

AN ANALYSIS OF STUDENTS ABILITY IN APPLYING ADJECTIVE ORDER IN DESCRIPTIVE TEXT

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ABSTRACT

Writing is an ability to be able to express their opinions through an article. Writing models have many forms and kinds. Descriptive text is one of them. Descriptive text is text whose content aims to explain a thing, whether it's about a person, an object or a certain condition whose characteristics need to be explained. Researchers see that problems emerge among students in writing descriptive texts. This problem is seen from the ability of students who are still considered lacking in describing a matter in descriptive text. From there researchers moved to conduct research using qualitative research methods to see and examine the problems that occur and strive to resolve existing problems. And from the results of research that researchers have done, researchers found several factors classified through the analysis model, namely related to students' problems in seeing details of a matter, lack of vocabulary used, to the lack of knowledge about grammar related to adjective order. The researcher concludes that this problem is a problem that needs and is worth studying. It aims to develop a newer educational model for later research with this research which is used as a reference and or reference for future researchers.

Keywords: *writing descriptive text, descriptive text, adjective order*

INTRODUCTION

Writing plays an important role for students who are in the process of learning a language. In Indonesian school, students are required to

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learn to write different text types. There are some types of text that should be learned by tenth graders, they are: Recount, Narrative, Procedural, News Item and Descriptive. A descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is really different from the other kinds of text.

Writing is not only learned because it is important in the process of education, but in real life, writing is an indispensable thing if you want to tell something. This of course can be conveyed through writing, and therefore also "writing" or "writing" can be said as a tool for communication.

The importance of communication must of course also be realized with the importance of knowledge about language. Language is one of the instruments used by humans to communicate, this refers to the view that "language is a rule or condition used to communicate". This is important to understand, but it is very unfortunate that many people, especially students who carry out their education at school are still not aware of this, so there arises various problems that occur related to understanding language and writing.

According to Elia (2013, p. 21) in his writing, Language is a tool intended for humans to carry out social activities like conversations and facilitate one another. Everything in different forms of communication. Language is a natural product that is created from interpersonal interactions so that the essence of human ability to use language in communication is something that can be used in mastering.

Rohmadi, Sugiru, and Nugraheni (2009, p. 1) explained in the linguistic dictionary that Linguistics is the science of language. In addition, linguistics is a scientific investigation of language. Therefore linguistics has a very important role in human life. Vice versa, because the object of linguistic study is human language.

However, language is not the only means of human communication because it is also known as a means of communication of signs, symbols, codes, and sounds which all will be meaningful after being translated into human language. Thus, language is called the most important communication tool for humans. In studying language as a communication tool will be closely related to the name morphology, which is the field of linguistics that studies parts of the structure of language that includes words and parts of words, namely morphemes.

Researchers saw this as a new perspective in which language itself is formed by nature without the need for certain processes that must be passed by someone.

However, researchers realize that this only applies to the mother tongue which is an everyday language that is used continuously by someone. This argument is based on observations made carefully where there is a particular contradiction about the communication used is a foreign language, which in accordance with this problem is English. Furthermore, researchers focus on topics that discuss the ability of students to explain or describe something. This also applies to various types of writing texts in various languages. The ability of students to be able to analyze and re-describe what they observe is one of the abilities that is important and deserves to be studied according to researchers, for this reason researchers took the initiative to conduct research related to students' problems in writing descriptive text.

LITERATURE REVIEW

Descriptive text is the text that describes something. Wyrick (1987, p. 227) states, "The writer of description creates a word picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader." From the explanation above, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually in simple present tense. It is necessary for the teacher to make teaching and learning writing descriptive text more interesting.

Sudarwati and Eudia (2007, pp. 113-137) state that "the targets of teaching writing descriptive text for the first year students of senior high school are (1) the students are able to describe animals and people, (2) the students are able to describe their school, (3) the students are able to describe places". Writing becomes the most difficult skill when it is learned by the foreign language learners. "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization" (Al-Mekhlafi & Nagaratnam, 2001, p. 30).

According to Brown (2001): "writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization". Hugley

et al. (1983, p. 3) explain that “writing is a communicative act. It depends upon the awareness of the social expectation”. This means as communicative act, writing can develop social relationship and social expectation because writing is one of the tools in communication. The researcher is interested to analyze students’ ability in writing descriptive text by using adjective order in tenth grade.

According to Kevin (2009, p. 1), there are ten main criteria of a good writing: a clear point, length, back up of point, time, logical, good grammar, English, and spelling, readers become engaged, rules are broken, influence and from their heart, not just created to profit or for gains. Besides that, there is still opinion about the criteria of good writing shared by Fawcett and Sandberg (1990, p. 8) “criteria for judging good writing are: organization, unity, coherence, conciseness, clarity, grammar, punctuation, spelling and usage.”

