Research Article

The Use of Adjective and Adverb on Students' Writing Descriptive Text
(Study in State Islamic Junior High Schools in East Jakarta)

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Abstract: The aim of this research is to analyze the errors made by students in using adjective and adverb on writing descriptive text. This research is descriptive qualitative research conducted at three Islamic Junior High School in East Jakarta namely MTSN 29, MTSN 30, and MTSN 7 and followed by the eighth-grade students. The total sample of this research is 79 students chosen randomly using random sampling technique and they were to write a descriptive text which was later analyzed by using content analysis method based on the Dulay's Surface Strategy Taxonomy. The findings show that there are 306 errors made by the students in using adjective on writing descriptive text with the highest percentage of error occuring in Misformation consisting of 125 errors (41%), followed by Omission consisting of 88 errors (29%), and then followed by Addition consisting of 58 errors (19%), and the lowest percentage is Misordering consisting of 35 errors (11%). Meanwhile, for the use of adverb, 133 errors were found in their descriptive texts with the highest percentage of errors in Addition consisting of 59 errors (44%), followed by Misformation consisting of 40 errors (30%), and then followed by Omission consisting of 25 errors (19%), and the fewest numbers and the lowest percentage of errors is Misordering consisting of only 9 errors (7%). This research indicated that Misformation errors in the use of adjective gets the highest percentage while in the use of adverb the highest percentage lies in Addition errors.

Key Words: adjective; adverb; error; writing; descriptive text

Introduction

Language plays an important role in human's life. Language is a structured system of printed or spoken vocal signs used by human beings as a means of communication with each other (Algeo, 2010:2). As a medium of communication, language encompasses all the acts associated with verbal communication in all its manifestations, including writing which is considered a visual representation of the system we use to communicate and transfer meaning primarily in oral form. It is clear that language functions as a support system for humans to express their ideas, feelings, thoughts, and intentions either in the spoken or in the written form.

In this competitive era, high literacy is required and becomes prerequisite for success in education and profession. One of the language skills that needs to be mastered is writing which is a learned skill that cannot be mastered in a short period of time. It needs to be trained continuously. Unfortunately, writing has been neglected both by the teachers and the learners for quite a long time. Most lessons have been focusing on the speaking skills. Rarely do teachers teach and ask their students to write in English. This may be because writing is the last thing to mention in the order of the series so it is perceived as the least important skill and it might also be time consuming to check student's writing. So, it is very normal if students encounter problems in writing in English.

Learners must be aware that writing is as important as other three language skills. It brings about a lot of advantages since it helps to express one's personality, foster communication, develop thinking skills, make logical and persuasive arguments, give a person a chance to reflect his or her ideas and re-evaluate them, provide and receive feedback, and prepare for school and employment. Besides, writing helps learners to become more independent, comprehensible, fluent and creative in writing. Through writing, students can express their ideas, thoughts, suggestions, and inspirations or new perspectives to the readers so that it can broaden their horizon. As Walsh in Klimova (2013:9) said: "Writing is important because it is used extensively in higher education and in the workplace. If students do not know how to express themselves in writing, they will not be able to communicate well with professor, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student and successful graduate". People who are good at English, especially in their writing, will have more chance to win the tight competition of workforce and those who are excellent in writing must automatically be good at spoken English.

As claimed by Nunan (2003:88), "Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly". Thus, Learners have to deal with a number of elements such as the vocabulary, the structure, the spelling, the mechanics, the organization, and the relevance between one sentence to another and one paragraph to another paragraph. And after they finish writing, they have to do the editing (checking it to see whether they have used correct words, tenses, spelling, punctuation marks, and the coherence between each sentence and another sentence or between paragraph and another). Hence, Writing is the most difficult and complicated language skill compared to other language skills (Rivers,198:291). Even though students have been writing for several times, they still cannot construct English sentences properly and they cannot develop their ideas clearly. Of course, without any guidance from teachers, it is impossible for the learners to create a good piece of writing. Therefore, teaching writing skill to learners is urgent to be done by English teachers.

As one of the core language skills, English writing process should be taught in schools and colleges. Why? Throughout school and college, students must submit numerous writing assignments to complete the course. But, are students taught and trained to write when they are at school and do they get enough exposure in writing?

