

A Research Report

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STUDENTS' ABILITY TO USE THE SEQUENCES OF
ADJECTIVES AT THE FOURTH SEMESTER OF
DEPARTMENT OF ENGLISH EDUCATION, FACULTY
OF TARBIYAH IAIN SU

By

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SU

FACULTY OF TARBIYAH
THE STATE INSTITUTE FOR ISLAMIC STUDIES
NORTH SUMATRA
MEDAN
2012

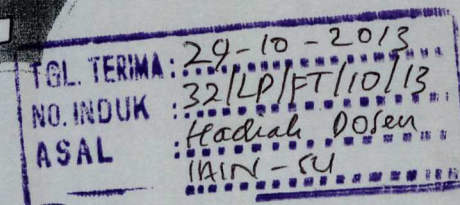
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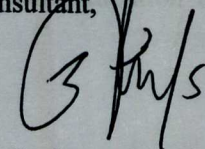
ACKNOWLEDGEMENT

RECOMMENDATION

Having read this research report entitled *Students' Ability to Use the Sequences of Adjectives at the Fourth Semester of Department of English Education, Faculty of Tarbiyah IAIN SU* written by Rahmah Fithriani, I conclude that this writing has fulfilled the techniques and procedures of a scientific writing, in this case as a research report.

Medan, September 2012

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ACKNOWLEDGEMENT

Praise be to Allah SWT, the Almighty God, who has blessed the writer for being able to write this research report entitled *Students' Ability to Use the Sequences of Adjectives at the Fourth Semester of Department of English Education, Faculty of Tarbiyah IAIN SU*. Prayers are presented upon His last prophet and Messenger, Muhammad SAW, Amiin!

In this acknowledgement, the writer would like to express her deep gratitude to her consultant, **Drs. Syahrums, M.Pd.** for giving his guidance to start writing this research report as well as his supervision and correction.

Finally, the writer hopes this report will be much use for the readers, especially for those who take time and pay a special attention to Linguistic fields.

Medan, September 2012

The writer



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ABSTRACT

The research deals with students' ability to use the sequences of adjectives and is objected to see whether the students are able to use the sequencing adjectives. This research was conducted at Faculty of Tarbiyah IAIN North Sumatra – Medan. The population is the whole member of the fourth semester students at Faculty of Tarbiyah, Department of English Education, Academic Year 2011/2012. 50 students of the total sample were selected randomly. The data was obtained by administering a test related to use the sequencing adjectives with the standard ability for an individual mastery of learning is minimum 75% of a given test which is divided into five levels of ability namely; outstanding ability, above average ability, average ability, below average ability and sufficient ability, with each level represents different percentage. It was found that the students were undoubtedly unable to use the sequencing adjectives since there was no student getting 75% correct on the test. The students' ability to use the sequencing adjectives was very low as there was no student in the levels of outstanding ability, above average ability and average ability. There were thirteen students in the level of below average ability (26%) and 37 students in the level of insufficient ability (74%).

The research deals with students' ability to use the responses of adjectives and is expected to see whether the students are able to use the responses of adjectives. This research was conducted at Faculty of Teacher Education, North Sumatra - Medan. The population is the whole number of the fourth semester students at Faculty of Teacher Education, Department of English Education, Academic Year 2011/2012. 50 students of the test sample were selected randomly. The data was obtained by administering a test related to use the responding adjectives with the standard ability for an individual category of learning is minimum 75% of a given text which is divided into five levels of ability namely: outstanding ability, above average ability, average ability, below average ability and sufficient ability, with each level represent different percentage. It was found that the students were responded, unable to use the responding adjectives since there was no student getting 75% correct on the test. The students' ability to use the responding adjectives was very low as there was no student in the levels of outstanding ability, above average ability and average ability. There were fifteen students in the level of below average ability (30%) and 37 students in the level of insufficient ability (74%).

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

We cannot deny that English is an International language which used in most of countries all over the world. United Nation as we know has stated English as one of the International language which used in global communication. It means that in every International event, the people who involved there will use English language to communicate with each other. In this further globalization mastering English is an important skill to have.

English is regarded as a foreign language in Indonesia. English as foreign language means that English in Indonesia is taught as a school subject but not as a medium of instruction nor as a language of communication within a country.

As a non native country Indonesia learn English mostly in pasive and not in active used. However, the importance of English as one of the Internasional language makes us realize that English teaching is a requirement. It can be seen from our curriculum which state English as one of the important subject to be mastered. Moreover, in Indonesia there are now often called as a International school that use English language in their communication activities.

As one of the international languages, English has to be mastered by the students. There are some abilities which have to be mastered on English study, such as speaking, listening, reading and writing ability. Especially on speaking and writing ability there are some important things which have to be known by the students.

When we talk about speaking or writing it means to convey our thought into language, and in this case its English language. If someone wants to communicate in English language she/he has to know about the structure of the words and it means she/he has to learn about English grammar.

In using a language, someone should know the grammar of the language, because language that it used should be based on its grammar. Grammar is a part of language components. It has an important role in acquiring a language particularly in the written form. Without mastering the grammatical rules, the learner will face difficulties in constructing good sentences.

One of the basic grammatical categories is parts of speech which refer to different kinds of words used for different purposes in sentences. The parts of speech in English are Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction and Interjection. From the eight parts of speech, this thesis only deals with adjectives. Adjectives are used to make writing more specific and concrete (Alice Marlin, 1994: 35). Adjectives help us to communicate our ideas clearly and precisely.

Adjective is taught as one of the topics at the Departement of English Education, Faculty of Tarbiyah, IAIN North Sumatra. It is clearly stated that one of the functional skills students should be able to comprehend or to express is the description of something or someone. It means that students are suggested be able to use adjectives in their sentences. But in reality, it is difficult for student's to express something or someone correctly as what they have seen. They are distracted from how to arrange the adjectives into the right order if there are more the one adjectives. They know that single word adjective occurs before the nouns in English. But if the object is described using two or more

adjectives, they do not know which comes first and second. The term for this is the sequence of adjectives.

Based on the above reasons, the writer chooses the topic "Students' Ability to Use the Sequences of Adjectives at the Fourth Semester of Department of English Education, Faculty of Tarbiyah IAIN SU".

1.2 Identification of Study

With reference to the background of the study above, the research problem is formulated as follows:

"How is the ability of the students to use the sequences of adjectives?"

1.3 Objectives of Study

The objectives or the research are described as follows:

1. To know the student's ability in sequencing a number of adjectives in adjectives phrase.
2. To identify the problems faced by the students in learning adjectives.

1.4 Limitation of Study

There are many kinds of adjectives in English. If two or more kinds of adjectives come together to modify a noun, those adjectives are suggested to arrange correctly in sentences. However, this study deals only with student's ability to use the sequencing adjectives.

1.5 The Significance of Study

The findings of the study are expected to be useful for the improvement of teaching grammar. The findings and the description of the study might help teachers improve their strategies in teaching learning process of making sentences using a number of adjectives. Thus, the outcome of the study will be useful in minimizing the difficulties faced in teaching grammar.

For the student's, it is hoped that the findings will be a source of information or guidance that they can use when they want to form sentences using a number of adjectives.