Moreover, Abisamra (2001, p. 1) has similar opinion about descriptive text. He adds that “descriptive is the text picturing the person, place and thing with clear detail to help the readers visualize an object which is described”. So, by writing a descriptive text, the writers will create their sense of impression and get a clear picture of the object which is describe. Furthermore, description activity is used to describe an object and the readers become easily to be understood, so that they can imagine the object which is described clearly like the real one.

Research and writing related to or related to the previous description text are very interesting for writers to conduct research related to the abilities and problems of students in writing descriptive texts. Researchers observe that this is necessary and worthy of research considering that there are still many problems and obstacles that students face during writing activities, especially writing descriptive texts. This obstacle does not only arise because of the lack of students' writing ability. Researchers assume that there are other factors that influence students in writing descriptive text activities, and for that the authors assume that this is appropriate for the writer to do research.

Thus the researcher is interested in analyzing the ability of students to write descriptive texts using adjective order.

RESEARCH METHODOLOGY

Research Design

The research design that the researchers did was a qualitative descriptive research model. This research model tries to explain the actual phenomena that occur through the subjective thinking of researchers based on field data collected during the research process. The form of data collected is data obtained objectively from research subjects.

Research Subjects

In this study, participants who will be the subject of research are high school students of Dharma Bhakti, Medan. With a total number of research subjects is 20 people.

Before conducting research with a Research Subject, the Researcher has previously submitted permits and requirements needed by local government authorities to be able to conduct research to the students (research subjects) concerned.

Data Collection

Data collected during the study are response data from written test results and also interviews between students and researchers to find out subjectively what are the obstacles and problems students have in writing descriptive texts.

Likewise during the study, researchers collected field data during the study through field observations, while the data collected was data about conditions, situations and phenomena that occurred during the research process.

Written Test

In this session, the data collected by the researcher is the data that is the result of student responses (research subjects) after conducting a written test that has been conducted. This form of written test is a short writing by students that describes a problem descriptively, whether in the form of a person, object or other aspects.

In this test, researchers try to find out the extent of students' ability to write descriptive text, researchers observe the extent to which your students write their views and then explain them again while thinking

about how their readers will be able to imagine what they are seeing / thinking about the descriptive texts they write.

Interview

In this session the researcher tried to carry out a communicative approach to students to find out more subjectively in terms of students' personal problems and problems as research subjects in writing their views in descriptive texts.

Data obtained through this interview are subjective data obtained through face-to-face interviews conducted by researchers and students. The aim is to get accurate results directly from the source of the research subject.

Observations

The Observation Process conducted by researchers is a process that takes place during data collection activities, from the written test process to the end of the interview process. This process aims to collect data through observing the conditions that occur in students and what phenomena occur during students following the research process.

Following are the Implementation Methods that will be carried out by researchers as a reference for work / implementation at the research site. (1) The researcher submits the application to the local authorities to carry out the research to the students. The location and subject of the research are a group of students at Dharma Bakti Senior High School, Medan. (2) After obtaining permission, researchers come to visit the school and research subjects. Followed by greetings and introductions between researchers and students. (3) Researchers explain the intent and purpose of researchers to conduct research. This is done so that students understand the purpose of the arrival of researchers. (4) Researchers begin the process of collecting data. Researchers began to ask students to do instructions from researchers to write descriptive text freely. (5) During the collection process, the researcher makes observations. (6) After sufficient time is specified to write descriptive text, the researcher gives instructions to students to complete the writing process and collect the results of their writing. (7) The researcher starts the next data collection process by interviewing. Starting from here, researchers conduct direct interaction through two-way communication between students and researchers. it aims to get accurate data from students as research subjects. (8) After the data collection process is complete, the researcher starts the data analysis activity based on the data that has been

successfully collected. (9) Researchers complete the process of data analysis and obtain findings and conclusions and provide suggestions from research that has been carried out. (10) Researchers would like to thank all those who have contributed to the implementation of this research activity.

Thus the process / flow of the Implementation Method of research activities carried out carried out. The Implementation Method was made in such a way as to provide an overview to researchers during the research process.

RESULTS AND DISCUSSIONS

After conducting the data collection process, the researcher continues the research to the next step which is to analyze the data.

In this process the researcher tries to analyze the data that the researcher has collected through observation, written tests and interviews, then the researcher classifies the problems and constraints that students experience in writing description text using the adjective order method. The adjective order method is a method used in writing to describe an overall object of review.

From the results of data analysis conducted by researchers, researchers find and summarize and classify the problems faced by students in writing descriptive text using adjective orders are as follows.

