A STUDY ON THE ABILITY OF FIRST YEAR STUDENTS OF ENGLISH DEPARTMENT FKIP UR IN USING ADJECTIVE ORDER

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Abstract: *The aim of this study is to find out the ability level of first year students of English Department FKIP UR in using adjective order. This research was done to answer the research question; what is the ability level first year students of English Department FKIP UR in using adjective order. The design of this research is descriptive research which used quantitative data, where the students were assessed by their score. This research used written test as instrument which consisted of 40 questions. The population of this research is all of first year students of English Department FKIP UR in academic year 2016/2017 with the total is 120 students and there were 30 students were selected as the sample of this research by using cluster random sampling technique. The finding of this research showed that the ability level of first year students of English Department FKIP UR in using adjective order is categorized into average level with the mean score 53.1.*

Key Words: *Ability, adjective order*

KEMAMPUAN MAHASISWA TINGKAT PERTAMA FKIP UNIVERSITAS RIAU DALAM MENGGUNAKAN URUTAN KATA SIFAT

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Abstract: Tujuan dari penelitian ini adalah menentukan kemampuan mahasiswa tingkat pertama FKIP Universitas Riau dalam menggunakan urutan kata sifat. Penelitianini dilakukan untuk menjawab pertanyaan penelitian yaitu tentang level kemampuan mahasiswa tingkat pertama FKIP Universitas Riau dalam menggunakan urutan kata sifat. Desain penelitian ini adalah penelitian deskriptif. menggunakan data kuntitatif dimana siswa dinilai berdasakan nilai yang didapat melalui test yang dilakukan. Penelitian ini menggunakan test tertulis sebagai alat penelitian yang terdiri dari 40 soal.Populasi penelitian ini adalah semua mahasiswa tingkat pertama FKIP Universitas Riau dalam menggunakan urutan kata sifat, terdapat 30 mahasiswa yang terpilih sebagai sampel dengan menggunakan teknik cluster random sampling.. hasil penelitian menunjukkan bahwa kemampuan mahasiswa tingkat pertama FKIP Universitas Riau dalam menggunakan urutan kata sifat tergolong dalam kategori rata rata dengan nilai rata rata 53.1

Kata kunci: Kemampuan, kata sifat

INTRODUCTION

In learning English there are four aspects that should be mastered by learners they are reading, writing, listening, and speaking. In order to possess the four skills, English learners need to know the grammar. Grammar is discusses the sentence pattern and the combination of words. According to Philips (2002) grammar is a description of the structure of the language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. In other word, grammar is the way to combine word to be a good sentence. So, is important for language learner to learn grammar.

The confusion of grammar might be caused by different pattern from learners' mother tongue. It caused learners make some mistakes when they produce sentences. Nunan (1989) pointed out, "It has been argued that that learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is first, second, or foreign language."

We have already known that language is complex and unique. Each language has its own norms, including its grammar or structure. Structure is one of elements taught in English lesson. There are grammatical topics at structures in English, and it has its roles that can't be ignored. The one that is still confusing the students because of its order is "adjective". An adjective is traditionally defined as "a word that modifies noun or a pronoun" (Allen, 1972). In English, it's common to use more than one adjective before a noun. For example, "He is a silly young man" or "She is a smart energetic woman". When we use more than one adjective, we have to put them in the right order, according to the type. The type or the categories have been established properly.

To make the correct sentences, learners should know the pattern of how to construct the correct sentences, for example the use of adjective. If learners try to write a sentence by using one adjective, it is not really difficult. But if they are asked to make a sentence by using two or more adjectives, so they would get confused about the arrangement of the correct order. Each adjective has its own rules that must be followed. Furthermore, some causes of students' difficulties in using word order of adjective are: the students did not understand and memorize about classification of the adjectives such as opinion, size, age, color, nationality and material adjective so it made difficult for them to determine the adjective. Then, it also related to the students' vocabulary, they failed to use language because they lack of vocabulary. Cynthia and Johnson in (Hasanah, 2008) stated a limited vocabulary will prevent learners to learn the language itself. Another cause is students did not always use the word order of adjective in their simple communication.

As a consequence, for solving this problem students should understand every classification of adjective in word order. Besides, students should memorize the order. Then, the important point is students must have a lot of vocabulary. In the other hand, students' motivation and study hard can overcome the problems also.

In learning language, learners must be able to know the words that they use. They should recognize the word and how to use them based on their rule in language. In English, words are divided into different classes called parts of speech. Childs (1998) state that the system classifying words based on their function is known as parts of speech. There are eight parts of speech; noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection.