Whenever you want to create a clearer picture of a person, place, or thing, you are likely to use an adjective.

An adjective is a word that describes a noun or pronoun or to give a noun or pronoun a more specific meaning.

The way an adjective describes a word or makes it more specific is called modification. Modification is the act of changing something slightly. An adjective modifies a noun or pronoun by answering one or several of the four questions about a noun or pronoun.

Adjective answers the question "What kind? Which one? How many? or How much? About the noun or pronoun they modify.

QUESTIONS THAT ADJECTIVE ANSWER	
What Kind?	
large tree	fat boy
nuclear glass	purple leather

CHAPTER II

REVIEW OF LITERATURE

2.1 Definitions of Adjectives

Curme (1993: 42) defines an adjective as a word that modifies a noun or pronoun, a word that is used with a noun or pronoun to describe or point out the living being or lifeless thing designated by the noun or pronoun. In addition, Francis et. al. (1958: 298) says that the most common noun modifier is the adjective, which outnumbers all the others except determiners in the proportion of two or three to one. Thus, adjective describe limits or qualifies a noun or pronoun.

Whenever you want to create a clearer picture of a person, place, or thing, you are likely to use an adjective.

An adjective is a word used to describe a noun or pronoun or to give a noun or pronoun a more specific meaning.

The way an adjective describes a word or makes it more specific is called modification. Modification is the act of changing something slightly. An adjective modifies a noun or pronoun by adding information that answers any of four questions about a noun or pronoun

Adjective answers the question What kind? Which one? How many? or How much? About the nouns or pronouns their modify.

QUESTIONS THAT ADJECTIVE ANSWER	
What Kind?	
<i>large hawk</i>	<i>lost boy</i>
<i>metallic gleam</i>	<i>purple feather</i>

Which One?	
<i>that</i> bird	<i>any</i> number
<i>other</i> door	<i>last</i> opportunity
How Many?	
<i>both</i> swans	<i>some</i> falcons
<i>five</i> dollars	<i>frequent</i> interruptions
How much?	
<i>enough</i> birdseed	<i>more</i> fun
<i>less</i> effort	<i>adequate</i> space

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

In the following examples, the underline words are adjectives:

The truck-shaped balloon floated over the treetops.

Mrs. Morrison papered her kitchen walls with hideous wall paper.

The small boat foundered on the wine dark sea.

The coal mines are dark and dank.

Many stores have already begun to play irritating Christmas music.

A battered music box sat on the mahogany sideboard.

The back room was filled with large, yellow rain boots.

An adjective can be modified by an adverb, or by a phrase or clause functioning as an adverb. In the sentence,

My husband knits intricately patterned mittens.

for example, the adverb "intricately" modifies the adjective "patterned."

Some nouns, many pronouns, and many participle phrases can also act as adjectives. In the sentence,

Eleanor listened to the muffled sounds of the radio hidden under her pillow.

for example, both underlined adjectives are past participles.

Grammarians also consider articles ("the," "a," "an") to be adjectives.

When an adjective modifies a noun, it usually comes before the noun.

Occasionally, though, the adjective may follow the noun.

An adjective may come before or after the noun it modifies.

BEFORE : The large condor is at the zoo.

AFTER : The condor at the zoo is large.

Two or more adjectives can modify one word.

EXAMPLE : Several small, fuzzy chicks were running around the farm.

Note about a, an, and the: Three adjectives-*a*, *an*, and *the*-are called *articles*.

The is called a *definite article* because it refers to a specific noun. *A* and *an* are called *indefinite articles* because they refer to any one of a class of noun. In the examples below, *the* refers to a specific zoo, while *an* refers to any apple.

DEFINITE : We will go to *the* zoo.

INDEFINITE : The parrot ate *an* apple.

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

- a. The man in the corner is reading an *R. L. Stine's* novel.
- b. *What* book are you reading?
- c. *Many* people believe that workers in Indonesia are *under-paid*.

An adjective can be in the form of a singular words, phrase or clause used to modify a noun or pronoun (Hornby, 1960: 163-164).

10. The following are examples of adjectives in the form of singular word:

1. Andrea wants a *big* car to travel around the world.
2. My pencil is as *expensive* as Lana's pencil.
3. My mother knows that Gina is a *lazy* person.

In the examples above, the adjectives used are in the form a single word. They are *big*, *expensive* and *lazy*.

The following are examples of adjectives in the form of phrase:

4. The man *with brown eyes* always reminds of someone.
5. He is *afraid of* the dog which standing in front of my house.
6. They were *angry with* me yesterday.

In the examples above, the adjectives used are in the form of phrase. They are *with brown eyes*, *afraid of* and *angry with*.

The following are examples of adjectives in the form of clause:

7. The cat *which sits on a chair* looks so cute.
8. This is the house *where I was born*.
9. She is the girl *who wants to see you*.

In the examples above, the adjectives used are in the form of clause. They are *which sits on a chair*, *where I was born* and *who wants to see you*.

From the examples above, it can be concluded that an adjective is a word, a phrase or a clause which is used with a noun to add something to its meaning. Tracey (1989: 57) says that adjectives can be divided into two. The first is attributive adjectives and the second is predicative adjectives.

An attributive adjective describes a particular quality of the noun and its position precedes the noun. The following are some examples of attributive adjective:

10. The *old man* was died.
11. They are swim in the *blue sea*.
12. Akira is a Mr. *Nice guy*

In sentences (10), (11) and (12), the adjectives are used attributively; it means the adjectives are placed before the nouns. They are *old*, *blue* and *nice*.

A predicative adjective follows the verb 'to be' and verbs of incomplete predication such as seem, appear, get, grow, feel, smell, taste, sound, keep and make.

Examples:

13. The book is *thick*.
14. He is *cute*.
15. Her new house looks *good*.

In sentences (13), (14) and (15), the adjectives are used predicatively. It means they are placed after the verb. The predicative adjectives in the sentences above are *thick*, *cute* and *good*.

2.2 Kinds of Adjectives

Adjectives, as any other parts of speech, can be divided into several categories. Many grammarians have attempted to classify adjective, two of them are Wren and Martin (1990: 19) who divide adjectives into the following classes:

1. Descriptive Adjectives
2. Adjectives of Quantity

3. Numeral Adjectives
4. Demonstrative Adjectives
5. Interrogative Adjectives
6. Emphasizing Adjectives
7. Exclamatory Adjectives

2.2.1 Descriptive Adjectives

Descriptive adjectives or adjectives of quality show the kind or quality of a person or thing. While the most location for descriptive adjective is immediately in front of the noun it describes. An alternative contraction is used after the verb 'be' or other verbs. Descriptive adjectives answer the question of 'what?'

16. Rebecca has *lightening* skin.
17. Indonesia is a *rich* and *great* country.
18. This *little* cat is the cutest cat.

In sentences (16), (17) and (18), the adjectives *lightening*, *rich*, *great* and *little* qualify the noun *skin*, *country*, and *cat*.

A descriptive adjective tells something about the nature of the noun they modify. It describes feeling, quality, origin, age, size, colour, shape, condition, material, and the like.

