students’ ability in writing descriptive text, it could be seen that all of the researches present different approaches to examining the students’ ability in writing text. Therefore, the present study focuses on portraying the students’ ability in using the adjective order noun modifiers in writing text by descriptive quantitative method.

B. Theoretical Review

1. English Language Teaching and Learning

English becomes the major international language of printed information. A great deal of the world's scientific, commercial, economic, and technological knowledge are written and published in English. The new era and globalization today demand many people to master English as an international language. By mastering English well, they could absorb and expand the knowledge, technology and culture. They also could communicate with other people from the other country. The Indonesian government has chosen English as the first foreign language which is taught in Indonesia's schools. There are three functions of the teaching of foreign language in Indonesia. The functions are as follow:

1. As a means of international communication
2. As an aid to develop the Indonesian language into modern one
3. As an instrument in utilizing modern science and technology for development

The meaning of foreign language is different from the second language. The difference is on the usage. If the language mentioned has communicative function in certain society or used in daily activities, for instances Bahasa Indonesia, in the Javanese society, the language is called second language. But if the language has no certain function in daily communication in the society, for instance English and Mandarin in Indonesia, the language is considered as the foreign language. Language learning means acquiring the ability to ask and

answer questions, to make statements and to produce the normal authentic, forms used by native English speakers.

Based on the statement above, it is clear that the aim of learning language are to be able to use the language, to response any situation, to understand more, and to be able to read and write.

The main characteristics of foreign language learning are in amount and type of exposure to the language. The children will have very little experience of the language outside the classroom, and encounters with the language will be through several hours of learning in a school. In foreign language teaching, there is an onus on the teacher to provide exposure to the language and to provide opportunities for learning through classroom activities.¹⁴

2. Teaching Writing

Teaching writing is not about transferring knowledge from the teacher to students, but it needs ability too. The teacher needs to guide students in understanding how to write and to select the word that appropriate the use in paragraph of a text. Teaching how to write is one of the most important skills that teacher impart to their students. According to Harmer that by far the most important reason for teaching writing of course is that a basic of language skills. Therefore, teaching writing to student of English is more important than other

¹⁴ Wolfgang Klein, *Second Language Acquisition*, (Melbourne: Cambridge University Press, 1990)., p., 4-6

language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students ¹⁵

Therefore, the teacher's role is very large in determining students' writing skills. Hopefully it can help students. Then, students are expected to write descriptive text sequentially and structurally. To make students can write a good writing product, they need teacher attention and also guidance to develop their idea.

a. The Tasks of Teacher in Teaching Writing

Harmer stated that there are some tasks that the teacher should do to help their students become better writers, those are:

1. Demonstrating

The teacher must be able to describe the characteristics of the written text genre, so that the students know the differences of each genre in the text.

2. Motivating and provoking

Students often lose words when writing. In this case, the teacher can help them by provoking them to make them know what should they write, give them the assignment to push their skill and said that writing is a fun activity.

¹⁵ Jeremy Harmer, How to Teach Writing, London: Longman,p.1

3. Supporting

Teachers must support their students while working on the writing process, because the students need a lot of help and reassurance, both with ideas and attention while they do the writing process.

4. Responding

The teacher reacts to the content and construction of a work in a supportive manner and often provides suggestions for improvement.

5. Evaluating

The teacher makes corrections to the students' writing. It could be a note that showed where they wrote well and where they made mistakes. It is kind of provides feedback on the students writing.

The explanation above shows that the teacher takes an important position to make the students' writing skills better than before or to develop the students' writing skills. Good teachers are they who can facilitate students in learning so that the students can develop their own writing skill.¹⁶

3. Writing.

a. The Definition of Writing.

Writing is the one of the basic skills of English language it is generally considered one of the most difficult that other skill for foreign language students. Even native speakers feel difficult in showing a good command of

¹⁶ Jeremy Harmer, (2007), How to Teach Writing, London: Longman, p. 41-42.

writing.¹⁷ Writing is a process organizing the idea, opinion and feeling into written form, it is complex activity with the control language both of the sentences level (grammatical, structure, vocabulary, punctuation, spelling, and letter information).¹⁸

Writing is the string words, sentence, and paragraph to pass a message in the form of information, idea, or thinking. According to Richard “writing is the most difficult skill for learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text.

According to Gelb “Writing is clearly a system of human intercommunication by means of conventional visible marks, but it is evident from what has been said that what the primitives understood as writing is not the same thing as what we do”. Hyland stated that learning to write in a foreign or second language mainly involves linguistic knowledge and vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts.¹⁹

From the explanation definition writing above the researcher can conclude that writing is part of tool for people communication of ideas, feeling, perception and personal experience.

¹⁷ (Johnstone, Ashbough, & Warfield, 2002) Muhammad Javed, A study of student Assensment in writing skill of the English Language (International Journal of Instruction: July 2013. Vol 6 No 2)

¹⁸ Hasson Anne, Brain-frienly strategies for developing student’s writing skill, [http:// englishforthesis.blogspot.co.id /2012/05/what-is-writing.html?m=1](http://englishforthesis.blogspot.co.id/2012/05/what-is-writing.html?m=1) retrieved on May, 07, 2018 at 09:00p.m.

¹⁹ Suparwoto Sapto Wahono & Ulfa Khodijatul Qodriah, Improving Students Writing Skill Using English Movie With Subtitle, 2019.

Writing is the skill of writer to communicate information to readers. Her or his skill is also realized by his or her ability to apply the rules of the language she or he is writing to transfer the information s/he has in her or his mind to her or his readers effectively. The ability s/he has includes all the correct grammatical aspect of the language s/he is writing, the types of information s/he is transferring, and the rhetoric's s/he is conducting in a communicative event too.²⁰It writing is the skill to transfer the information our mind to readers effectively with correct rule of a good writer.