Content

In making a description text, of course it is necessary for students to determine what type of content (topic of discussion) the student will describe when the student writes the description text. Researchers classify this because there are several complaints that researchers encounter related to the determination of the object of study that will be done by students.

As for the content referred to in this matter is about what will be explained in the description text.

This is considered important for researchers considering that the description text aims to re-explain what the observers have observed, so that the reader or those who see the observations can know and imagine clearly how the views given by the author in the descriptive text.

The following below is one of the responses submitted by students as objects of research researchers during the data collection process takes place.

"Even though we have been given a number of topics that we can use as our references to create descriptive text, but we still feel the topic or content that we created is very confusing for us, because we ourselves still don't understand the topic we discussed."

Things like those presented by students above are one of the forms of responses that researchers found during the researchers conducted data gathering activities both through field observations and also from interview sessions that researchers conducted together with students.

Researchers realize that in writing content in writing descriptive text is quite difficult when viewed from the background of students as research subjects who rarely do descriptive text writing activities, or rarely do activities such as describing what is around them.

And for this reason the researchers conducted this research to find out the obstacles faced by students in writing descriptive text using adjective order as a reference for writing descriptive text. In the absence of student understanding in paying attention to details and students' ability to explain an object clearly, it is certainly difficult for students to determine what kind of content students will make in writing descriptive text.

Object

In describing something, surely there is an object that will be observed or observed that is used as a reference to describe it. Which means in making observations, it is necessary to have an object to be described.

In this study, researchers used several objects that were used as review material for students to be described in the description text, such as the 7th President of Indonesia, Borobudur Temple and Cat.

The theme or topic used is certainly intended to provide students as research subjects to observe, observe and analyze the data contained in the object of study carefully and then describe it through the description text.

Responses obtained by researchers through students during observation and interview data collection are as follows:

"Using objects that are commonly known by many people such as our president Ir. Joko Widodo is a great way to be used as an object of study in making description texts. But this is only done through personal views through what information we (as

students) find through the existing information media, bearing in mind that we have never seen the president in person."

"When it comes to objects of study such as the president, it can only be concocted through information spread in the mass media. Neither with objects such as the Borobudur Temple. I have never been there at all, so I don't know the detailed information about the temple itself, both its shape, nature and so on, all I know is history and a bit of information that people often say."

"talk about describing a cats, I can try to describe cats that I save at home, or some cats that I often see around us. So it won't be difficult to describe cats for me".

Responses that researchers get are subjective responses related to topics or themes that researchers propose to students as reference material for students to describe certain objects.

The researcher realizes that there are problems that students experience during the research process, namely the absence of direct objects that students can observe or observation so that students are able to analyze the data they will get through observation activities and then explain it back into descriptive text.

Realizing this, the researchers concluded that it was important in writing descriptive texts to know and observe the object of study that would be observed so that students or anyone who would carry out observational activities were able to analyze their own data and then explain it back into descriptive text.

This is felt necessary for researchers given the importance for the actors of the description text writer to obtain and provide very accurate information through direct analysis of the object of research or study, besides the importance of the reader to get the correct and correct information and a high degree of description accuracy through the description text.

Grammar

Grammar is important for anyone who will do the writing activities, this is due to the rules used in language so that the intentions and objectives of the writer in a writing can be conveyed properly and correctly.

The same thing applies to writing descriptive text. Grammar is a matter that must be understood by the author, at least known to make writing, which in this case is descriptive text.

Researchers found several problems in the use of grammar in writing descriptive text conducted by students as research subjects.

The researcher realizes that there are some deficiencies possessed by students in writing description texts in English, namely English grammar which researchers consider still lacking to be able to write descriptive texts perfectly.

But overall, the problem that researchers see is a problem that is not a major scourge that needs to be discussed in depth, because researchers assess overall that students as research subjects have sufficient grammar skills to write description texts.

Vocabulary/Diction

The ability to master or memorize a large number of vocabulary is an ability that is no less important than understanding and knowing the grammar needed in writing a text.

This is clearly known because the writing of the text conducted in this study is English, so students' understanding and knowledge of English vocabulary will play an important role in the research conducted by researchers.

Vocabulary is a collection of words, each of which said has a specific purpose and purpose to describe or describe a matter related to real views and realities.

While "diction" is the "choice of words". The choice of words meant in diction is the ability to sort and arrange words so that a sentence is formed which has a clear purpose and purpose, so as not to cause ambiguity and many intentions (multiple interpretations).

Both of the above are things that are considered necessary for writing considering the two things above are interrelated and mutually influence each other, because they will carry the intentions and objectives of the writer to the reader so that the reader understands and understands what the writer wants to explain through his writing .

“His name is Joko Widodo. His handsome boy and good boy and Joko Widodo is Indonesias Seventh President who took office since 20 october 2014”

Writing by students is considered wrong in describing President Joko Widodo as a "boy", along with other mistakes made.