- a. The widower is a *lonely* man.
- b. They are *honest* people
- c. Pierre is *French*
- d. The new president of the United States is a *young* man.
- e. Paul wore a *red* shirt.

2.2.2 Adjectives of Quantity

Adjectives of quantity show how much of a thing is meant. There are some words that are classified as adjectives of quantity. They are much, little, some, any, no and many. Adjectives of quantity answer the question 'how much?', The noun used in this kind of adjective must be singular noun, abstract noun or uncountable such as, money, water etc. the following are some examples of adjectives of quantity:

19. I don't have *any* confidence right now.
20. My neighbor asks for *some* sugar.
21. He gives me so *much* love.

In sentences (19), (20) and (21), the adjectives *any*, *some*, and *much* are followed by uncountable and abstract nouns *confidence*, *sugar* and *love*.

2.2.3 Numeral Adjectives

A numeral adjective denotes an exact number of the noun it modifies. Numeral adjectives can be classified into two kinds; cardinal number showing how many, and ordinal numbers showing which one of a series, or how large a part.

Cardinal Number	Ordinal Number
One	First
Two	Second
Three	Third
Ten	Tenth
Thirty, ...	Thirtieth, ...

- a. The rich man donated *three* new ambulances to the hospital.
- b. I'm the *second* child in my family.
- c. Finishing the project as soon as possible is his *first* priority.

Numeral adjectives (adjectives of number) show how many persons or things are meant, or in what order a person or thing stands. Adjectives of number answer the question 'how many?' Furthermore, they are classified into three:

1. Definite numeral adjectives denote an exact number. Definite numeral adjectives can be divided into two, cardinal numbers and ordinal numbers. Cardinals denote how many of the noun in a sentence is such as; one, two, three etc. For examples:
 - 22. My teacher has *seven* bags for *seven* days in a week.
 - 23. I bought *two* new shoes for travelling.
 - 24. He gives me *five* roses to show me his love.

In sentences (22), (23) and (24), the adjectives *seven*, *two* and *five* show the exact number. The adjectives are used in cardinal numbers.

Ordinals denote the order of thing in a series, as; first, second, third, fourth etc. For examples:

- 25. This is the *second* time I go to United States.
- 26. She prepared herself for her *fourth* TOEFL test.
- 27. It's his *first* time going by a plane.

In sentences (25), (26) and (27), adjectives *second*, *fourth* and *first* show the exact number. The adjectives are used in ordinal numbers.

Ordinal Number	Cardinal Number
First	One
Second	Two
Third	Three
Tenth	Ten
Thirtieth...	Thirty...

2. Indefinite numeral adjectives do not denote an exact number such as; all, no, many, few, some, any, certain, several, sundry.

An indefinite adjective gives indefinite or general information. Often, it answers the question "How many/much?" It is similar to an indefinite pronoun, except that it modifies a noun, pronoun, or noun phrase. Some indefinite adjectives can only go with either countable or non-countable nouns. Some other can be used with both countable and non-countable nouns, as seen in the table below:

With non-countable nouns	With non-countable and countable nouns	With countable nouns
Much	-	Many
-	All	Both
-	Other	Another
A little	No/none	A few
A bit (of)	Not any	A number (of)
-	Some (any)	Several
A great deal of	A lot of	A large number of
a large amount of	Plenty of	a great number of
-	Lots of	-

For examples:

28. There is *no* friends come to her birthday party.
 29. Just *certain* people could buy a private island.
 30. He stays here for *several* days.
 31. There's not *much* sugar in the cupboard.

32. There weren't *many* people at the concert.

33. I had *some* rice for lunch.

In sentences (28), (29) and (30), the adjectives *no*, *certain* and *several* are followed by the nouns *friend*, *people* and *day*.

The same adjectives such as *some*, *all*, *no*, *enough* could be furthermore classified as quantity or numeral adjectives according to their use. If the adjectives are followed by uncountable nouns, they are called adjectives of quantity, on the contrary, if the nouns are countable then numeral adjectives. The difference between the two can be seen in the following examples:

Adjectives of Quantity	Numeral Adjectives
31.a. She gave me <i>some</i> money	31.b. <i>Some</i> students are smart
32.a. I have lost <i>all</i> of my confidence	32.b. <i>All</i> men must die
33.a. They have <i>no</i> sense of humor	33.b. There is <i>no</i> picture in this book

In sentences (31a), (32a) and (33a), the adjectives *some*, *all* and *no* are adjectives of quantity which show how much the thing is meant. While in sentences (31b), (32b) and (33b), the adjectives *some*, *all* and *no* are adjectives of number which show how many persons or things.

3. Distributive numeral adjective refers to each one of a number of nouns. Some words that are included to this kind of adjectives are; *each*, *every*, *either* and *neither*.

Indefinite numeral adjectives do not denote an exact number such as all, many, few, some, any, certain, several, every. An indefinite adjective gives indefinite or general information. Often it answers the question "How many/amount?" It is similar to an indefinite pronoun, except that it modifies a noun, pronoun, or noun phrase. Some indefinite adjectives can only go with either countable or non-countable nouns. Some other can be used with both countable and non-countable nouns, as seen in the table below:

With non-countable nouns	With non-countable and countable nouns	With countable nouns
Each		Each
All		All
Other		Other
A little	None	A little
A bit (of)	Not any	A bit (of)
Several	Some (any)	Several
A large number of	A lot of	A great deal of
A great amount of	Plenty of	A large amount of
A lot of		

This and those refer to people or thing close to the speaker, while

A distributive adjective modifies a person or a thing *one at a time*. Thus it is always followed by singular nouns. The distributive adjectives are each, every, either, and neither. For examples:

- 34. They visit me *every* week.
- 35. *Each* student has to reach 7 for mathematic.
- 36. *Neither* the black car is good.
- 37. *Each* guest received a present from the host
- 38. *Every* child in the world deserves affection
- 39. I can stay at *either* hotel, they are both good
- 40. *Neither* accusation is true.

In sentences (34), (35) and (36), *every*, *each* and *neither* are adjectives meaning all and refers to number of persons or things considered ad a group.

2.2.4 Demonstrative Adjectives

The demonstrative adjectives this, these, that, and those are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases.

- a. Who owns *that* house?
- b. *This* car looks much cleaner than *those* ones.
- c. Do you remember *that* wonderful day in June?

Demonstrative adjectives point out or identity which person or thing is meant and answer the question 'which?'. There are four demonstrative adjectives in English. They are this, that, these, those. For examples:

- 41. *This* house is so big.
- 42. *Those* birds look very beautiful.

This and these refer to people or thing close to the speaker, while that and those refer to people or things which are far from the speaker. These adjectives are only attributively used. For examples:

43. a. *This* book is mine.

39. b. *That* book is yours.

In sentences (39a) and (39b) the adjectives *this* and *that* are used with singular and it tell which book.

39. c. *These* marbles are yours

39. d. *Those* marbles are yours

In sentences (39c) and (39d) the adjectives *these* and *those* are used with plural and it tell which marbles.

2.2.5 Interrogative Adjectives

An interrogative adjective is like an interrogative pronoun, except that it modifies a noun or noun phrase rather than standing on its own. The interrogative adjectives are what, which, and whose.

a. *Which* books have you read?

b. *What* movies do you like the most?

c. *Whose* bag is this?