Rivers and quoted by Swarbick describes five stages of development which students need to go through in acquiring competence in writing, i.e: copying reproduction, recombination, guided writing, and free writing. In terms of writing process, the content and the medium of the writing may influence it. The process and planning, drafting, editing and final version or final draft. The steps are important in composing a good writing.²¹ It mean writing is always be a way of communication to give a message by writer. It tends to be means how to express though, ideas, feeling and development with five above.

So, that the researcher concludes writing is a process where a writer needs his ability in transform what he thought into verbal symbols and activity to transfer the ideas and expressing thought by experiences in draft of the paper.

²⁰ Siahan Saggam, *The English Paragraph* (Yogyakarta: Graha Ilmu. 2008), p. 2.

²¹ Zamilah S, *The Student Ability In Writing Recount Text At Grade X In SMA Negeri 3 Padangsidempuan in 2016-2016 academic year* (Unpublished Thesis), IAIN Padangsidempuan, 2016,p.12.

b. Purpose of writing

After the student understand about definition of writing and the type of the student ability, researcher would write the purposes of writing. Writing can should be a stimulating, challenging activity central to all learning and development because, as Irmacher says, “ones we move students beyond those basic levels proficiency (grammatical structure and basic punctuation), we then see new dimensions of expressiveness, imaginativeness, and intellectual growth that are accessible only to someone engaged in composing, weather that performance is acting, dancing, painting, or writing²² Likewise writing is so important to learn because that is like a central to all learning and development One of teacher most critical responsibilities as writing teacher is to communicate students the functions and benefit of writing. As a lifetime skill, writing serves four crucial, enduring purposes for the learner; communication, critical thinking and problem solving, self-actualization, and control of personal environment.

1) Writing is an essential form of communication

Thorough writing we express our feelings, hopes, dreams, and joys as well as our fears, angers, and frustrations. Writing, then, is a letter to the family recounting the delights of discovering new friends or the loneliness of days spent in a new environment with out the supportive bonds of family.

²² J.B. Hughey, Teaching ESL Composition And Techniques (New York: Newbury House Publishers, 1983) p.4.

Through writing we express our ideas, plans, recommendations and our commitments. We explain to others who we are, what we believe and understand, and why we believe and understand as we do. For students, writing is a primary medium through which they demonstrate their understanding and interpretation of concepts and theories studied for many weeks or months.

2) Writing is for self-actualization.

Writing, as a way of discovering and developing ourselves, is a mean for self-actualization. What we learn about our self and develop within ourselves through writing can help us to realize our individual potential and to achieve personal goal. Therefore, besides being an external activity through which we communicate with others, writing also serves our inner selves.

3) Writing helps us control our personal environment.

Students frequently view writing in English as non essential to meet their urgent and daily needs. Yet writing is closely tied to daily communication in the world and students need to be encouraged to believe that they will never attain full literacy in their second language until they have achieved competence in writing. Based on above there are the functions and benefits of writing, dreams, and joy as well as our fears, angers, and frustrations and so on in writing. Therefore, the researcher concluded that students need to recognize that writing is a tool for survival in the real world.

There are many kinds of writing text learnt by senior high school students in learning the writing subject. Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.

4. Grammar

Grammar refers to the patterns or rules which are used to construct the sentences in English correctly and acceptably. The prescriptive view of grammar focuses on the rules of grammar, and on how language should be used. The attention is on the correctness, and accuracy of grammar use. The role of such a prescriptive view of grammar in writing is thus limited to the correct use of grammatical structures – where language is viewed as a system of different structures and the focus is on how words, sentences and texts are put together.²³ This element consists of the discussion of grammatical form and syntactic pattern.

In measuring the writing ability, a teacher tests the sensitivity to the grammatical patterns appropriate to the writing genre. This means that students cannot ignore using the correct grammar in their writing. After all, students have to be able to write grammatically correct in order to produce meaningful sentences.

²³ Christine A.X. *Grammar in Writing: Teachers' Reflections*, Journal of Language Teaching and Learning in Thailand Vol.60. No. 7 December 2020

5. Adjective order noun modifiers

a. Definition of adjective.

The adjective is a modifier that has the grammatical property of comparison, It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies. But it fills other positions as well.²⁴ The adjective is that it is a word that describes or clarifies a noun. And describes noun by giving some information about an object's : Determiner, Quality, Size, Age temperature, Participle, Shape, Color, Origin Location, Material.²⁵

An adjective is a word which qualifies a noun, that is shows or points out some distinguishing mark or feature of the noun. Adjective is a word with a noun to describe or point out, the person, animal, place or thing which the noun names, or to tell the number or quality.²⁶ It means the adjective is a word used to express the quality number to point out the person or thing. Adjective also describing words that then to be used in two ways: before a noun attributively as a pre-modifier or the adjective order noun modifiers, and after a verb predicatively as a complement to the subject or object of a clause.²⁷

²⁴ Frank, Marcella. *Modern English A Practical Reference Guide* (New York University: Prentice-Hall, Inc.1972), p. 109.

²⁵ Ranvali Wasineethip & Shupasit limjren. *Perfect English Grammar* (Nontha"buri: 2014) p.30.

²⁶ Wren and Martin, *High School English Grammar And Composition* (N.D.V: Prasada Rao), p.19.

²⁷ Knap P. and Watkins, M., *Genre Text Grammar Technology For Teaching And Assessing Writing* (Sydney: University Of New South Wales Press, 2005), p.41.