The following is the correct writing related to the mistakes made by the author.

“His name is Joko Widodo. He is a handsome man and a good man, and Joko Widodo is Indonesias Seventh President who took office since october 20, 2014”

It seems that some of the mistakes made by students are mistakes that are not only related to vocabulary and diction, but also to some grammar that applies in English, namely writing the date.

Researchers recognize this as a common mistake faced by students considering the everyday language they use is Indonesian and not English, so they are not trained and learn English specifically to English vocabulary simultaneously and have an impact on the lack of understanding ability and knowledge of English vocabulary along with diction (word selection).

Adjective Order

Adjective Order is a rule or provision in English that aims to explain or describe something based on the provisions in force in English.

The following are the applicable provisions that are used to determine the order of characteristics that exist in an Adjective Order:

- | | | |
|-----|------------|--------------------------------|
| 1. | Determiner | (a, an, object) |
| 2. | Opinion | (cute, pure, nice) |
| 3. | Size | (large, small, big) |
| 4. | Age | (old, new, ancient) |
| 5. | Shape | (triangle, box, circle) |
| 6. | Color | (white, blue, green) |
| 7. | Origin | (Indonesia, Java, Medan) |
| 8. | Material | (rubber, PPC, wood) |
| 9. | Purpose | (writing, running, teaching) |
| 10. | Noun | (book, pen, pencil) |

The above provisions are the provisions that apply in the method of writing adjectives or adjective orders in English.

“a good hair color black”

Whereas the correct sentence in accordance with the adjective order is as follows:

“a good black hair colored”,

“the skin his brown color”

While the correct writing is:

“the brown skin colored”

The researcher realizes that students do not have enough knowledge about the *adjective order* that researchers use in researching students' ability to explain or describe a matter. Realizing this, researchers analyzed this problem through data collected through interview sessions that researchers had conducted with students as research subjects and researchers found that "right", students did not know anything about the rules or conditions that apply in the adjective order to describe a matter in descriptive text. The following are students' comments to the researchers during the interview session.

"I really don'tt know anything about what is "adjective order" and the applicable provisions regarding the order of adjectives in describing something. I have heard this for the first time. I didn't understand at all about it until the miss. Sonia (researcher) explained the meaning to all of us"

The findings that researchers found during this research can be seen through the percentage magnitude of the impact of problems faced by students in writing descriptive text through *adjective orders* can be seen through the following table below.

Table 1. The percentage magnitude of the impact of problems

	Classification	Average Percentage (%)
1	Content	7
2	Object	11
3	Grammar	22
4	Vocabulary	25
5	Adjective Order	35
	TOTAL	100

From the data presented above, it can be seen that there are problems faced by students. This proves that the problem of students in describing something is a scourge worth discussing here.

The researcher sees that the student's problem focuses on the ability of students to apply the Adjective Order in the Description Text, then it is followed sequentially with Vocabulary, Grammar, Object, and

Content. This sequence shows the percentage of the largest to the smallest.

The analysis conducted by the researcher is to classify several important points that represent the general problems of students into several groups and then rank the levels based on the magnitude of the percentage of errors that are commonly made by students. This is in line with the method of implementation described earlier in this paper.

CONCLUSION AND SUGGESTION

Abisamra in her literacy said that descriptive text is a type of text that seeks to help explain to the reader the details of the object of discussion of the text so that the reader can clearly imagine something that is explained by the author in his descriptive text.

In its implementation, many researchers encountered problems that occurred in the process of writing descriptive text so that the reader felt difficulty and was not interested in continuing to read the written descriptive text.

After the researchers conducted further research, the researchers saw that the problems that began originated from the writer's ability to write descriptive texts. With this basis, researchers took the initiative to conduct research related to the problems faced by the author in writing descriptive texts.

Conclusion

Based on the results of research that has been done by researchers, researchers can conclude the results obtained through the following table:

In the table above, it can be seen that the problems faced by students in writing descriptive texts can be classified into 5 categories namely Content, Object, Grammar, Vocabulary, and Adjective Order. From the inferred category, the researcher found the average percentage of problems encountered in each category as follows: 7% in content, 11 % in object, 22 % in grammar, 25 % in vocabulary and 35 % in adjective order.

Suggestion

Based on the conclusions obtained above, the researchers hope that this research can be useful and can be a reference for other researchers to be able to develop more renewable research for the development of

Education, especially in the world of English Language Education. The researcher hopes also for educators to be able to participate in helping students who are currently sitting in the school bench to be able to help them both materially and morally.

Great expectations of researchers, so that all parties can contribute to the development of the world of Education, especially in English in Indonesia.

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