

CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

Language is a purely tool of human to convey information in communicating ideas, emotions, concepts or feeling that comes from the heart, in the sense of the word as a means of conveying something. Language can become a bridge to connect one another that live in different places and cultures by using a language one can gain information, knowledge and express one's feeling, and emotion. There are many languages in this world, one of them is English.

English is an international language or universal language which is originally of England. As international language, English used to conduct communication in almost the entire world in many countries. English is most important language in the world. It is important to be learned in order to improve the quality of social life. English has placed in the highest position to be used in communication by many people. English as a foreign language has been taught formally from the primary level up to university level.

Teaching English in Indonesia is one of the subject which must be taught that it is a part of curriculum of Indonesia Education Based on the curriculum of Indonesia, in 2013 the Indonesian government issued a new curriculum the English curriculum in primary school till senior high school is use *curriculum 2013*. In this curriculum there are four skills that should be mastered, they are: listening, speaking, reading, and writing skill.

Teaching writing is an activity in learning English. In teaching writing the students can produce their idea in written aspect. The purpose of teaching writing is to help the students' writing skill to express their ideas effectively. Teaching writing, the writer uses genre where genre is as away to get the purpose of teaching writing. In teaching writing, there are kinds of genres such as recount, narrative, procedure, report, news items, spoof, review, discussion and descriptive.

Vocabulary or word is essential in mastering those four skills especially in writing skill. Every student is expected to use the grammatical features as well as its vocabulary. Students who are immersed into a new linguistic setting tend to pick up vocabulary first; will then gradually develop a more accurate structural framework in which to use these words. Rachmadie (1985: 18) states that concrete words are the easiest to learn. Neither younger nor order students have trouble in learning numbers, days of the week, colors, name of objects, and the like. The difficulty arises with using these words in sentences. For this reason, words are generally taught in context. One of the basic vocabularies is an adjective. Wren and Martin (1993: 19) described that adjective as a word used with a noun to describe or point out, the person, animal, place, or thing which the noun names, or to tell the number or quantity. As to describe a noun, the adjective also has what we call a descriptive adjective. Descriptive adjectives are the largest class of the four types of adjectives, the others being adjectives of quantity, demonstrative adjectives, and pronominal adjectives.

In descriptive adjectives, there are three kinds of it, they are: Simple Adjectives like *good, bad, clever, ugly etc*, Compound Adjectives like *Heaven-derived power, this life-giving book, his spirit wrap*, and Proper Adjectives like an old *English* manuscript, the *Christian* pearl

of charity, the well-curb had a *Chinese* roof. Besides, understanding the three kinds of descriptive adjectives, students should know how to put the adjective correctly.

Ting (2008: 2) suggested that the order of descriptive adjective can be six common types to descriptive adjective can be age-size-material-shape-color-nationality and others. Meanwhile Thomson and Martinet (1986: 35) suggested that the order should be: size-general description like personality, emotion-age-shape-color-material-origin-purpose. The examples are: *a long sharp knife, a small round table, blue velvet curtains, a kindly black doctor*. Several variations are possible, but a fairly usual order is needed in this case

From the explanation above, the researcher would like to analyze the students' ability in using descriptive adjective in English sentences. Some mistakes could probably happen as the students still get confusion how to put the performing this research, hopefully this research could help the students' difficulty in using descriptive adjective in English sentences.

Based on the writer experience when did Teacher Training Practice in SMP Swasta Mardi Lestari Medan, and observed the students' writing ability in descriptive text, at SMP Negeri 1 Parbuluan. The writer found that many students were difficult in writing especially in writing descriptive text; the students could not be able to construct sentences in using the correct words. When doing the writing, the students experienced many difficulties that they faced to write correct adjective. They could not use the correct adjective, like *a house big* for *a big house*, *difference color* for *different color*. The students should be tired to write in content that they used correct adjective rules as taught by the teacher. Truly, when someone wanted to write, adjective rules could not be ignored and students should always consciously be aware of adjective.