Based on explanation above the researcher concludes the definition of adjective is a word which quality like group of quality character, size, age temperature, participle, shape, color, origin location, material of a noun to describe or point out like the person, animal, place, and thing and usual position is before the noun.

b. Definition of Adjective order noun modifiers.

Adjectives are words that modify a noun or pronoun. In other words, they describe a person, place, or thing in a sentence. Adjective usually come before the noun. In English, generally have a specific order of adjectives (although this can sometimes be flexible). When the writer want to give more information that can be provided by using a noun alone, the writer can add some adjective to identify a person or thing, and a number of adjective used together, the order depends on the function of the adjective. The usual order is:

1.Determiner

- a)Article,demonstrative
- b) Possessive
- c) Indefinite, ordinal, cardinal

2.Opinion/Quality character

3.Measurement/size

4. Age

5.participle

6. Shape

7. Color
8. Origin location
9. Material
10. Purpose

Obviously we never have a sentence that uses 10 adjectives to describe one noun: in fact, it would be rare to find a sentence that uses more than three adjective to modify the some noun. We do need to know a little about each type, though, so that when we need to use two or three adjective in a row, we'll use them in the right order²⁸

1) Types of adjectives.

a) Determiners The basic sentence worked with so far have not really been very interesting, and detail.

Example:

- Article-The, a, an,
- Demonstrative -this, that, plural those,
- Indefinite Numeral -some, few, all, more.
- possessive –my, her, his, their, your, our, its.
- Ordinal- first, second, third
- Cardinal- three, four.²⁹

b) Opinion/quality character

²⁸ Farlex, The Farlex grammar book. <https://www.thefreedictionary.com/order-ofadjectives.htm> retrieved on April, 07, 2018 at 10:00 p.m

²⁹ Wright Jessica and earattanaphorn sirintha. English Clinic(Bangkok: gift and give, 2007) p.278

Adjective of opinion always after determiners descriptions of the noun. There are two types of opinion adjectives. The general opinion adjective and can be used with any kind of noun, whether it is a person, place or thing.

Example: Beautiful, boring, stupid, delicious, useful, lovely, comfortable, nice, strange,

c) Size or measurement

Adjective of measurement can tell us about the size, height, length, and weight of person or a thing. Some of the most common adjective of measurement are: Big, colossal, fat, gigantic, great, huge, immense, large, little, mammoth, Massive, miniature, petite, puny, scrawny, short, small, tall, teeny, teeny-tiny, tiny

d) Age Temperature

Adjective of age can describe how old a person, place, or things. We have to be carefull with adjective or age, because some are used to describe only people, some are used only for things.

Example : To describe for people -old, young, youthful, elderly

: To describe for things- new, antique

e) Participle

Completed –ed / ongoing –ing. Completed state is verb expressing a process may take past participle forms which can modify nouns and express completed stated. These modifiers have some adjective and some verb-like properties. Past participle modifiers are pre-position (placed before the

word it modifiers) and are derived from reduced clauses. Example: broken, fried, loved, cooked, dripped, crossed, and closed. Verb expressing a process may also take present participle form, which can modify nouns and express states in progress. These modifiers also have adjective-like and verb-like properties. Example: growing, breaking, interesting, falling, frying, loving.

f) Shape

Adjective of shape usually describe objects. The most common are round, square, rectangular, triangular, and oval. However, there are many words that describe the shapes of objects that we see all around us but that are used less.

Example : bent, concave, flat, straight, twisted, symmetrical.

g) Color

Adjective of color include the names of particular colors themselves,

Example: green, white, blue, reddish, purple

h) Origin location

Adjective of origin describe where something comes from.

Usually, these are adjective that refer to a specific country or region.

Example: American, British, Italian, eastern, Australian, India, Thailand.

i) Material

Adjective of material tell us what something is made.

Example: gold, wooden, silk, paper, synthetic, cotton, woollen³⁰

³⁰ Farlex, Op. Cit.,

j) Noun

Noun is a word used as the name of all things; people know about, have, see, hear, taste, smell, or feel. This includes words for people, things, words, for thing someone knows exist but cannot touch, and an idea or quality of mind is defined as a noun.³¹ Further, also stated that noun can be classifies into proper nouns, collective nouns, material nouns, abstract nouns, countable and uncountable nouns.³²

Based on all the types of adjective above for clearly we can see the adjective order noun modifiers in the table 2.2.

Table 2.2. The adjective order noun modifiers

ORDER OF MODIFIERS BEFORE THE NOUN								
1,2,3	4	5	6	7	9	10	11	12
Determiner	opinion	size	Age	shape	Color	Origin	material	noun
The	Beautiful	Big	old	Square	red	indonesia	stone	Plantation

³¹ Hartanto, John S, AccurateBrief, And Clear English Grammar, (Surabaya: Indah, 1996),

³² Jean Yates, Practice Makes Perfect: English Vocabulary For Beginning ESL Learners,(United State America: Mc Grow Hill Componies, 2006) p.1.

2) Example the adjective order noun modifiers in the sentence.

a) a large round table :Determination-size-shape-noun

b) a young Italian woman :Determination-origin-noun

c) a beautiful green silk dress :Determination-opinion-noun

d) a clear round green glass bow :Determination-opinion-shape-colornoun³³

c. Example of descriptive Text by using the Adjective order Noun Modifiers

Friends play an important part in everyone's life. I am very lucky to have a friend like Rohan. Rohan is my best friend. He is my classmate. He respects elders and talks very politely to everyone. He often comes to my house and helps me with my studies. He belongs to a respected middle-class family.

He is very good diligent student . He is a handsome tall boy in our class. His favorite subject is math. Teachers love him so much. Besides academics, he is also good extracurricular activities like drawing, painting, sports, etc. Rohan is a very well-mannered boy. Although he is intelligent good sportsman. He plays football and cricket in our school team and has bagged many prizes. Besides, he is very kind-hearted_everyone. If anyone falls ill, Ratan is the first to pay him a visit.