Interrogative adjectives are used with nouns to ask questions. There are three interrogative adjectives in English. They are what, which and whose. *What* and *which* are used to ask what things are meant, while *whose* is used to ask possessor. *What* is indefinite on the other hand, *which* is more definite, referring to two or more.

Interrogative adjectives are used with their nouns in the interrogative sentences. For examples:

44. *Which* house is yours?

45. *Whose* ring is this?

46. *What* is that on the table?

In sentences (40), (41) and (42), the interrogative adjectives *which*, *whose* and *what* are used add something to the meaning the nouns.

2.2.6 Emphasizing Adjectives

Emphasizing adjectives are the words like *own* and *very* that are used to emphasize as in the following sentences:

47. I go to the mysterious house by my *own* self.

48. "I do *very* love you!"

49. She sees the accident by her *own*.

In sentences (43), (44) and (45), the adjectives *own* and *very* emphasis to the noun.

2.2.7 Exclamatory Adjectives

Exclamatory adjectives are used with nouns to express a strong feeling as in the following sentences:

50. *What* a perfect plan!

51. *What* a beautiful day!

52. *What* a surprise!

In sentences (46), (47) and (48), the adjectives *what* functions as exclamatory adjective.

2.3 Position of the Adjectives

Adjectives come most frequently before the noun. They refer to or after a linking verb. However, they also appear in several other positions, not only in relation to noun and verb, but also in relation to pronoun.

The main function of adjectives is to describe noun. In detail, adjectives may perform four grammatical functions in the English language, namely: Pre Modifier, Post Modifier, Subject Complement and Object Complement.

The first grammatical function that adjectives can perform is the pre modifier. Adjectives as a pre modifier are placed before a noun or noun phrase described.

- a. My sister wore a *beautiful long* dress.
- b. The *famous* restaurant served *plain but tasty* soup.
- c. *The audition* calls for *young talented* singers

Some adjectives can also function as post modifiers. It means the adjectives come after the nouns describes.

- d. I want to meet someone *interested* in traditional dances.
- e. The man *fond* of Manchester United collect some football souvenirs.
- f. The woman is waiting for her prince *charming*.

Adjectives thirdly function as subject complements, which are sometimes also called predicate adjectives. Adjectives as subject complements are defined as adjectives that follow a copular or linking verb and modify or describe the subject.

- g. The old man appears *dehydrated and feverish*.
- h. The apple pie my mother made tastes *very sweet*.
- i. He was *disappointed* with his exam result.

The fourth grammatical function that adjectives can perform is the object complement. Adjectives as object complements directly follow and modify the direct object.

- j. I want to paint my bedroom *purple and pink*.
- k. The rector's long speech made the audience *bored*.

2.3.1 Position of Adjectives In Relation To Noun (Attributive Position)

It is used with noun it's qualified. Determiners and descriptive adjectives appear in this position before the noun. The determiners preceded the descriptive adjectives. For examples:

- 53. Norman Kamaru is a *famous* singer now.
- 54. Josh Harnett is a *handsome* actor from Hollywood.
- 55. Ade has a strong *muscle* to survive in a fight.

In sentences (49), (50) and (51), the adjectives *famous*, *handsome* and *strong* are appearing before nouns *singer*, *actor* and *muscle*.

2.3.2 Position of Adjectives In Relation To Verb (Predicative Position)

Adjectives may also come after the linking verbs such as; be, seem, appear, took as subjective complement in predicate position. For examples:

- 56. Rian seems to be very *happy* today.
- 57. She looks so *sad*.
- 58. He pretends to be *younger* than his age.

In sentences (52), (53) and (54), the adjectives *happy*, *sad* and *younger* functions as subjective complement as predicative position.



2.3.3 Position of Adjectives In Relation To Verb (Appositive Position)

There are only a few adjectives that can be placed after the noun (appositive position) some of them are seen in the following examples:

59. The court *martial* will be held tomorrow morning
60. The prince *royal* gave much love to his people
61. Indonesian president *elect* has come to this town

In sentences (55), (56) and (57), the adjectives *martial*, *royal* and *elect* appear after nouns *court*, *prince* and *president*.

2.4 Sequence of Adjectives

According to Frank (1972: 114) when more than one adjective precedes a noun in a noun phrase, the adjectives follow a set order called sequence of adjectives. The order is determined by the degree of generality of each type of adjectives. Here are some of the important rules.

1. Just before the noun come determiners, such as; articles (a.n.), demonstratives (this, that, these, those), possessive (my, your, her, our, father's etc.), indefinite adjectives (several, many etc.) or pre determiners (both).
2. Number follows the determiners and cardinal number follow ordinal numbers.
3. Where a number of adjectives are used together, the order depends on the function of the adjectives.

The sequences are value/opinion, size, age/temperature, shape, color, origin, material.



Function	Definition	Example
Value/ Opinion	An opinion adjective explains what one thinks about something (other people may not agree with you).	delicious charming, beautiful
Size	A size adjective tells how big or small something is.	small, huge, tiny, large
Age/ Temperat ure	An age/temperature adjective tells how young or old and hot or cold something or someone is	old, ancient, hot, young, cold
Shape	A shape adjective describes the shape of something.	round, square, rectangular
Colour	A Colour adjective, of course, describes the colour of something.	red, blonde, black, brunette
Origin	An origin adjective describes where something comes from.	Swedish, Victorian, Chinese
Material	A material adjective describes what something is made of.	plastic, wooden, silver, iron
Purpose	A purpose adjective describes what something is used for.	sleeping (as in sleeping bag), roasting (as in roasting tin)

Examples:

1. There is a lovely old red post-box in front of our house.
2. Some small round plastic tables are placed in the class.

3. The young Italian tourist bought some charming small silver ornaments in the gift shop.

Another Examples:

1. A charming big round silver stone.
article value size shape color noun
2. Those four small new blue bag.
demonstrative number size age color noun
3. Huge old green German car
size age color origin noun
4. Interesting old English novel
opinion age origin noun
5. Confidence young white Swedish girl
value age color origin noun

There is a possessive adjective which similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase. The possessive adjectives are my, your, his, her, its, our, your, and their.

- a. That is *his* book and this is mine.
- b. She will lend me *her* book if I lend her *my* dictionary.
- c. They had submitted *their* final paper.

A possessive adjective ("my," "your," "his," "her," "its," "our," "their") is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences:

I can't complete **my** assignment because I don't have the textbook.

In this sentence, the possessive adjective "my" modifies "assignment" and the noun phrase "my assignment" functions as an object. Note that the possessive pronoun form "mine" is not used to modify a noun or noun phrase.

What is **your** phone number?

Here the possessive adjective "your" is used to modify the noun phrase "phone number"; the entire noun phrase "your phone number" is a subject complement. Note that the possessive pronoun form "yours" is not used to modify a noun or a noun phrase.

The bakery sold **his** favourite type of bread.

In this example, the possessive adjective "his" modifies the noun phrase "favourite type of bread" and the entire noun phrase "his favourite type of bread" is the direct object of the verb "sold."

After many years, she returned to **her** homeland.