As mentioned before, in order to be able to compete and prepare for the globalization era, writing in English should be a part of learners' daily tasks. Teachers should aid their students to attain this skill by providing some writing activities. With regular writing activities, learners will be able to improve not only their range of vocabulary, accuracy, and creativity, but also their critical thinking. However, though students have learned English for such a long time, many still find some difficulties in acquiring this skill because they do not have enough exposure on how to produce a good writing. This is still a serious problem faced by teachers. Furthermore, Levina discovered that the difficulty of learning English in the setting of EFL owes to the poor thought they wish to write, limited vocabulary, a fear of criticism, and the need to avoid emotional disorientation when confronted with the issue to be written. Many students still find it hard to produce a good piece of writing since it involves a number of skills not only the writing skill itself but also the vocabulary mastery, the grammar that the students should deal with, the correct punctuation marks that they have to use, the organization of the sentences, the coherence between one sentence with another and not to mention the spelling itself.

According to Jack C, Richard, and Renandya (2002: 203), writing is the most difficult language skill for second language learners to master. The difficulty lies not only in generating and organizing ideas but also in translating the ideas into readable text. There are few reasons why writing is considered a hard thing to do. Some reasons such as insufficient vocabulary, inability in expressing ideas into written form, very little time that students have in learning English at school, not having enough practice, their own little interest in writing, their low interest in reading from which they can get some ideas, the limited learning facilities, the traditional teaching techniques that teachers use in teaching writing, and the curriculum itself might be the factors why writing still becomes the most difficult skill in the English subject. From the student book of Grade Eight Junior High school that the writer refers to in conducting the research, there is no specific writing activity. Most chapters in the book only focus on the speaking and reading skills. Moreover, the grammar just gets little attention, too. Lack of writing lesson from the book that the students are using has made the teacher not touch

or not introduce writing in his/her teaching. In addition, the curriculum itself does not force students to write in their examination. Most types of examination are presented in the Multiple-Choice type. Though some students may get good grades in their English, it doesn't mean that they are good at writing. This present condition has contributed a lot to students' low writing ability. This is a proof that the hour of teaching writing to our students needs to be considered.

In Indonesia, English is one of the obligatory subjects taught at Junior High school, Senior High school, colleges, and universities. Mastering English has become crucial nowadays. Nunan (1989: 21) stated that there are four basic competencies that students should master in learning English. Those are listening, speaking, reading, and writing. Additionally, according to Aliin in his journal published on Feb, 1, 2022 (The importance of the Four Language skills: Reading, Writing, Speaking, and Listening in Teaching Iraqi Learner), mastering English would require the mastering of its four crucial skills namely listening, speaking, reading, and writing. And one of the skills that need to be developed by students as well is writing. No one can say "I just need to speak the language." or "I don't need the reading part or the writing part". Once a learner learns a new language, he or she must deal with all the skills. Consequently, many people are now aware of the importance of mastering English. Even, to be able to fulfill the job requirements, some are taking extra lessons outside of school or college. Unfortunately, according to the survey on the evaluation of the world education system, Program for International Student Assessment (PISA) which conducted a survey in 2018 and published the result in 2019 stated that out of 79 countries Indonesia ranks in the 74th position in its literacy, science, and Math. And based on the data released by OECD (The Organization for Economic Co-Operation and Development) between 2005-2015, Indonesia was consistently under averaged. This finding indicates that we have to put more effort to improve this condition. Whatever the reasons are, the bottom line is the majority of students do not possess the skill necessary to effectively communicate in a written format that will enable them to become successful upon graduation (Defazio, Jones, Tennant, and Hook, 2010: 34). There is a significant need for students at all levels not only to be good written communicators, but also to understand the importance of good writing skills. Many are concerned over low writing skills of Indonesian graduates. Writing problem indeed needs serious attention and the improvements of student's writing skill should begin in secondary education particularly junior high school. This also suggests that the teaching of writing in school is urgent and needs to be constantly improved.