He is very dear to me and we are very intimate with each other. We share our thoughts and feelings. He comes to my place almost every day in

³³ Wright Jessica and earattanaphorn sirintha. Op. Cit., p.279

the afternoon and we go out together. I like him very much. I am very proud of my best friend.

6. Descriptive Text

a. Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In a broad sense, description, as explained by Kane (2000: 352), is defined like in the following sentence: Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Thus, if we conclude it from Kane's explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is.

Most descriptive text is about visual experience, but in fact the experience other than the sense of sight, we can also use it to make descriptive text.³⁴

b. Purpose of Descriptive Text

1. To describe person, thing or place in specific
2. To describe a particular person, thing or place.

³⁴ Rudi Hartono, *Genre of Texts*, (Semarang: English Department Faculty of Language and Art Semarang State University, 2005).

c. Generic structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

1. Identification: (contains about the introduction of a person, place, animal or object will be described.
2. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describes.

d. The language features of Descriptive Text

1. Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
2. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.
3. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
4. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.)³⁵

³⁵ <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>

e. Example of Descriptive Text

My Favorite Teacher

My favorite teacher is my history teacher, and he is by far the best teacher that I have ever had. He has the ability to make a subject that many students find incredibly boring come to life through his enthusiasm and passion for history, and his love of being a teacher. Attending his lessons is something we look forward to, not dread, like we do with most other lessons.

It's ever so funny to watch him get excited about something, which happens in every lesson. It's easy to know that he's getting excited because he begins bouncing up and down slightly in a way that no other sixty-something year old would ever managed without looking completely ridiculous. He has this dark (with more and more grey streaks these days), springy hair that lines the edge of his growing bald patch, and the hair bounces up and down with him like thousands of tiny little springs. Then, he takes on his

whole new persona, often going into role and becoming the character or figure he is talking about, doing the voices, the actions, and parading up and down the room gesticulating wildly, but all the while there's a gentle bounce, bounce, bounce', as though the springs are not just on his head but on the soles of his shoes too.

A teacher that doesn't take himself too seriously always will be a big hit with teenagers, although he's not afraid to impose his authority if he has to. I've

only ever heard him properly shout once (although thankfully it wasn't it me), but it isn't an experience that I would like to repeat. When he lost it, the room suddenly became more silent than I'd ever known it to be before. We all sat slightly paralyzed, not even wanting to breathe too loudly, because hearing such a jovial and jolly little man lose his temper was a huge shock. It certainly had the right kind of impact though, because he's never needed to shout since.

It is actually this teacher that I have to thank for my love of history. In his lessons, history does not mean copying out of textbooks and writing pages and pages of notes. History is alive; history is something tangible, that you can see, hear and feel, and we can live it through dressing up and acting out scenes or taking trips to important places of historical interest. And although he's getting on in years and may not be teaching for much longer, he will have an important place in history for many of his students, because there has never been a teacher able to bring a subject to life in quite the same way he does.³⁶

³⁶ "Descriptive Essay My Favorite Teacher" Scholaradvisor.com. 27 April 2015.
<http://www.scholaradvisor.com/essay-examples/descriptive-essay-my-favorite-teacher>

CHAPTER III

RESEARCH METHOD

A. The Research Design

This study employed a descriptive quantitative method to examine students' capacity to use adjectives order in descriptive text writing in Junior High School. Quantitative research descriptive is a knowledge-gaining activity in which numerical data is employed to study anything that will subsequently be comprehended and known. Descriptive research is the collection and analysis of numerical data in order to characterize, explain, forecast, or regulate interesting phenomena. The purpose of this study was to describe students' capacity to employ adjective order in descriptive text writing³⁷.

B. The place and Time of the Research

The subjects of this study are required to acquire the necessary information. The sixth secondary school of Buranakarn Suksa Witya was chosen by the researcher. Purposive sampling was utilized in this study. Purposive sampling is a strategy in which the researcher selects samples based on certain characteristics that are relevant to the study's objectives. The researcher chose class X A which consisted of 14 students as the research subjects because they had already learned writing in prior semesters. The teacher also stated that the students in class X A had lower ability in writing compared with the two other classes, which the

³⁷ L. R Gay And Peter Airsian, Education Research Competencies For Analysis And Application (USA: New Jersey, 2000), p.279

researcher wished to know the ability and then could be the consideration in using the appropriate strategy in teaching writing.

C. The Population and Sample of the Research

1. The Population of the research.

This research was conducted at sixth grade of secondary school of Buranakarn Suksa Witya. The school is located at 31/2 M.1 T.piyamumang A.yaring, pattani, Thailand 2022-2023.

There are many perception about population that publisher by the expert. First, Gay notes. Population is the group of interested to the researcher, the group to which she or he would like the result of the study to be genelazable.³⁸Second, Sugiyono in Ruslan that population is generalization area consists of object / subject has special quantitay and characteristic which determined by researcher to get conclution.³⁹And according to Ary and Sukardi that population is all members of well defined class of people, event, or object. The last Sukardi describes that population is the elements of research as target of result research theoretically.⁴⁰

From many statements and definition about population, the researcher concluded that population is generalization area that has characteristic and quality who want to be studied and want to be concluded by the researcher.

³⁸ Ibid.,p.

³⁹ Rosadi Ruslan, SH, MM., Metode Pendidikan Penelitian Public Relation Dan Komunikasi, (Jakarta: PT.Raja Grafindo Persada, 2004), p.133

⁴⁰ Sukardi, Metodologi Penelitian Pendidikan, (Jakarta: Bumi Aksara, 2003), p.53.