Based on the explanations above, the writer conducted to make a research entitled “ An Error Analysis of Using Adjective in Writing Descriptive Text of Second Grade Students of SMP Negeri 1 Parbuluan ”

1.2 The Problem of the Study

Based on the background above, the problem of the study was formulated as the following :

1. What were the students' error of the second grade students of SMP Negeri 1 Parbuluan in using adjective in the writing of descriptive text?
2. What types of error is dominant in students' writing a descriptive writing?

1.3 The Objective of the Study

The objective of this study is:

1. To find out the students' error of the second grade at SMP Negeri 1 Parbuluan in using adjective in the writing descriptive text.
2. To figure out the dominant error type of the second grade at SMP Negeri 1 Parbuluan in using adjective in the writing descriptive text.

1.4 The Scope of the Study

It was important to make the limitation of the problem to avoid misunderstanding and to classify the problem. The topic limited in order to investigate the problem more accurately, precisely, and correctly. Therefore, the writer limited on this study, the writer focused only on finding what students' error in using adjective in descriptive text SMP Negeri 1 Parbuluan.

1.5 The Significances of the Study

There were two kinds of significances of the study. They were:

1. Theoretically

- 1) This research was useful in teaching descriptive text for students
- 2) This research used as a reference to everyone who wants to conduct a research about students problem in constructing sentence of writing process of description descriptive text and its

2. Practically

- 1) For the writer, this study used as a interested text to the next research with the same topic.
- 2) For the English department students, the result of this study was useful as the basic knowledge to get more understanding about the students' problem in constructing sentences using the correct adjective in writing descriptive text
- 3) For English teacher, this study was useful to enrich teachers' understanding about the students' problem in constructing sentences using the correct adjective in writing descriptive text

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This theoretical foundation gave overview about theories were needed to explain some concepts and terms applied that support in conducting this research between the writer and

reader, to start the research based on theoretical concepts, becoming accurate and clearer in certain situations.

2.1.1 Language

Language is a tool of communication which is used to communicate something between speaker and listener in daily life in order to make the listeners understand. Peter Knapd and Megan Watkins (1947;29) states that language is always produced, exchanged or received as text, that is, language as a system of communication is organized as cohesive units we call texts. So, the writer language is any specific example of such a system. A text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication. Language is divided into 3 branches, they are: native speaker, second language, foreign language. Second language is a language but is not the mother tongue but it is used in the area of the person. Foreign language is a language indigenous to another country, it is also a language not spoken refer in Indonesia the first foreign language is English.

2.2 English

English as an international language also has its own definition in each country. It makes some authors defined English as the needs of the particular place. Nunan (2003: 138) stated the English is a language that has been strongly affected by another language.

According to Dudeney and Hockly (2010:1) on the interesting about English as a global language is that it is interestingly being used as a common language. So, that people from not English-speaking countries can communicative with those who speak English. Knowing some

English is becoming increasingly important in today's global world. Based on the explanation above, the writer can be conclude that English is the worlds as the commons, and teaching English in Indonesia needed some basic skill i.e. listening, reading, speaking, and writing.

2.3 The Error

Errors made by learners can give us a better understanding to know the process of language learning. Meanwhile, Brown (2000:217), “states that errors as a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learners; mistake refers to a performance error that is either a random guess or “a slip” in that it is failure to utilize a known system correctly.

Foster (2005:87), “states that an error is an individual language user's deviations from standard language norms in grammar, syntax, pronunciation, and punctuation.

2.3.1 The Source of Error

Brown (2007: 263) states in learning English as foreign language, there are four major sources of learners' error, namely:

1). InterlingualTransfer

The beginning stages of learning a second language are characterized by a good deal of interlingual transfer (from the native language). In these early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw. Mechanisms for communicating an idea when precise linguistic forms are for some reason not readilyavailable to the learner at a point in communication.