Writing itself has its own types namely descriptive writing, expository writing, narrative writing, and argumentative writing. In the English student book Grade 8, "When English Rings a Bell", descriptive text is already introduced in Chapter VII. Meanwhile, there is no writing lesson in this chapter as stated in the previous paragraph. Though writing lesson is not presented clearly in the book, teachers are supposed to teach writing. Teachers can start to teach and to introduce their students how to write a descriptive text. However, since writing skill is not emphasized there and it is not present in student examination, some teachers do not feel the need to train their students to write. Their lack of teaching techniques in teaching writing may also contribute to the student's low ability in writing. Teachers do not know how to create an interesting writing lesson and they might not know where to begin-either teaching the grammar first or teaching the writing process first. This existing problem causes students to have little or no interest at all in writing. Not enough practice in writing has made students not know what to write and how to put words in their proper place. Students do not know the grammar, which one is the adjective word and which one is the adverb word. Most of them do not quite understand when to use the adjective and adverb words since both of them have their own types such as descriptive adjectives, possessive adjectives, comparative adjectives, superlative adjectives, compound adjectives, and adverb of manner, adverb of place, adverb of frequency, adverb of time, and so on. So, to be able to write well, it is very important for students to be familiar with those grammatical elements since they will need them in writing a descriptive text. According to Kenneth Beare in his article published in 2019, to teach writing, students must know the basic Parts of Speech. Reviewing nouns, verbs, adjectives, and adverbs, asking students to categorize words in these four categories, and taking time to ensure students understand the role of each part of speech in a sentence will pay off.

Focused too much on improving Math, science, and technology, we have been neglecting writing as an important skill in communication. The development of science and technology, the high demand of 5.0 era,

and the transformation of socio-culture have forced us to be well-prepared for the tight world competition, including the demand for graduates to be well equipped with good command of English both spoken and written. This means writing skills are necessary in today's world. All kinds of papers, like essays, reports, presentations, research papers, and documents need to be written in the correct style. Consequently, the government particularly the Ministry of Education should give more attention to the English teaching and learning, especially writing. The curriculum must suggest teachers to teach writing in English. Teachers should now prepare their students not only their ability to speak and read in English but also their ability to write in English. Teachers should start teaching the basic and simple writing to the students so that the students will get used to the writing activities.

Since writing a descriptive text is the easiest step in writing mode, teachers should make students familiar with its components. They should introduce them with the parts of speech first such as introduce them with nouns, verbs, adjectives, adverbs, prepositions, conjunctions, etc. Once the students are familiar with those elements and the teacher already teaches them how to use them in sentences, they will be able to produce better piece of writing. Of course, teacher should find ways in teaching those elements interestingly in order that students are attracted to be active in the teaching and learning activity. Judging from the fact, it is clear that writing needs to be paid attention to. It is a challenging task for teachers of English to solve the problem. The teachers need to consider teaching simple writing by using adjective and adverb in a descriptive writing text so that students will be able to write it well.

Based on the problems above and the writer's experience in teaching English, it is essential that the writer conduct research to find out how good or how bad the students' writing is, especially in using adjectives and adverbs. One of the ways to find out students' knowledge about English is by analyzing the students' text or their writing. Analyzing students' text is important to do because it can help English teacher to find out their problems in writing. Moreover, research about analyzing students' text might also be helpful for students to help them produce better writing result.

This research focuses on analyzing what kind of adjective and adverb that the students use in their writing descriptive text and the most common problems that they encounter when they are writing a descriptive text. This current research is still needed to help find out the solutions to overcome the problems in teaching writing in general and teaching writing a descriptive text in particular.

The writer also thinks that it is urgent to conduct this research so that it can help the readers especially English teachers to get some ideas on how to help improve the students' writing descriptive text in particular, to familiarize them to some crucial elements used in producing a descriptive writing text as well as to give some suggestions on how to boost students' writing competency in general. Although some writers have done some researches on the same topic, their focus is different from this research. Previous researches only focused on the use of adjective on the students' writing descriptive text while this research is focusing on both the adjective and adverb on students' writing descriptive text.

Based on the background above, the writer wants to conduct the research with the title: "The Use of Adjective and Adverb on Students' Writing Descriptive Text".

Method

The method used in this research is descriptive qualitative method. In this research, the researcher tried to find out how the participants being investigated express their ideas in writing, analyze their writing descriptive text, and later presented a comprehensive description of the end results.