The population of this research, the researcher chose sixth grade of secondary school of Buranakarn Suksa Witya in 2022-2023 academic year which consisted of 14 students.

D. Sample of the research.

The sample of this research was the students at sixth grade of secondary of English in Buranakarn Suksa Witya School. Sample is a part of population which was researched. The sample of research was students from fourteen of students at sixth grade of secondary school of Buranakarn Suksa Witya School. The researcher chose the students of sixth-grade (class X) was because they had studied about writing descriptive text and adjective order noun modifier and easy to get information as the researcher had taught there as the pre-service teacher.

E. Data Collection Technique

The researcher employed a writing test as the data collection technique. The researcher instructed the students to write a descriptive paragraph using adjective order in order to collect data. The researcher provided a theme on describing object (my family). The students were asked to create a descriptive text that include adjective order. The students were given 45 minutes to complete the writing test by the researcher including 10 adjectives order that must written by the students. After they finished the activity, the researcher collected the data and assessed the students' responses to determine the result of the analysis. After the students completed and submitted the activity, the researcher checked their answers by using

a mark (✓) if they were correct and an (X) if they were incorrect. Finally, the researcher classified the students' ability based on the five level of student's ability.

F. Data Analysis Technique

The process of gathering and synthesizing data is known as data analysis.

After the data had been collected and processed, it was ready for analysis.

1. To determine each student's individual score, the data was calculated using the following formula.⁴¹

$$\text{Scoring} = \frac{\text{total correct subject}}{\text{total number subject}} \times 100\%$$

2. The following formula is used to calculate the proportion of students' ability:

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

P = The class percentage

F = Number of frequency / total percentage score

N = Number of respondents.⁴²

3. To find out mean score of students' test, the researcher used the following formula:

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

Where:

\bar{X} = Average score

$\sum x$ = Total score

N = Total students.⁴³

⁴¹ Putri, Anggita Dewi. The Analysis Of Students' Ability To Use Possessive Adjective In Writing Descriptive Text At Junior High School. Universitas Muhammadiyah Makasar. 2022.

⁴² Sudjono, A. Pengantar Statistik Pendidikan. Jakarta: Rajawali Press. 2010.

Furthermore, student's scores are categorized into five levels.

The classification is shown in the table below:

Table 3.1. Score Classification

The Score Level	Level of Ability	Description
80 – 100	Excellent	If students are able to use adjective order correctly in their writing descriptive text and get range score 80- 100, it classified into excellent category.
66 – 79	Good	If students are able to used adjective order correctly in their writing descriptive text and get range score 66-79, it classified into good category.
56 – 65	Average	If students are able to used adjective order correctly in their writing descriptive text and get range score 56-65, it classified into average category.
30 – 55	Poor	If students are able to used possessive adjective correctly in their writing descriptive text and get range score 30-55, it classified into poor category.
0 – 29	Fail	If students are able to used possessive adjective correctly in their writing descriptive text and get range score 0-29, it classified into fail category.

⁴³ Gay, L.R. Educational Research. Columbus: Memill Publishing company. 1981.

CHAPTER IV

THE RESULT OF RESEARCH

The findings of this study are provided in this chapter. This chapter is divided into two major sections: finding and discussion of the result. The study's conclusions were based on responses to the question, "How is the students' ability to use adjectives order in writing descriptive text at Junior High School?" Discussions related to the interpretation of finding in research.

A. Research Finding

After testing the students' by instrument of the research, that can be known the students' ability in using the adjective order noun modifiers in writing descriptive text by the result of students' score areas table below:

Table 4.1 Students' Ability to Use Adjective Order in Writing Descriptive Text

Students' Ability	Mean Score	Ability Level
Adjective Order in Writing Descriptive Text	67.14	Good

According to table 4.1, the ability of sixth grade of secondary school in Buranakarn Suksa Witya School to utilize adjective order in composing descriptive text was 67.14 in mean score and was classified as good.

As described in the preceding chapter, the researcher collected data by administering a writing test on the usage of adjective order in descriptive text. This study was carried out on March 28th, 2023 at Buranakarn Suksa Witya School, the researcher was accompanied by the English teacher.

The following were the students' ability to employ adjective order in descriptive text:

Table 4.2. Data of the Students' Ability in using Adjective Order in Writing Descriptive Text

Number	Initial Name	Score
1	AS	70
2	SM	70
3	NE	70
4	WS	70
5	SS	60
6	AM	70
7	AJ	70

8	SJ	50
9	AH	70
10	WB	60
11	SB	70
12	BK	70
13	HA	70
14	NA	70

1. There was no student who categorized into **excellent**
2. The students who categorized into **good** were students with number 1, 2,3,4,6,7,9,11,12,13,14. They had score 70
3. The students who got categorized into **average** were students with number 5,10. They reached score 60.
4. The student who categorized into **poor** was student number 8. He got 50 for the writing test.
5. None students who fall into **fail** category. It means that there was no one who reached score in a range of 0-29

Based on the finding above, the researcher concluded that the students' ability to employ adjective order in descriptive text was good, as shown in the table below:

**Table 4.3. The Percentage of the Students' Ability to Use Adjective
Order in Writing Descriptive Text**

Classification		Number	Percentage
Score	Ability Level		
80 – 100	Excellent	0 Students	0 %
66 – 79	Good	11 Students	78.57 %
56 – 65	Average	2 Students	14.28 %
30 – 55	Poor	1 Students	7.14 %
0 – 29	Fail	0 Students	0 %
Total		14 Students	100 %

Based on the table above, it can be seen that students' ability to use adjective order in writing descriptive text had variety levels , there was not student who got excellent category with a range score of 80-100, there were 11 of 14 students or 78.57% students who got good category with arange score of 66-79, then there were 2 or (14.28 %) students who enters the average category with a range score of 56-65, next there were only 1 or (7.14%) student who got poor category with a range score of 30-55 and finally there was no student who failed with a range score of 0-29.