Here the possessive adjective "her" modifies the noun "homeland" and the noun phrase "her homeland" is the object of the preposition "to." Note also that the form "hers" is not used to modify nouns or noun phrases.

We have lost **our** way in this wood.

In this sentence, the possessive adjective "our" modifies "way" and the noun phrase "our way" is the direct object of the compound verb "have lost". Note that the possessive pronoun form "ours" is not used to modify nouns or noun phrases.

In many fairy tales, children are neglected by **their** parents.

Here the possessive adjective "their" modifies "parents" and the noun phrase "their parents" is the object of the preposition "by." Note that the possessive pronoun form "theirs" is not used to modify nouns or noun phrases.

The cat chased **its** ball down the stairs and into the backyard.

In this sentence, the possessive adjective "its" modifies "ball" and the noun phrase "its ball" is the object of the verb "chased." Note that "its" is the possessive adjective and "it's" is a contraction for "it is."

2.5 Comparison of Adjective

A noun can be described that it has more of a quality than another noun by using comparative adjectives and it has more of a quality than anything else of its kind by using superlative adjectives. When a noun is modified by an adjective without any comparison or with an equal comparison, it is called positives. This comparison of adjective is known as Degrees of Comparison. Only descriptive adjectives usually have the three degrees of comparison.

Positives normally consist of the basic form of adjective which can also be placed between as...as or so...as to make the equal comparison between two things.

- a. The student is so diligent.
- b. My sister is as tall as my brother.
- c. These books are not as expensive as those novels.

Comparatives normally consist of the basic form of adjectives with either -er added to the end or more placed in front.

- a. My room is cleaner than my brother's.
- b. The mother looks more beautiful than her daughter.
- c. The third series is much more interesting than the second ones.

Superlatives normally consist of either -est added to the end of an adjective and the placed in front of it or the most placed in front of the adjective.

- a. Mick is the cleverest student in our class.
- b. This is the most exciting experience I've ever had.
- c. Watermelon is the freshest fruit of all.

3.1 Design of the Research

This research employed a descriptive quantitative design. It was intended to show the ability of the fourth semester student's of Department of English Education, Faculty of Tarbiyah IAIN SU to use the sequence objectives.

This research applied the descriptive statistics which is used to describe and summarize conditions, situations, or several variables that occur in population (Bungin: 26).

3.2 Location of the Research

The research was conducted at IAIN SU Medan, located on H. William Iskandar Pa.V Medan Byran. This research was start from 24 Maret - 21 Juli 2012.

3.3 Population and Sample

3.3.1 Population

Population is the whole object which will be researched. Population is often called universe.

From the definition of population above, population is the whole number of objects which will be researched. In other words, population is the entire object to research.

The population of this research is taken from the fourth semester students of Department of English Education, Faculty of Tarbiyah IAIN SU in

CHAPTER III

RESEARCH METHOD

3.1 Design of the Research

This research employed a descriptive quantitative design. It was intended to show the ability of the fourth semester student's of Department of English Education, Faculty of Tarbiyah IAIN SU to use the sequencing adjectives.

This research applied the descriptive statistics which is used to describe and summarize conditions, situations, or several variables that occur in population (Bungin: 20).

3.2 Location of the Research

The research was conducted at IAIN SU Medan, located on Jl. Willièm Iskandar Psr.V Medan Estate. This research was start from 24 Maret – 21 Juli 2012.

3.3 Population and Sample

3.3.1 Population

Population is the whole object which will be researched. Population is often called universe.

From the definition of population above, population is the whole number of objects which would be researched. In the other words, population is the entire object to research

The population of this research is taken from the fourth semester students of Department of English Education, Faculty of Tarbiyah IAIN SU in

2011/2012 Academic Year. They were taken as the population of the study because they studied the sequencing adjectives in the first semester.

There are nineteen classes at this faculty, but the population of this research was 123 of second year students who are accommodated in three classes with about 40 (forty) students in each class.

3.3.2 Sample

Sample is a part of population which will be the object of the research, or in another word it's called model (example).

The sample was selected by using cluster random sampling. This sampling technique can give each group in population an equal probability to be chosen as the sample in the research. Two of three classes of fourth semester consisting 50 students were chosen randomly to be sample of this research.

3.4 Instrument of Data Collection

To obtain a complete data for this research, there was one instrument used namely multiple-choice test. This test was used to measure the students' ability to use the sequences of adjectives. This test consisted of 25 items of sequencing adjectives and the students were asked to choose the correct answer from four options. The highest score is 25 and the lowest is 0. If a student can answer all questions correctly, she or he will get 25 and 0; if she or he fails to answer all the items.

According to the calculation of the previous research, the reliability of the test is 0.75. This test can be regarded reliable because according to KR 21, the reliability of a test may not less than 0.70. Besides, this test is valid because it is able to measure what it is intended to measure (Tinambunan, 1998: 11).

3.5 Technique of Collecting Data

The test was carried out at Faculty of Tarbiyah, Department of English Education IAIN SU in 2011/2012 Academic Year. The steps taken in the administration of the test were as follows:

1. The question and answer sheets were distributed to the students.
2. The students were commanded to write their names on the answer sheet.
3. The researcher explained how to do the test.
4. The students were given 45 minutes to finish answering the test.
5. The researcher remained in the classroom until all students finished answering all the questions.

3.6 Technique of Data Analysis

The technique of data analysis of this research is descriptive statistics where the mean and the standard deviation were obtained through SPSS statistical package version 14. The result was presented in a table that showed the rank of ability.

To see the students' ability in detail, the following criteria on the next page devised by Tinambunan (1988: 129) were used.

TABLE 3.1
Level of Student's Ability

Percentage of Correct Answer	Grade	Level of Ability
93 - 100 Percent Correct	A Out Standing	Outstanding Ability
85 - 92	B Very Good	Above Average Ability
75 - 84	C Satisfactory	Average Ability
60 - 74	D Very Weak	Below Average Ability
Below 60	E Fail	Insufficient Ability

3.7 Determining Standard Ability

The standard ability was used as a criterion to determine the level of the students' ability to do the test correctly. This directly reflected the students' ability in each learning unit presented in the test. The standard ability was determined through the Development Procedure of Instructional System (Prosedur Pengembangan Sistem Instruksional = PPSI).

The standard ability for an individual ability in learning was 75% of a test given correctly; the student was categorized as **able** and if he could only answer below 75% of the test correctly, he was categorized as **unable**. Then if 50% of the samples could answer 75% or more of the test correctly, it means that the fourth semester of English Education Department of Tarbiyah Faculty IAIN SU were categorized **able** and lower than 50% means they were

TABLE 3.1
Level of Student's Ability

Level of Ability	Grade	Percentage of Correct Answer
Outstanding Ability	A Out Standing	83 - 100 Percent Correct
Above Average Ability	B Very Good	68 - 82
Average Ability	C Satisfactory	50 - 67
Below Average Ability	D Very Weak	33 - 49
Insufficient Ability	E Fail	Below 33

3.1. Determining Student Ability

The standard ability was used as a criterion to determine the level of the students' ability to do the test correctly. This directly reflected the students' ability in each learning unit presented in the test. The standard ability was determined through the Development Procedure of Instructional System (Prosedur Pengembangan Sistem Instruksional = PPSI).