This descriptive qualitative research used content analysis approach in which the students' writing products were analyzed. There are 610 students of the eighth-grade level taken from MTsN 29, MTsN 30, and MTsN 7 in East Jakarta with 79 students chosen as samples. After collecting the data in the form writing products, the researcher analyzed the most frequent errors that mostly occurred in the students' writing. The errors were then classified into 4 categories namely Omission, Addition, Misformation, and Misordering. After the errors were classified, they were counted, then interpreted, and finally concluded as the end result of the research.

Results and Discussion

Results

Based on the data from 79 students above, it is concluded that the eighth-grade students in MTsN 29, MTsN 30, and MTsN 7 East Jakarta made some errors in using adjective and adverb on writing descriptive text. The errors are classified based on the Surface Strategy Taxonomy consisting of Omission, Addition, Misformation, and Misordering. In addition, the researcher used the percentage to find the percentage of each error made by students in using adjective and adverb on writing descriptive text. According to Bluman, (2007:38) to find the percentage of value in each class, a researcher uses the following formula:

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

In this case, the researcher uses this formula to find the percentage of each errors type used by students. The description of the formula above can be explained as:

P = Percentage

f = Frequency of a type of error

n = Total number of errors

By calculating the frequency of each error, the researcher can identify the most frequent errors and the fewest frequent errors made by the students. The description of the total number and the percentage of the error made by students in using adjective and adverb can be seen in table 1 and table 2.

Table 1 The Use of Adjective on Students' Writing Descriptive Text

| No.	Types of Error	Number of Errors	Percentage of Error
1.	Misformation	125	41%
2.	Omission	88	29%
3.	Addition	58	19%
4.	Misordering	35	11%
	Total	**306**	**100**

From the table above, it can be seen that the total number of errors are 306, these errors are found in 79 students' compositions. From the calculation above, it is known that the type of errors which mostly appear in using Adjective on Students' Writing Descriptive Text is in Misformation error 125 (41%), it is then followed by Omission error 88 (29%), Addition error 58 (19%), and the lowest is in Misordering error 35 (11%). Furthermore, the description of the total number and the percentage of the error made by students in using Adverb can be seen in the following table:

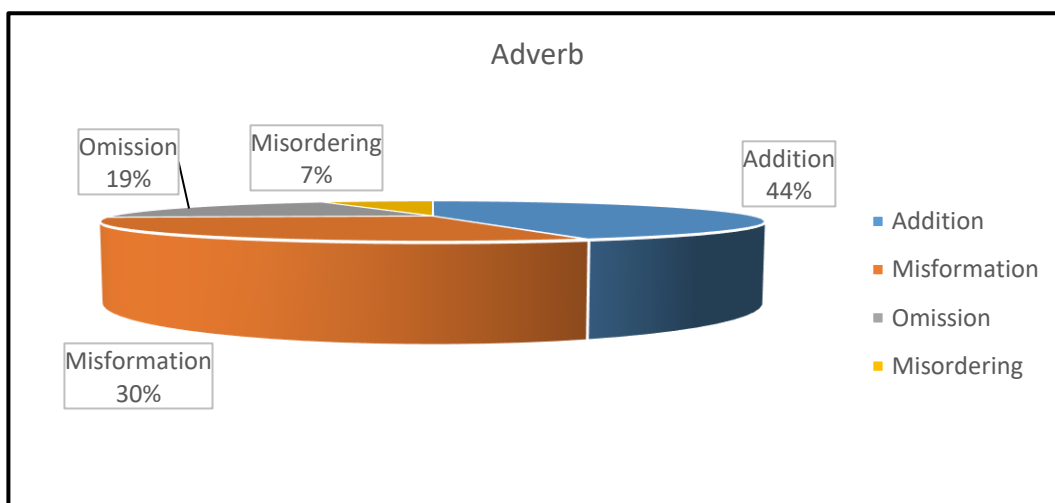**Table 2** The Use of Adverb on Students' Writing Descriptive Text

No.	Types of Error	Number of Errors	Percentage of Error
1.	Addition	59	44%
2.	Misformation	40	30%

3.	Omission	25	19%
4.	Misordering	9	7%
	Total	**133**	**100**

From the table above, it can be seen that the total number of errors found in 79 students' writing descriptive texts is 133 errors. From the calculation above, it is known that the type of errors which mostly appear in using adverb on students' writing descriptive text is in Addition 59 (44,%), it is then followed by Misformation error 40 (30%), Omission error 25 (19%), and the lowest is in Misordering 9 (7%).