Here are the examples of students' adjective order used inwriting descriptive text for each level category:

a. Good level category

Almost all students got this level category. Here are the several students' answer that researcher found on their writing test to use adjective order.

First, student 1 got this category because this student used 7 adjectives order in writing descriptive text correctly, namely:

- 1) She is beautiful tall white skin.
- 2) She is thin straight hair.
- 3) Every day she takes tall old pink China ceramic bottle
- 4) cute small pink Japan bag to school
- 5) Every day he take long old square black to office.
- 6) He has handsome tall thin body.
- 7) It is cute small fat white wool.
- 8) I have a big happy family.(Incorrect)

Got Incorrect because used adjective order noun "big" size before "happy" opinion It should be "happy" before "big"

Second, student 2 got this category because this student used 7 adjectives order in writing descriptive text correctly, namely:

- 1) She is beautiful tall white skin.
- 2) My mother is a good best gift to me.
- 3) She is good diligent housewife.

- 4) She is a selfless kind-hearted woman.
- 5) She is very kind humble person.
- 6) She loves to cook good delicious foods.
- 7) My mother is the most influential person in my life.

Third, student 3 got this category because this student used 7 adjectives order in writing descriptive text correctly, namely:

- 1) I have a wonderful big family.
- 2) My father Hadee is a good efficient engineer.
- 3) My father is an energetic person
- 4) He buys a cute round pink gift for my birthday
- 5) My older brother is a handsome tall white skin in university.
- 6) He is a good diligent student
- 7) We go for picnics and joyful long trip on holidays.

Fourth, student 13 got this category because this student used 7 adjectives order in writing descriptive text correctly, namely:

- 1) He has a handsome big eyes.
- 2) He has a tall black skin.
- 3) He has short curly black hair.
- 4) and is a very diligent hard-working person.
- 5) He is an intelligent person who answers all my questions.
- 6) by a new black car.
- 7) He teaches us punctual good manners.

b. Average level category

There were some students who got this level category. Here are the several students' answer that researcher found on their writing test to use adjective order.

First, student 5 got this category because this student used 6 adjectives order in writing descriptive text correctly, namely:

- 1) My caring loving parents
- 2) They are kind-hearted selfless individuals.
- 3) Their warm gentle cuddling make me feel secure and cherished.
- 4) There is my beautiful intelligent sister.
- 5) She is a good diligent student
- 6) his mischievous grin and playful funny nature

Second, student 10 got this category because this student used 6 adjectives order in writing descriptive text correctly, namely:

- 1) My family is a group of amazing individuals who play an important role in my life.
- 2) My wonderful parents.
- 3) She is a persistent hardworking person.
- 4) He always teaches me good new things.
- 5) I really funny beautiful memories of my childhood with them even though it feels faint.

6) Many sweet gifts they gave me.

c. Poor level category

There were some students who got this level category. Here are the several students' answer that researcher found on their writing test to use adjective order.

First, student 8 got this category because this student used 5 adjectives order in writing descriptive text correctly, namely:

- 1) I have a happy big family.
- 2) but when we moved to our new wooden home.
- 3) My dad comes from a kind big family too.
- 4) We have been gentle best friends since we were just babies.
- 5) My mom comes from a pleasant small family.

The Students' individually Score to student used adjectives order in writing descriptive text can be seen in this following table :

Table 4.4 Individually Score of the Students' Result

student	Score of students' ability			Category
	Correct	Incorrect	Score	
Student 1	7	1	70	Good
Student 2	7	-	70	Good
Student 3	7	-	70	Good
Student 4	7	-	70	Good
Student 5	6	-	60	Average
Student 6	7	-	70	Good
Student 7	7	-	70	Good
Student 8	5	-	50	Poor
Student 9	7	-	70	Good
Student 10	6	-	60	Average
Student 11	7	-	70	Good
Student 12	7	1	70	Good
Student 13	7	-	70	Good
Student 14	7	-	70	Good

The researcher used the skill levels score which includes excellent, good, average, poor and fair to determine students' ability. The mean score data for the above was calculated as follow :

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

where:

\bar{X} = average score

$\sum x$ = total score

N = total students

So the mean score would be :

$$\bar{X} = \frac{940}{14} = 67.14$$

Based on the table above, it can be seen that for the used of adjectives order in writing descriptive text obtained a mean value of 67.14 which is included in the excellent level, while the highest score is 70 and the lowest score is 50

B. Discussion

In this research, the researcher searched the students' ability in using the adjective order noun modifiers in writing descriptive text of sixth grade of secondary (class X) of English in Buranakarn Suksa Witya School. The researcher wanted to know how is student's ability in using the adjective order noun modifiers such as determiner including article, demonstrative, possessive, and indefinite, opinion, measurement, Age, Participle, shape, color, origin, material, purpose. It supported by the theory from H Ramsey Fowler and Jane,

they stated that adjective word order divided into 10, there are determiner, opinion, size, age, shape, color, nationality, noun functioning as adjective and participle.⁴⁴

The goal of this research showed that 0.8 according to Pearson's Product Moment correlation, which was then used for analysis. Critical with significant level 0.05 produced a result of 0.325. The study's conclusion is that there is a correlation between students' proficiency in adjective order and proficiency in writing descriptive text because observed is higher than critical ($0.8 > 0.325$).⁴⁵

As a guide, students made three different types of mistakes when using noun phrases. Head, Pre-Modifier, and Post-Modifier Error were the three. 95 items of Head Error (50.80%), 85 items of Pre-Modifier Error (45.45%), and 7 items of Post-Modifier Error (3.74%) made up the proportion of errors. The researcher also discovered that students' most common error was Head Error. The reason why most students made these kinds of mistakes was that they only learned the rules in their mother tongue. They were unable to fully understand the target language, which is why it happened. James stated that this includes linguistic mistakes.⁴⁶

The research showed that researchers had data demonstrating a significant relationship between words, phrases, and objects when it comes to writing descriptive text. In terms of correlation coefficient, a significant correlation is

⁴⁴ H. Ramsey Fowler and Jane E. Aaron. *The Little, Brown Handbook*. USA: Longman, 2007.