The standard ability for an individual ability in learning was 75% of a given correctly; the student was categorized as able and if he could only answer below 75% of the test correctly, he was categorized as unable. Then if 50% of the samples could answer 75% or more of the test correctly, it means that the fourth semester of English Education Department of Tadulisan University (IAIN BU) were categorized able and fewer than 50% means they were

categorized **unable**, furthermore the detail categorization of the students' ability to use the sequencing adjectives was based on Tinambunan's grade levels from **outstanding ability to insufficient one**.

The data for this research were obtained by administering the test to test the questionnaire by detailing every response and by classifying the results. It was a test to evaluate students' ability to use the sequencing adjectives and one of the purposes of the test was to determine the maximum score of the test. The test consisted of 25 items and the maximum score of the test was 25. In scoring the test, each of the correct answers was scored one and the incorrect answers were scored zero.

On this page, the students' answers in the form of tables are displayed. The use of tables to display the results of the test is intended to make it easier to understand the results of the test. The results of the test are presented in Appendix 2 in the form of tables. The SPSS 14 sequencing adjectives were analyzed by using the SPSS 14 computer system.

By this system the range, the minimum and maximum scores, mean, and standard deviation were calculated. Table 4.1 shows the SPSS result of the sequencing adjectives to use the sequencing adjectives.

TABLE 4.1

Mean Scores and Standard Deviation of Student's Ability to Use the Sequencing Adjectives

	N	Range	Min.	Max.	Mean	Standard Deviation
Sequencing Adjectives	50	18	2	18	13.32	4.70
	50					

RESEARCH FINDINGS AND DISCUSSION

4.1 Findings

The data for this research were obtained by administering the test to sample. It was a set of scores of students' ability to use the sequencing adjectives. The test consisted of 25 items and the maximum score of the test was 25. In scoring the test, each of the correct answers was scored one and the wrong one was zero.

On this page, the students' answers in the form of tables are displayed. In order to make it simple, the row scores of students' ability to use the sequencing adjectives presented in Appendix 2 were analyzed by using SPSS 14 computer system.

By this system the range, the minimum and maximum scores, mean and standard deviation were calculated. Table 4.1 shows the SPSS result of students' ability to use the sequencing adjectives.

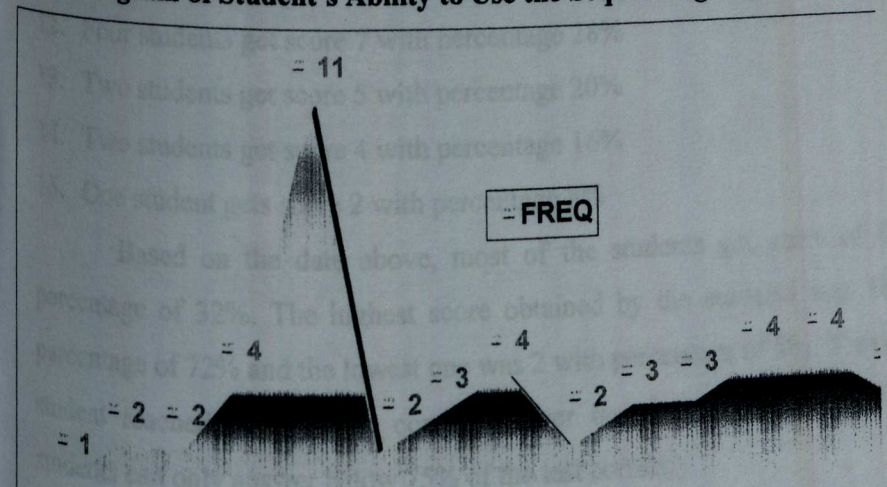
TABLE 4.1
Mean Scores and Standard Deviation of Student's Ability to Use the Sequencing Adjectives

	N	Range	Min.	Max.	Mean	Standard Deviation
Scores Valid N (listwise)	50	16	2	18	4.332	17.90
	50					

The table on the previous page shows that from 50 respondents, the range score is 16, that is by subtracting the highest score to the lowest score. From 50 respondents, the minimum score or the lowest score is 2 and the maximum score or the highest score is 18. So, from 50 respondents the mean or the average score that the respondents obtained was 4.332. The mean were calculated by dividing the total score 213.6 (see Appendix 2) with the total number of the student's. The last is standard deviation. Standard deviation is the square of the sum of deviation square two of group of figures divided into the amount of figures. Standard deviation calculation in the table above shows the standard measurement dispersion for the data, and it should be 17.90. Besides, the data scores of student's ability to use the sequencing adjectives can be shown in different form such as, by using a diagram.

TABLE 4.2

Diagram of Student's Ability to Use the Sequencing Adjectives



From the table above, it can be concluded that from 50 students that were chosen as samples, there was no student getting 19 or more and only two students get score of 18.

The following information will give more detail information about the data in the table in the previous page:

1. Two students get score 18 with percentage 72%
2. Three students get score 17 with percentage 68%
3. Four students get score 16 with percentage 64%
4. Four students get score 15 with percentage 60%
5. Three students get score 14 with percentage 56%
6. Three students get score 13 with percentage 52%
7. Two students get score 12 with percentage 48%
8. Four students get score 11 with percentage 44%
9. Three students get score 10 with percentage 40%
10. Two students get score 9 with percentage 36%
11. Eleven students get score 8 with percentage 32%
12. Four students get score 7 with percentage 28%
13. Two students get score 5 with percentage 20%
14. Two students get score 4 with percentage 16%
15. One student gets score 2 with percentage 8%

Based on the data above, most of the students get score of 8 with percentage of 32%. The highest score obtained by the students was 18 with percentage of 72% and the lowest one was 2 with percentage of 8%. It means no student reached 75% of the correct answer based on standard ability; the students can only answer below 75% of the test correctly.

After the percentage of each score was calculated, see Appendix 3, it is then compared to the students' ability that had been set to determine whether one student is able to do the test or not.

As stated before, the data is analyzed by applying criteria devised in Cirruiculum and the Instruction System of Development Procedure (1994) and Tinambunan's (1988: 129) related to the student's ability in significance, it is illustrated as follows:

TABLE 4.3

Students' Correct Percentage

No	Criteria	Student's Correct (X)	Percentage of Correct (Pc)
1	> 75%	0	0%
2	< 75%	50	100%
3	Σ	50	100%

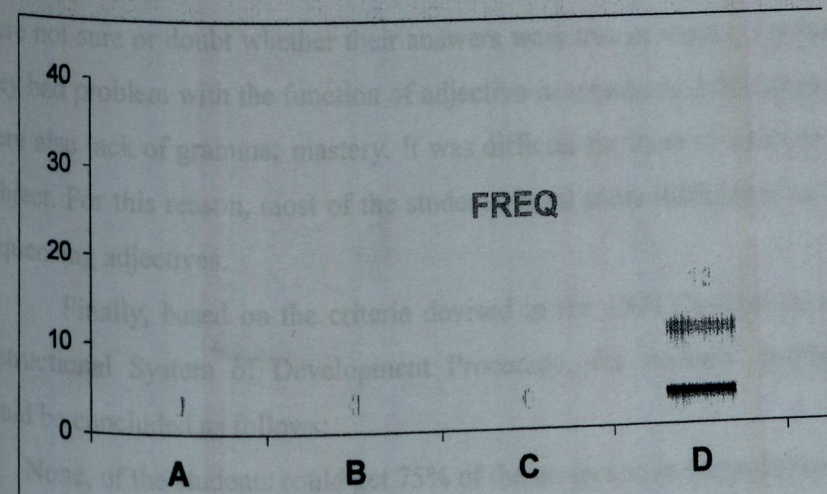
From the table above, the students whose correct answers are higher than 75% was 0 with percentage of 0%. Those whose correct answers are lower than 75% were 50 with percentage of 100%. It can be concluded that all students could not answer the test in a good percentage.