The researcher also uses pie chart to clarify the error. Below is the pie chart of the frequency of error types used by students.
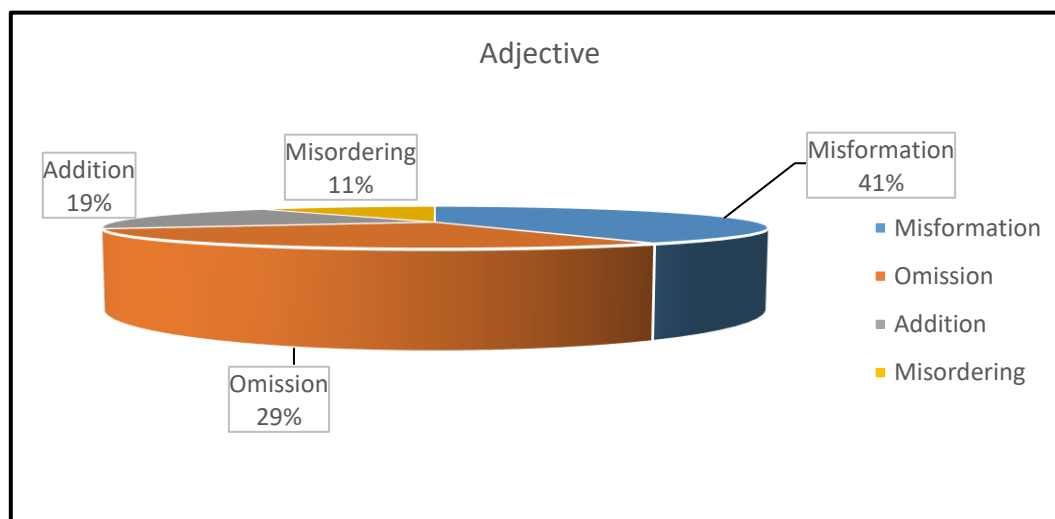
Picture 1 The Use of Adjective on Students' Writing Descriptive Text

Picture 2 The Use of Adverb on Students' Writing Descriptive Text

Discussion

The data of the research were collected from descriptive texts made by the eighth-grade students in MTSN 29, MTSN 30, and MTSN 7 East Jakarta. As stated previously, the researcher focused on analyzing the use of Adjective and Adverb on students' writing descriptive text. For further steps, the researcher analyzed and tried to find the errors and classified them into 4 categories taken from Surface Strategy Taxonomy by Dulay (Omission, Addition, Misformation, and Misordering). After analyzing and classifying the data, the

researcher found that some students made the errors in using Adjective and Adverb on their writing product. The result of the errors can be described as follows:

I. The use of Adjective on Students' Writing Descriptive Text

There are common errors produced in using Adjective on Students' Writing Descriptive Text. The total errors are 306 errors in which the highest frequency of error is in Misformation errors which consist of 125 errors (41%). In Misformation errors, the researcher found that some students used the wrong choice of words. The students did not know how and when to use quantifiers and they did not know how to differentiate among quantifiers such as "many", "much", "more", and "any" and they did not know the difference between "class" and grade". "young" and "age", "eight" and "eighth" as well. The second place is Omission errors, which consist of 88 errors (29%). In this type of error, the researcher found that omission of article "a/an/the" most frequently appeared in students' writing product. The errors occured because the students did not know the English grammatical rule in using articles. The students tended to omit using articles since they did not know exactly when to use them in sentences. Therefore, the students failed to apply the use of adjective especially articles. The third place is Addition errors which consist of 58 errors (19%). The researcher found that students used article so erroneously and carelessly that they created grammatically wrong sentences. Most students put article "a" together with quantifier such as "many" and sometimes they put "a" together with plural nouns at the same time resulting grammatically wrong sentences. Some students also had no idea about the difference between "student's" and "students", and "a lot of" and" a lot". Lastly, the lowest error is Misordering error which consists of 35 errors (11%). In this aspect, there is no significant Misordering error made by the students. Only did some students put certain words in the wrong order that made the sentences grammatically unacceptable. "8 grade", "Teacher Math", "location school", "room class", achievement academic, etc. are some sample phrases that students produced in their writing. Again, this is because of the influence of their own native language and little English exposure that the students have.