⁴⁵ Sevia Yolanda, *The correlation between students' mastery in using adjective and their ability in writing descriptive text at eight grade of SMPN 1 TALANGPADANG in the academic year of 2016/2017*.

⁴⁶ Suci Novianti, *Students' grammatical errors in using noun phrases in descriptive text at the tenth grade of MAN 2 Bandar Lampung in the academic year 2017/2018* | this thesis expected to using the Linguistic Category Taxonomy, 2018

0.424. This indicates that hypothesis zero (Ho) is rejected and the research hypothesis (Ha) alternative hypothesis is accepted.⁴⁷

found that the degree to which students were successful in using noun phrases in descriptive text. This study was descriptive quantitative in design. The 111 students in the eleventh grade who made up the population of this study. Four classes were formed from the students. 27 students made up the research's sample size. Because of a few factors, including the fact that students have already learned about noun phrases in descriptive texts, the researcher used the purposive sampling technique to determine the sample.⁴⁸

After analyzing the data, it was gotten that the mean score of students' ability in using the adjective order noun modifiers in writing descriptive text at Buranakarn Suksa Witya School was 69.14 it can be categorized as good. Based on the data found by the researcher, it can be known that there were 11 of 14 students who got result 70, it meant that their writing ability in descriptive text especially in using adjective order noun modifiers were categorized as good. While, they were 2 of 14 students who categorized as average which score between 56-65. The last was only 1 of 14 student who reached score 50 which categorized as poor. The data shown that the students tended to use determiner and opinion in their writing than other kinds of adjective. It was caused those two kinds of adjective were easy to used. The research written by Nur Alpi Andayani told the same, in this research

⁴⁷ Mila Arizah & Tri Molly Ramadhona ,The correlation noun phrase and writing of descriptive text at tenth level students of SMAN 5 OKU,2019

⁴⁸ Selli Wahyuni, Eliza & Merry Prima Dewi, An analysis of students_ ability in writing using noun phrase on descriptive text at the eleventh grade of SMAN 1 PADANG GELUGUR, 2020

the researcher found that found the 6 types of adjective word order that use in undergraduate thesis abstract, namely; 51% determiner, 11% opinion, 2% size, 3% age, 0,3% shape, 1,5% nationality, and 30% noun as the adjective. Accordingly, the data that repeatedly happen most are determiner.⁴⁹

Actually, there were no students who categorized excellent and fail since the adjective order is categorized as medium material. Based on the result found it can be concluded that students had already understood about adjective order but still have to study hard about it. The students still have to master this material as it is important in writing descriptive text. Since the adjective order is one of important aspects in writing descriptive text, the students should comprehend it. In line with that, Knapp and Watkins said that all lexical items such as nouns, verbs, adjective and some adverb can be used descriptively, but it is adjective that have describing as their key function.⁵⁰ While, According to Raimes, writing strengthens the usage of language abilities such as structure, idiom, and vocabulary that we have mastered.⁵¹ That is, when students write, they must use correct sentences. They must arrange the use of the paragraph or text correctly, especially while creating a paragraph or text. They frequently utilize adjectives to describe something in their writing. As a result, if someone can write good sentences, it is expected that he or she can write good paragraphs as well, and by employing adjectives, they may describe their ideas, emotions, feelings, and thoughts.

⁴⁹ Andayani, Nur Alpi. *An Analysis On Using Adjective Word Order In Undergraduate Thesis Of English Education Department Students At State Institute For Islamic Studies Of Metro*. 2018.

⁵⁰ Petter Knapp and Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales, p.110. 2005.

⁵¹ Ann Raimes, *Technique in Teaching Writing*. New York: Oxford University Press. 1983.

CHAPTER V

THE CONCLUSION AND THE SUGGESTION

A. The Conclusion

Based on the result of the research and calculations of the data, it can be concluded that the students' ability in using the adjective order noun modifiers in writing descriptive text of sixth grade of secondary of English in Buranakarn Suksa Witya School was categorized as good. The mean score of students' ability of writing test using adjective order noun modifier was 67.14%. The result showed that there were 11 of 14 students got score 70 which categorized as good, 2 students of 14 got average category which score was 60 and only 1 student who reached score 50 which categorized as poor. There was no one of students who reach category excellent or fail.

B. The suggestion

Based on the conclusion and the implication of the research that have mentioned previously, the researcher would like to give some suggestions to people who gets benefits from this research.

1. To the English Teacher

The researcher hopes that the result of this research can be an evaluation in teaching writing descriptive text by using adjective order noun modifiers.

2. The further researcher

The researcher hopes that it can be a source or references in conducting other research related to the topic of learning students' writing descriptive text by using adjective order noun modifiers.