2). Intralingual Transfer

Intralingual transfer is the negative transfer of items within the target language or put another way, the incorrect generalization of rules within the target language. Intralingual transfer is a major factor in second language learning. It has been found that early stages of language learning are characterized by a predominance of intralingual transfer, but once the learner has begun to acquire parts of the new system, more and more intralingual transfer generalization within the target language is manifested.

3). Context of learning

Context of learning refers to the social situation, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or a word in a textbook, or even because of a pattern that was rote memorized in a drill improperly contextualized.

4). Communication Strategies

The category of communication strategies overlaps both inter- and intralingual transfer and context of learning; nevertheless, communication strategies form a separate and exceedingly significant source of error. A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication.

2.3.2 The Types of Error

According to Dulay (1982:150), based on the surface strategy taxonomy error can be divided into main categories, they are:

1. The Error of Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The student omits the item that should appear in the good utterance. Omission has two types of morphemes that are committed more than others. They are content morphemes and grammatical morphemes.

Content morphemes carry the bulk of the referential meaning of sentences: nouns, verbs, adjectives, adverbs. Omission of content morphemes are typically made by the learner in the early stage.

Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries, and prepositions. For example: "She visit my house last week" should be "She visited my house last week".

2. The Error of Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. In addition, the student adds the utterance that is not needed in a sentence, or the learner adds some unnecessary element.

Addition errors usually occur in the later stages of the second language acquisition, when the learner has already acquired some target language rules. For example: "The books is in the bag" should be "The book is in the bag".

3. The Error of Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Different from omission where the items are not supplied at all, in errors

of selection, the students supplies something even though that is incorrect. For example: “ They is watching movie” I should be “ They are watching movie”.

4. The Error of Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group morphemes in an utterance. Error of misordering is the error where the items presented are correct but wrongly sequences. For example: “ In the library I will see you” Should be “I will see you in the library”.

2.4 The Error Analysis

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. According to AsKhansir (2012:1029) defines that error analysis is a type of linguistics analysis that focuses on the errors learners make. It consists of comparison between the errors made in the target language and that target language itself. According to James (1998:62), “Error analysis in on other side of the equation, being the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance.

Errors analysis deals with the students’ performance in terms of the cognitive process they make use of in recognizing or coding the input they receive from the target language. According to James in Firdausi (2014:10), “error analysis is the process of determining the incidence, nature, cause, and consequences of unsuccessful language.

2.4.1 The Steps of Error Analysis

According to Selinker in Nursahadah (2014), there are some steps of error analysis:

1. Collect data.

A researcher collects data to be analyzed, and it can be written or oral. After collecting data, a researcher identifies errors which are made by students.

2. Classify errors.

After identifying errors, a researcher classifies errors in order to know what types of errors are made by students.

3. Quantify errors.

After classifying errors, a researcher quantifies errors to know the percentage of each type of errors.

4. Analyze source.

After quantifying errors, a researcher analyzes source of error to know why students make errors.

5. Remediate.

After knowing errors which are made by students, a researcher gives a remedial based on the kind and frequency of an error type.

2.4.2 The Goal of Error Analysis

The distinction between the theoretical and applied goal of error analysis, they are:

1. Theoretical goal aspect it as worthy of study in and on itself as is that of child language acquisition and in general.
2. Applied goal aspect is correcting and eradicating the learner's error at the expense of the more important and logically prior task of evolving an explanatory theory of learner's performance. In other word the applied goal

serves to enable the students to learn more efficiently by exploiting their knowledge.

2.5 Writing

Writing is one of four main skills of language which is learnt. In writing, some ideas are formed in sentences which are arranged in a good way and related each other. In other words, writing is how someone moves their thoughts into written form. Writing is the representation of language in a textual medium through the use of a set of signs or symbols.

Jo Ray McCUEN and Anthony C. Winker (1987:10) mention that writing is a creative process an intellectual exercise that result in a symbolic product, be it book, story, play, report, essay, memo, letter, or paragraph. Writing is different from other skills, it can be said as the combination of all skills. According to Heaton (1975: 127) writing composition is a task, which involves the students in manipulating word in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communication their writer thoughts and ideas of certain topic. To make a good writing, it must be constructed according to rules or conventions of target language. As a media to communicate between writers and readers, writing has to be understandable so the readers will know what the writer means clearly. If the readers could not understand it clearly, they will not catch the idea that the researcher wants to deliver.

Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are

expected to be able to present their ideas their ideas in the written form as writing is a means of communication. However, some think that writing is not only delivering ideas to others but also using energy to complete the writing process itself, revising the ideas, preparing the outline transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final outcome. The term 'writing' is ambiguous: in the first place, it can refer either to the process of writing or to the written product. The term is also ambiguous between the composing aspects of writing and the secretarial aspects, such as good handwriting and spelling. For example, it is possible now for word processors with spelling checkers to take over some of the proof-reading aspects of writing and to produce impeccable printout. The fact is that the students find it difficult to do since they have limited ability and mastery of English.

Based on the explanation above, the writer concludes writing is really a process of communication and hard work for almost everyone. Specifically, writing is express their ideas and feelings. The primary function of writing is to communicate the writer's ideas to their readers.

2.5.1 The Process of Writing

Process of writing is an interrelated set of recursive stages which include, (1) drafting, (2) structuring (ordering information, experimenting, with arrangements, etc.), (3) reviewing (checking context, connections, assessing impact, editing), (4) focus in (that is making sure you are getting the message across you want to get across), (5) generating ideas and evaluation assessing the draft and or subsequent draft (Harmer, 2001) state that to be good writing, it is necessary for the writer to master the writing components. There are several components or criteria which should be given careful attention in order to make a good composition in writing. The final product of writing should be good in content, organization, vocabulary or words

choice, grammatical used, etc. Langan (2001), cited in Hendriawati states that there are four major processes of writing, they are:

a. Pre-Writing

Pre-writing is a beginning process of writing. It helps the writer to handle his difficulty in the beginning of writing. There are five techniques of pre-writing that can help the writer to state and develop the ideas.

1. Free- writing

In free-writing activity, the writer writes everything that he wants to write. He does not pay attention to the grammatical used, spelling, or punctuation. He lets the errors of writing. He just explores the ideas that come to his mind.

2. Questioning

Asking WH-questions about subjects to generate ideas and details, for example “how can ideal with the problem?”

3. Making a List

This is also known brainstorming which its purpose is to accumulate ideas. The writer collects the information from some references before he starts to write.

4. Clustering

This is also known diagramming or mapping in which the writer classifies the ideas based on the topic.

5. Preparing a Scratch Outline

Before writing, the writer makes a sequel of his writing that includes the first for pre-writing techniques. A scratch outline consists of the main idea and supporting ideas which is arranged in order.

b. Writing a First Draft

In this stage, the writer completes the first draft. For the professional writer, the first draft is just a beginning. It needs editing, rearranging, and organizing. This statement means that completing the first draft does not mean the writing has finished. The writer needs to move to the next stage in order to produce a good writing result.

c. Revising

Revising can be defined as improving the writing by making additions, deletions, substitutions, and rearrangements the phrases, sentences, or paragraphs. This statement means that after writing the first draft, the writer has to check it carefully.

d. Editing

Editing is the final activity to produce a good writing result. In this stages, the writer usually checks, edits, and corrects the errors in spelling, grammar using, punctuation, etc. Editing is necessary to be done to avoid misunderstanding between the writer and the readers.

2.5.2 The Purpose of Writing

In writing many purpose that we can see:

- a. To give relaxation and give a subject about some problems or interesting thing/ bad things in the past.
- b. To give information about some town or recreation places
- c. To give illustration about how make something or doing something.
- d. To give information about interesting things in the last.
- e. To carry on the opinion/arguments about something.