II. The use of Adverb on Students' Writing Descriptive Text

There are common errors produced in using Adverb on Students' Writing Descriptive Text. The total errors are 133 in which the highest frequency of error is in Addition errors which consist of 59 errors (44%). In Addition errors, the researcher mostly found Addition errors in the use of adverb of place especially the word "here". Most students added the word "in" before the word "here". This is because they are still influenced by their own native language "Indonesian". Another Addition error also occurred in the use of the word "so", "mostly", "very", and "really". Some students did not know exactly when to use those words. They had a tendency to put "so" and "very" or "so" and "mostly" next to each other at the same time in their sentences. Other problem in Addition error is that some students wrote the word "very" or "so" more than once which is unacceptable in standard written English. This might happen because they do not have enough knowledge on formal and informal language. Not having enough exposure on writing in English can be the cause of this error. Consequently, they made Addition errors on their writing. The second place is Misformation errors which consist of 40 errors (30%), the researcher found that some students used the word "very" incorrectly, some others made a mistake in using connectors such as "as far as", "as much as", in conclusion, etc. Some others also did not know how to differentiate between adjective and adverb ("good" and "well", "strategic" and "strategically", "everyday" and "every day", etc.). And some others made mistakes in spelling the words. The third place is Omission errors which consist of 25 errors (19%). The omission of "s" for the word "sometimes", the omission of "for" for the phrase "for example", and the omission of "in" for the phrase "in conclusion" most frequently appear in this aspect. This might happen because students had inadequate practice of writing in English so they did not know how to spell words correctly. Other Omission error that students made is omitting certain articles in their sentences. Students did not have enough knowledge on how to use and when to use them. Lastly, Misordering errors get the lowest numbers of errors which is 9 (7%). In this aspect, students made very few mistakes in placing the words in their correct order in sentences. They did not make any significant errors that made their sentences

grammatically incorrect. This indicates that students do not have much problem in arranging the words into sentences.

Conclusions

Based on the findings and discussions a, the researcher concluded the type of errors which is made by the eighth-grade students of MTSN 29 East Jakarta, MTSN 30 East Jakarta, and MTSN 7 East Jakarta in using Adjective and Adverb on students' writing descriptive text.
The conclusions are as follows:

I. The Use of Adjective on Students' Writing Descriptive Text

Based on the description above, it can be concluded that the types of errors made by the students in using adjective on writing descriptive text are based on Surface Strategy Taxonomy which are classified into Omission, Addition, Misformation, and Misordering. After counting the errors, the researcher found 306 total of errors in which the highest frequency of error is in Misformation errors which consist of 125 errors (41%), and it is followed by Omission errors which consist of 88 errors (29%), then the third place is Addition errors which consist of 58 errors (19%), and the last which gets the fewest numbers is Misordering errors which consist of 35 errors (11%). From the data above, it can be seen that Misformation error gets the highest number of errors. The researcher found that the students had problem with the word choice. Students did not know the difference between cardinal and ordinal number such as "eight" and "eighth" or "good" and "well". The errors occur because there is no such grammar element in their native language "Indonesian" and they do not have enough practice in using them in their writing either. Therefore, they failed to use them correctly in their writing.

II. The Use of Adverb on Students' Writing Descriptive Text

Based on the description above, it can be concluded that the types of errors made by the students in using Adverb on Writing Descriptive Text are based on Surface Strategy Taxonomy which are classified into Omission, Addition, Misformation, and Misordering. After counting the errors, the researcher found that the total number of errors is 133 errors in which the highest frequency of error is in Addition errors which consist of 59 errors (44%) and it is followed by Misformation errors which consist of 40 errors (30%), Omission errors which consist of 25 errors (19%), and Misordering errors with the fewest number of errors which consist of only 9 errors (7%).

From the data above, it can be seen that Addition error gets the highest number of errors. The writer mostly found Addition errors in the use of the word "in" preceding the word "here". Most students added the word "in" when they used the word "here" in their sentences. The influence of Indonesian language might be the main reason why students tend to use the word "in" before the word "here".

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