Adjective is one of the parts of speech. It is used to talk or write about a person, place or thing, by using nouns like *girl, house,* or *tree,* descriptions need to be added to those nouns, by adding detail of words in front of the noun like *little, blue, rich,* and *old*. It can give the reader a clearer picture of what speaker or writer means.

In university, grammar is taught independently not like at the high school. Based on the syllabus, at the first year, they learn about adjectives. The use of adjective is essential when trying to describe a noun or pronoun. In other words the adjectives are important because; first, they describe a noun (person, place, or thing), second, they tell more about a noun (person, place, or thing), and third, they make sentence more interesting, and the last, they affect the meaning of the sentences. As a university student, learner should be able to explore their knowledge by their own because they have limited time to learn in the class so they need to explore their knowledge by trying to get more information by them

In this research the writer focuses on adjective. Adjective is used to describe noun (person or thing). According to Palmer (2003) "adjective is a word that qualifies (describes) a noun. Sentences not only consist of one adjective, but also consist of two or more adjectives for example Jhon has a nice new shoes in Bahasa we know "Jhon mempunyai sepatu baru yang bagus". To make the correct sentences learners should know the kind of adjectives and the rule of them in English sentences. Using two or more adjectives in a sentence is called word order of adjective.

Murphy (1985) "sometimes we use two adjectives together, and we put fact adjective in this order: how big, how old, what color, where from, what is it made of, and noun. For example:

I have a beautiful new friend.
John buys a new black car

From the sentences above, there are some adjectives: beautiful is opinion adjective, new, black are fact adjectives. Actually in writing the order of adjectives, opinion adjectives are used before fact adjectives.

The problem is when the students are asked to do some exercises about adjective order, they got confused about it. So that some of them could not do it. For example: the correct sentence is "I have a dirty old cotton tie" but most of students write "I have a cotton dirty old tie" the other students write "I have an old cotton dirty tie" and also there is a student who write "I have a dirty cotton old tie" the correct order of these sentence is opinion (dirty), age (old) material (cotton) + noun (tie). Furthermore if there are sentences (a) she is a beautiful small Canadian lady, (b)she is a small beautiful Canadian lady, (c) she is a Canadian small beautiful lady, and (d)she is a beautiful Canadian small lady. The students are confused to choose which one is the correct sentence. The correct sentence is (a) she is a beautiful small Canadian lady because the kinds of adjectives are opinion, size and origin. Although when they are interviewed about it, they can explain well, but the fact that when they did the exercises they failed. According to Chris McCarthy (2009) the correct order of adjectives is as follows:

a. Determiners: a, an, the, my, your, several, etc.
b. Opinion: funny, lovely, boring, beautiful, etc.
c. Size: tiny, small, huge, etc.
d. Age: old, new, ancient, etc.
e. Shape: round, square, rectangular, etc.
f. Color: red, blue, green, yellow, etc.
g. Origin: British, American, Mexican, Indonesian, etc.
h. Material: gold, copper, silk, etc.
i. Purpose: sleeping, rolling, fishing, etc.

RESEARCH METHODOLOGY

This research was conducted on April up to November 2016 at English department of FKIP UR, which is located at Binawidya Campus KM 12.5, Jl. HR Subrantas, Pekanbaru.

Arikunto (2006) stated that population is all subjects of a research. Sekaran (2000) writes that population refers to the entire group of people, events, or things of interest that researcher wishes to investigate. Based on these two theories, it can be concluded that population is all subjects or individuals with certain characteristics that will be analyzed. The population of the research was the students of English Department FKIP UR in academic year 2016/2017 which consisted of four classes they are A, B, C, and D.

According to Gay (1987) if the population is more than 100, the minimum sample is taken is 15% from the population. If the population is less than 100, the sample that can be taken is 50%. To determine the sample in this research, the writer used cluster sampling technique.

In collecting the data I gave a test to the students. Margono (2009) said that test is the group of questions or exercise that given to someone or group to measure skill, knowledge, ability or talent. The test in written form, that is rearrange word order of adjective

Before the test was administered to the students, it was tried out to the students who were not involved as the samples of this study. The try out was conducted to find out the validity and reliability of the test.