TABLE 4.4
Student's Ability in Significance

No	Grade	Student (X)	Percentage (%)	Note
1	A	0	0%	-
2	B	0	0%	-
3	C	0	0%	-
4	D	13	26%	-
5	E	37	74%	-

From the table above, it can be seen that there was no student getting position in grade A, B and C. Thirteen students got position in grade D with percentage of ability of 26% and 37 students got position in grade E with percentage of ability of 74%.

TABLE 4.5
Diagram of Student's in Significance



4.2 Discussion

This research was conducted at the fourth semester class of English Faculty of Tarbiyah, IAIN SU, in 2011/2012 Academic Year. The test was distributed to three classes taken randomly with 50 students that were used as the sample. The test given consisted of 25 questions. Then, the student's were hoped to use the good correct sequencing adjectives in sentences.

It is necessary to view the procedure from the beginning of the research before discussing the result of the study. The sample was selected from the population by applying cluster random sampling technique.

During the administration of the test, the students got difficulties to use the sequencing adjectives in the sentences. Most of the students had problem with adjectives order if there were more than one adjective and function of adjective in sentences as in the question No. 2 (see Appendix 1), they answered *long nice red dress*, it should be *nice long red dress*.

Actually, most of the students understood the adjectives order. But they were not sure or doubt whether their answers were true or wrong. Furthermore, they had problem with the function of adjective in sentences. Additionally, they were also lack of grammar mastery. It was difficult for them to understand this subject. For this reason, most of the students faced some difficulties to use the sequencing adjectives.

Finally, based on the criteria devised in the 1994 Curriculum and the Instructional System of Development Procedure, the students' performance could be concluded as follows:

1. None, of the students could get 75% of the correct answers on the test.
2. All students got less than 75% correct answers on the test.

As it had been explained previously, the fourth semester students of Faculty of Tarbiyah, Department of English Education IAIN SU – Medan would be considered able if 50% of the total sample got 75% correct answer. Based on the data given, there were thirteen students (26%) score 18 and the rest got score below 18 (74%).

Based on the criteria devised by Tinambunan (1988: 129), it was found that:

1. No student was in grade A. It means that no student was in outstanding grade with outstanding ability.
2. No student was in grade B. It means that no student was in very good grade with above average ability.
3. No student was in grade C. It means that no student was in satisfactory grade with average ability.
4. Thirteen students were in grade D. It means that thirteen students were in very weak grade with below average ability.
5. Thirty seven students were in grade E. It means that 37 students were in fail average with insufficient ability.

Based on the findings above, it could be concluded that the fourth semester students' ability of Tarbiyah Faculty, Department of English Education IAIN SU – Medan to use the sequencing adjectives was in position of unable or very low. It was proven by the fact that none of the students reached the standard ability.

While in previous research entitled Students' Ability in Sequencing Adjectives conducted by Dewi Wahyuni Utami in SMUN 13 Medan, there were 45% of the students or 18 out of 40 who passed the test and there were 55% of the students or 22 students out of 40 students who could not pass the test. It

means that this research findings were in accordance with those of Dewi Wahyuni Utami showing the second year student's if SMUN 13 Medan were unable to use sequencing adjectives.

From the explanation above, it can be concluded that generally the student's ability to use sequencing adjectives was very weak. It has been proved by the result of the two researchers that were done in to different level i.e. in Senior High School and in English Department because there were 45% of the samples in Senior High School could answer the test correctly. While, the entire sample in English Department could not answer the test correctly.

In addition, the students' failure to use the sequencing adjectives was caused by several aspects namely structure problem, misinterpretation, reference mastery and illogical thinking.

Then, this research hopefully can enrich students' knowledge about the use of sequencing adjectives in English in order to anticipate the errors in their written language.

5.3 Suggestion

The researcher suggests that the students should be given more practice in using sequencing adjectives in their writing. The researcher also suggests that the English teacher should give more attention to the students in using sequencing adjectives in their writing. The researcher also suggests that the students should be given more practice in using sequencing adjectives in their writing.

5.1 Conclusion

Firstly, it is found that the discussion on the sequencing adjectives is still limited and it is quite difficult to find the research discussing this topic in detail.

Secondly, based on the data findings and discussion, it can be concluded that:

1. The fourth semester students of Tarbiyah Faculty, Department of English Education IAIN SU – Medan were undoubtedly unable to use the sequencing adjectives correctly since there was none of the samples who could get 75% correct answer on the test, or less than 50% from the whole samples.
2. The degree of the students' ability to use the sequencing adjectives was very low since there was no student in grade A, B and C. only 13 students were in grade D, it means only 13 students could answer 72%-60% correct of the test with percentage of 26%. There were 37 students in grade E, it means they could answer less than 60% correctly of the test with percentage of 74%.

5.2 Suggestion

The skill to build good sentences is necessary for students who learn English as their major subject. Considerably, one may make mistakes in terms of being economical to use word in sentences; this is due to the unclearness or perhaps illogical meaning. Seeing the above fact, lack of mastering grammar is

considered as one category of common errors to use the sequencing adjectives that have to be avoided.

Related to those who were not able to do the given test, the writer found that their inability was significantly caused by structure problems. Therefore, it is suggested that the students ought to repeat their structure lesson so as to get much deeper knowledge on it. At the same time they need to practice more, so hopefully they could expand their creativity on understanding it.

Besides, this research also provides some information in consideration of the test items, data collection and reviews of related literature, and so especially to those who want to conduct further research related to the subject matter of any other in the four language skills can use this research as a reference.

Finally, for teaching activity, it is helpful if teachers familiarize themselves in enhancing or empowering their students' emphasis on structure especially to sequence the adjectives as well as give a serious emphasis on other language skills.