As a purpose of writing that can make a students more interesting to write in their daily activity that can make easy in writing. According to Heaton (1988:35) the skills of writing include four component or main areas such as :

a. Grammatical skill

The ability to write correct sentences.

b. Mechanical skill

The ability to use correctly those conventions particular to written language.

c. Stylistic

The ability to manipulate sentences, paragraph, and the use of language effectively.

d. Judgment skill

Having a specific purpose in writing helps to make decisions at every stage of the writing process. It helps to select the right details, to organize the material effectively, and to avoid going off in directions that won't interest the reader. Reinking and Hart (1986:4) states the purposes of writing, namely:

1. To inform

Presenting information is one of the most common writing purpose and investigate timely, topics, become short-tem experts, and pass along their findings in an easily understood form.

2. To persuade

Write the messages to argue the reader to understand and interesting with attack to establish swaying the readers.

3. To express yourself.

Creative writing includes personal essays, fiction, plays, and poetry, as well as journal and diaries. But self-expression has a place in other kinds of writing and provide the opportunity to display the personality and mastery of words. There are some elements of writing as the consideration to establish a good text. The elements of writing help the writer arrange a clear and understandable text (Oshima and Hogue 1991:40).

a. Contents and Organization

Every good paragraph has unity that mean only one idea is discussed. Coherent means that every paragraph has to hold each other. The movement from one sentence to the following must be logical and smooth.

b. Grammar and vocabulary

Grammar is the study of the rules about how words change their form and combine with other words to make sentences. It also has influence to decide the meaning of the sentences. In addition, while focusing on grammar, the writer should choose and use appropriate vocabularies to make or develop a text in order not to get ambiguity.

c. Sentences Structure

According to Oshima and Hogue (1991:40), there are four kinds of sentences. They are:

a. Simple Sentences

Simple sentence is consist of at least subject and predicate or noun and verb

b. Complex Sentences

Complex sentence has one dependent clause (headed by a subordinating conjunction or a relative pronoun) joined to an independent clause.

c. Compound Sentences

It has two independent clauses joined by: 1. A coordinating conjunction (for, and, nor, but, yet, so) 2. A conjunctive adverb (e.g. however, therefore) 3. A semicolon alone

The ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with ability to selected, organize and other relevant information.

d. Compound Complex

It is a sentence having two or more coordinate independent clauses and one or more dependent clauses. So, the writer has a place in other kinds of writing and provide the opportunity to display the personality and mastery of words.

2.6 The Part of the Speech

Part of speech is a term in traditional grammar for one of the eight main categories into which words are classified according to their functions in sentences. Siahaan et al. (2012: 1-108), mention there are eight parts of the speech namely: Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction, Interjection. And the writers focus on adjective.

2.6.1 Adjective

An adjective is a part of the speech which functions as a modifier of a noun. It describes a noun by the slightly changing the meaning of the noun. It gives an additional meaning to the noun. It specifies the noun.

2.7 Genre

Genre primarily refers to the language processes involved in doing things with language. People therefore talk about genres in terms of processes such as describing and arguing, and find that people use quite different structural and grammatical resources when we engage in different genres. The term 'genre' has been around for a long time. It has been theory from a range of perspectives, including literary studies, popular culture, linguistics, pedagogy and more recently, English/ literacy education. The Australian Semiotic Ian, Anne Freadman (1994) said that Genre is an organizing concept for our cultural practices; second, any field of genres constitutes a network of contrast according to a variety of parameters; third, genre is place occasion, function, behavior interactional structures: it is very rarely useful to think of it as a kind of 'text'; fourth, cultural competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to sift from one to another and how many factors would be involved in any such shift. So, the writer conclusion about genre is the organization and classification of writing.

2.7.1. Generic Structure of Genre

Genre is a stage, goal oriented social process. Participants interact using language in a conventional staged structure (Martin 1984:25). Genre has features in every different text, include: social function generic structure of text. Moreover, each text type has certain typical characteristics. It divides these characteristics into three areas:

The first characteristic is the purpose of text type or social function. In other words, what the function we write or speak kind of text is. The second characteristic is the generic structure of

the text type then, the last characteristic is language feature, it concern on our understood on the grammar, vocabulary, and connector that use in the text.