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Appendix 1

DECLARATION OF AUTHENTICITY


The undersigned below:

Name : Nadeeyah Jehmaming
NIM : T20176105
Major : Tadris Bahasa Inggris
Faculty : Tadriyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

States that thesis entitled "An Analysis of the students' ability in using adjective order noun modifiers in writing descriptive text at Buranakarn Suksa Witya School" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Pattani Thailand, 06 April 2023
Author




Nadeeyah Jehmaming
NIM: T20176105

Appendix 2



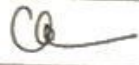
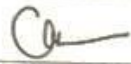
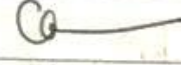


MATRIX OF RESEARCH

Title	Research Question	Variable	Indicator	Data Sources	Research Methods
An Analysis of the students' ability in using adjective order noun modifiers in writing descriptive text at Buranakarn Suksa Witya School	"How is the student's ability in using adjective order in writing descriptive text?"	1. Learning Strategy 2.Motivation to learn -Intrinsic -Extrinsic	1. classroom learning activities 2. test score	1. sixth grade of secondary 2.teacher - English teacher 3. headmaster 4.Internet	1.The researcher used the quantitative research 2. The technique of the data collection - Test 3.The technique of the data Analysis - Analyzing students' answer - Calculating the students' score $X = \frac{\sum X}{n} \times 100 \%$

Appendix 3

Research Journal Activities

Name : Nadeeyah Jehmaming
 Nim : 120176105
 Title : An Analysis of students' ability in using the adjective order noun modifiers in writing descriptive text at Buranakarn Suksa Witya school
 Location : Buranakarn Suksa Witya School

No	Day/Date	Activities	Initial
1	Wednesday, 01 March 2023	Contact teachers of the need for permission to conduct research in the school.	
2	Thursday, 02 March 2023	The researcher interviewed the English teacher and students also discussed about lesson plan with the English teacher.	
3	Sunday, 05 March 2023	The researcher held the preliminary study in the class	
4	Monday, 06 March 2023	The researcher implemented the action (first meeting)	
5	Wednesday, 08 March 2023	The researcher implemented the action (Second meeting)	
6	Tues, 28 March 2023	The researcher implemented the action (Third meeting) by test	
7	Wednesday, 29 March 2023	The researcher asked a letter of research finishing.	

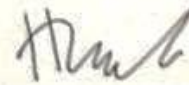
Pattani, Thailand, 10 April 2023

Peneliti,



Nadeeyah Jehmaming

Kepala sekolah



Hasan Etac

Appendix 4

SURAT KETERANGAN

Yang bertanda tangan di bawah ini :

Name : Hasan Etae
Jabatan : Kepala sekolah
Alamat : 31/2 M.1 T.piyamumang A.yaring, pattani, Thailand

Dengan ini menyatakan bawa mahasiswa :

Name : Nadeeyah Jehmaming
NIM : T20176105
Fakultas /Jurusan Prodi : TARBIYAN/Tadris Bahasa Inggris
Universitas : Universitas Kai Haji Achod Sidi Jember

Telah menyelesaikan ponction dan rangka penyusunan Skripsi judul “**An analysis of student’s ability in using the adjective order noun modifiers in writing descriptive text at Buranakarn Suksa Witya School**”


Demikian surat keterangan ini dibuat dan untuk digunakan sebagaimana mestinya

Pattani Thailand, 29 march 2032

Kepala sekolah

Hasan Etae

Appendix 5

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-3134/In.20/3.a/PP.009/06/2023
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

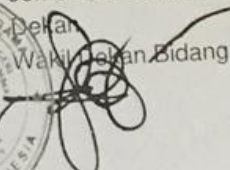

Yth. Kepala Nadeeyah Jehmaming
31/2 M.1 T.piyamung A.yaring, pattani, Thailand

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: T20176105
Nama	: NADEEYAH JEHMAMING
Semester	: Semester dua belas
Program Studi	: TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "AN ANALYSIS OF STUDENT'S ABILITY IN USING THE ADJECTIVE ORDER NOUN MODIFIERS IN WRITING DESCRIPTIVE TEXT AT BURANAKARN SUKSA WITYA SCHOOL" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Hasan Etae

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 20 Juni 2023
a.n. Dekan
Wakil Dekan Bidang Akademik,


MASHUDI

Appendix 6



BURANAKARN SUKSA WITYA SCHOOL
PATTANI THAILAND

- INSTRUCTIONS:
1. The students write descriptive text by using the Adjective order Noun Modifiers.
 2. The students must cover the adjective order Noun Modifiers Minimal 10 in a text.
 3. The students write it in 45 minutes.
 4. Topic : My family

Name : Alawiyah Sara

NO : 1

CLASS : 6/1

TOPIC :

I have a big happy^x family. There are four people in my family : my mother, my father, my youngest brother and me. Oh, there is also a cat named chaco lives with us. My mother is a Thai teacher, she is beautiful tall white skin. She is thin straight hair. she is delicious cook. she favorite pink color. because everything pink color. Every day she take tall old pink china ceramic bottle and cute small pink Japan bag to school and my father is a lawyer. He is handsome tall thin body. He is tall nose. Every day he take long old square black to office. My little brother and I go to the same school. On weekday, my father sends us to school. My favorite thing is to play with our cat, chaco, it is cute small fat white wool. If we have enough time, we will take him for a walk. I love my family.

Appendix 7

CURRICULUM VITAE



Name : Nadeeyah Jehmaming
SRN : T20176105
Gender : Female
Religion : Islam
Place, Date of birth : Patani, 03 August 1997
Address : 20/5 M.5 T.pitumudi A.Yarang Pattani, Thailand
Department : English Education Department
Faculty : Education and Teacher Training Faculty
Email : Lubna1000gouss@gmail.com

Educational Background

MI/SD	Talad Prigi	2007 -2011
SMP	Posan Islamic	2011 – 2014
SMA/SMK	Wathanatham Islam	2014 – 2017
College	UIN KHAS Jember	2017-2023