After the try out was conducted, the difficulty level of the items showed how easy or difficult the particular item provided in the test. There is the formula of level of difficulty and discrimination index (Heaton, 1991) :

$$\mathbf{F.V} = \frac{R}{N}$$

Where :
F.V = the index of difficulty
R   = the number of the correct answer
N   = the number of the students taking test

Item discrimination separated the students who were able to answer the items from those who were not. If an item did not reach the standard level of difficulty below 0.30 and above 0.70, then it could not be used effectively because it failed to show the discrimination, for that, it must be approved. It was calculated by using the formula according to Heaton (1991) as follows:

$$D = \frac{Correct\,U - Correct\,L}{N}$$

Where :
  D = Discrimination level
  U = Upper half
  L = lower half
  N = the number of student

To calculate the reliability, the writer had to find out the mean score and the standard deviation first. Based on Heaton (1991) formula of mean score is :

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

Where:
  $\bar{x}$ = the mean score in each topic
  $\sum fx$ = the sum of the respondents' scores
  N   = the number of the respondents

The formula of standard deviation (Heaton,1991):

$$SD = \sqrt{\frac{\sum d^2}{N-1}}$$

Where:
  SD = standard deviation
  $\sum d$ = the total mean of the test
  N = the number of the students

The reliability of the whole test was calculated by using the formula (Heaton, 1991) :

$$Rii= \frac{N}{N-1}[1-\frac{m(N-M)}{NX^2}]$$

Where:

Rii = the reliability of the test
N = the number of the items in the test
M = the mean score on the test for all the tests
X^2 = the standard deviation of all the test scores

(Hatch and Farhady, 1982)

To interpret the level of students' ability in using adjective order, scale determined was used. The scale is as following:

The Classification of Students' Score

No.	Scores	Level of Ability
1.	80 – 100	Excellent
2.	60 – 79	Good
3.	50 – 59	Average
4.	0 – 49	Poor

(Adopted from Harris, 1974)

RESEARCH FINDINGS

Before conducting the real test, the writer conducted the try out to know the validity and the reliability of the instrument. According to Heaton (1991), a test is accepted if the level of difficulty is between 0.30-0.70, and it is rejected if the index is below 0.30 (too difficult) or over than 0.70 (too easy). The writer analyzed the Try Out results, and it was found that there were four questions were rejected they were question number 4, 15, 17, and 30. The try out data were carried out to the first year students of English Department FKIP UR who were not the samples of this research. . There were 30 students did the try out test which consisted of 40 questions that had to be answered by them.

The data was carried out at class A of first year student of English Department FKIP UR which consisted of 30 students that conducted the test. After collecting the data, the result was analyzed to find out the ability of first year student of English Department FKIP UR in using adjective order.

1. Individual Score

In order to find out the individual score of the students, the writer divided the number of the correct answer with the number of items and then multiplied it to one hundred.

The mean score of the first year students of English Department FKIP UR in using adjective oredr is 53.1. it can be concluded that the students' ability is at *average* level. The table also shows that the highest score obtained by the students is 95. meanwhile, the lowest score is 7.5.

Based on the result of the test, the ability of the first year student of English Department FKIP UR in using adjective order can be classified into some categories as presented in following table:

Table
The Students' Scores Classification

No	Score	Frequency	Percentage	Classification
1	80 - 100	8	27	Excellent
2	60 - 79	3	10	Good
3	50 - 59	4	14	Average
4	0 - 49	15	50	Poor

From the table above shows that students' ability in using adjective order is categorized into four levels ability. It is also shows the percentage and frequency. It can be seen that there are some students didn't reach the good score. So, they should improve their ability in using adjective order to get better score.

As it has been discussed in previous chapter, the writer tried to find out the answer to the question related to the ability of first year students of English Department FKIP UR in using adjective order. After analyzing the data, the writer found out that the students' ability is at *Average level*. It can be seen from mean score of the students that is **53. 1**.

CONCLUSIONS

Based on the result of the data analysis, the writer concluded that among 30 students that examined to know their ability in using adjective order was found that there were 8 students in *Excellent level*, 3 students were in *Good level*, then 4 students were in *Average level*, after that , and 15 students were in *Poor level*. Furthermore, the mean score of the whole students in using adjective order was 53.1. In other word, the ability of first year students of English Department FKIP UR was at *Average* level .

RECOMMENDATIONS

Concerning the conclusion above, the writer would like to give suggestion to the students. By knowing that their ability is at average level, they should be learn more about the use of adjective order. As it is known, adjective is useful when we try to describe thing. It can tell more about the noun, and also it makes sentence more

interesting. Moreover it can affect the meaning of the sentence. It may look easy, but in fact it is not. So the students should review the study and learn more about adjective order to improve their ability. We have to know the role of it, so that we can use it in daily communication. Hopefully, this study can give a new aspiration to the next researcher.

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