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APPENDIX 1

Name :

Class: :

Choose the correct answer (adjective order)

1. Eka is in my family
 - a. a charming young thin girl
 - b. a charming thin young girl
 - c. a young charming thin girl
 - d. a tiny young charming girl

2. They bought her
 - a. a nice red long dress
 - b. a nice long red dress
 - c. a red nice long dress
 - d. a long nice red dress

3. Lili asked from his boyfriend
 - a. a lovely gold new ring
 - b. a lovely new gold ring
 - c. a new lovely gold ring
 - d. a gold new lovely ring

4. Hana took from library
 - a. the old thick English book
 - b. the thick old English book
 - c. the old English thick book
 - d. the thick English old book

5. Johan buys
 - a. expensive tiny black jewelry

- b. expensive black tiny jewelry
c. tiny expensive black jewelry
d. black tiny expensive jewelry
6. He has
- a. two pretty fat blonde dogs
b. two fat pretty blonde dogs
c. two pretty blonde fat dogs
d. two fat blonde pretty dogs
7. He brings
- a. the delicious brown cake
b. the cake delicious brown
c. the delicious cake brown
d. the brown delicious cake
8. She has
- a. a charming blue big eyes
b. a blue charming big eyes
c. a big charming blue eyes
d. a charming big blue eyes
9. Afgan is
- a. a young famous Indonesian singer
b. a young Indonesian famous singer
c. a famous Indonesian young singer
d. a famous young Indonesian singer
10. Bella has
- a. the beautiful blonde long hair
b. the long blonde beautiful hair
c. the long beautiful blonde hair
d. the beautiful long blonde hair

11. Uncle gave her
- a brand-new nice Swiss gold watch
 - a Swiss nice brand-new gold watch
 - a nice brand-new Swiss gold watch
 - a Swiss nice-brand new gold watch
12. He known
- some expensive new football players
 - some new expensive football players
 - some football new expensive players
 - some football players new expensive
13. Uncle ordered from a carpenter
- a beautiful round table wooden
 - a beautiful wooden round table
 - a wooden round beautiful table
 - e beautiful round wooden table
14. Farah asked from her mother
- a rectangular short green box
 - a short green rectangular box
 - a short rectangular green box
 - a rectangular green short box
15. Sarah borrowed from his friend
- two good old historical books
 - two old good historical books
 - two books historical good
 - two historical good books
16. She was on
- a big wonderful carnival car
 - a carnival big wonderful car
 - a carnival wonderful big car
 - a wonderful big carnival car

17. Father bought her a pair of

- a. good new white shoes
- b. good white new shoes
- c. good shoes new white
- d. new white good shoes

18. Siti Nurhaliza is

- a. charming famous young and Malaysian singer
- b. charming young and famous Malaysian singer
- c. charming and young famous Malaysian singer
- d. charming and famous young Malaysian singer

19. She has hair and eyes

- a. good long black-beautiful brown
- b. good black long-beautiful brown
- c. good long black-brown beautiful
- d. long black good-brown beautiful

20. Farhan was bitten by

- a. a poison big white snake
- b. a big poison white snake
- c. a white poison big snake
- d. a white big poison snake

21. I am eating

- a. a very delicious hot pota to
- b. a very hot delicious potato
- c. a potato very delicious and hot
- d. a potato very hot and delicious

22. My uncle

- a. a happy huge young man
- b. a huge happy young man
- c. a young happy huge man
- d. a young huge happy man

23. Father made

- a. some small nice pink chair
- b. some nice small pink chair
- c. some pink small nice chair
- d. some pink nice small chair

24. They got

- a. the new cheap tickets
- b. the cheap new tickets
- c. the tickets new and cheap
- d. the tickets cheap and new

25. We drink a cup of every morning

- a. delicious hot black coffee
- b. delicious black hot coffee
- c. hot delicious black coffee
- d. hot black delicious coffee

18		18
19		18
20		17
21		17
22		17
23		16
24		16
25		16
26		16
27		15
28		15
29		15
30		14
31		14
32		14
33		13
34		13
35		13
36		12
37		12
38		11
39		11
40		11
41		11
42		11
43		10
44		10

APPENDIX 2

The Data Scores of Student's Ability to Use the Sequencing Adjectives

No.	Name of Student's	Scores
1	Student 1	18
2	Student 2	18
3	Student 3	17
4	Student 4	17
5	Student 5	17
6	Student 6	16
7	Student 7	16
8	Student 8	16
9	Student 9	16
10	Student 10	15
11	Student 11	15
12	Student 12	15
13	Student 13	15
14	Student 14	14
15	Student 15	14
16	Student 16	14
17	Student 17	13
18	Student 18	13
19	Student 19	13
20	Student 20	12
21	Student 21	12
22	Student 22	11
23	Student 23	11
24	Student 24	11
25	Student 25	11
26	Student 26	10
27	Student 27	10

No.	Name of Student's	Scores
28	Student 28	10
29	Student 29	9
30	Student 30	9
31	Student 31	8
32	Student 32	8
33	Student 33	8
34	Student 34	8
35	Student 35	8
36	Student 36	8
37	Student 37	8
38	Student 38	8
39	Student 39	8
40	Student 40	8
41	Student 41	8
42	Student 42	7
43	Student 43	7
44	Student 44	7
45	Student 45	7
46	Student 46	5
47	Student 47	5
48	Student 48	4
49	Student 49	4
50	Student 50	2
TOTAL SCORES		544

APPENDIX 3

The Percentage of Each Score of Student's Ability

No.	Name of Student's	Scores	Percentage
1	Student 1	18	72%
2	Student 2	18	72%
3	Student 3	17	68%
4	Student 4	17	68%
5	Student 5	17	68%
6	Student 6	16	64%
7	Student 7	16	64%
8	Student 8	16	64%
9	Student 9	16	64%
10	Student 10	15	60%
11	Student 11	15	60%
12	Student 12	15	60%
13	Student 13	15	60%
14	Student 14	14	56%
15	Student 15	14	56%
16	Student 16	14	56%
17	Student 17	13	52%
18	Student 18	13	52%
19	Student 19	13	52%
20	Student 20	12	48%
21	Student 21	12	48%
22	Student 22	11	44%
23	Student 23	11	44%
24	Student 24	11	44%
25	Student 25	11	44%
26	Student 26	10	40%

No.	Name of Student's	Scores	Percentage
27	Student 27	10	40%
28	Student 28	10	40%
29	Student 29	9	36%
30	Student 30	9	36%
31	Student 31	8	32%
32	Student 32	8	32%
33	Student 33	8	32%
34	Student 34	8	32%
35	Student 35	8	32%
36	Student 36	8	32%
37	Student 37	8	32%
38	Student 38	8	32%
39	Student 39	8	32%
40	Student 40	8	32%
41	Student 41	8	32%
42	Student 42	7	28%
43	Student 43	7	28%
44	Student 44	7	28%
45	Student 45	7	28%
46	Student 46	5	20%
47	Student 47	5	20%
48	Student 48	4	16%
49	Student 49	4	16%
50	Student 50	2	8%



APPENDIX 2
The Percentage of Each Score of Student's Ability

No.	Name of Student's	Scores	Percentage
1	Student 1	18	72%
2	Student 2	18	72%
3	Student 3	17	68%
4	Student 4	17	68%
5	Student 5	17	68%
6	Student 6	16	64%
7	Student 7	16	64%
8	Student 8	16	64%
9	Student 9	16	64%
10	Student 10	15	60%
11	Student 11	15	60%
12	Student 12	15	60%
13	Student 13	15	60%
14	Student 14	14	56%
15	Student 15	14	56%
16	Student 16	14	56%
17	Student 17	14	56%
18	Student 18	13	52%
19	Student 19	13	52%
20	Student 20	13	52%
21	Student 21	13	52%
22	Student 22	13	52%
23	Student 23	13	52%
24	Student 24	13	52%

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