Generic structure is the general structural formula of library, consisting of scaffold plus an indication of the position of attachment of the various residue. Other source generic structure is the way in which elements of a text are arranged to match is purposes. This structure can be observed by readers, and writers will use this knowledge to structure their writing depending on their purpose.

Every genre has different generic structure to be understood, like recount text, in commonly it has three generic structures consist: orientation, events and re-orientation. In narrative text, In commonly it has three generic structures consist; orientation, complication, and resolution. In procedure text, it commonly has three generic structures : goal, materials, and steps. In descriptive text, in commonly it has two generic structure consist: identification and description. The last, in news item text, in commonly it has three generic structures consist: newsworthy, background and sources.

2.7.2 Types of Genre of Text

There are many kinds of genre text, such as:

1. Recount Text

Recount is a text which retells events or experience in the past. Its social function is either to inform the purpose, to entertain or to retell the events to audience. There is no complication among the participants and that differentiates from narrative. Recount is piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it happened.

Hartono (2005:6) mention that recount is the genre of the text, which has social function to retell events for the purpose of informing in recount text, reader can get information about something or experience and also entertainment. So, the writer conclusion about the mention genre of text is informing about something.

Types of recount

- a. Personal recount, these usually retell an event that the writer was personally involved in.
- b. Factual recount, recording an incident. e.g. a science experiment, police report.
- c. Imaginative recount, writing an imaginary role and giving details of events e.g. A day in the life of pirate. Said that CaturIrmawan and Lolita rini D.N (2008:27), the generic structure of recount text consist of three parts, there are orientation, event, and reorientation.

2. Narrative Text

Narrative text is a kind of genre that students at junior high school should learn. Th. M Sudarwati and Eudia Grace (2007:154) mention that Narrative text is telling about stories that happened in the past to entertain the readers that deals with complications or problematic events which lead to a crisis and it turn finds a resolution.

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The basic purpose of narrative is to entertain, to gain and hold a readers interest. However narratives can also be written to teach or inform, to change attitudes/social opinions e.g. “Soap Operas” and

“Television Dramas “that are used to raise topical issues. Narrative sequence people /characters in time and place but different from recount in that though the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

Mayers (2005:52) said that narrative is one of the most powerful ways of communicating with others. The purpose of narrative text is to entertain the reader with the story which can be fiction or non-fiction. Narrative relationship with the reality experiences, imaginary, or the event intricate that aim to the crisis that is finally find resolution. For example: folktale, legend, fable, etc. The text of narrative. One of fictional text is generally used to educate in enjoyment way. The lesson of life and living are delivered the speaker or the writer of narrative with the easiest way and tend to be simple and appropriate with the children world that full with imagination. For example, story about Cinderella, Pinokio, Peterpan, etc.

Types of Narrative :

- a. There are many types of narrative. They can be imaginary, factual or a combination of both.
- b. They may include fairy stories, mysteries, science fiction, romances horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

The generic structure of narrative text consist of three parts, orientation complication, and resolution. So, the writer conclusion about the mention narrative text is telling about stories that happened in the past.

3. Procedure Text

Procedure is a text that shows a process in order. Its social function is to describe how something is completely done though a sequence of series. Procedure is same meaning with

instruction. Buss and Karnowski (2004:22) said that two major purposes for writing procedure text is to instruct and to explain. Procedure text is explained to the reader about how to make doing something. It has steps or method with the role. Derewianka (1992:3) state that a procedure text or instruction as a very important genre in our society because it enable us to get thing done and it is equally common in the oral and written mode.

There are some kinds of different procedural texts for different purpose:

- a. Texts that explain how something works or how to use instruction or operation manuals
e.g. : how to use the video, how to operate the computer the tape recorder etc.
- b. Texts that instruct how to do a particular activity e.g. : recipes, rules of games, science experiments, road safety rules.
- c. Text that deal with human behavior, e.g.: how to live happy, how to succeed etc.

4. Descriptive text

Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animal's habitat in your report. In other words, description text is to describe a particular person, place, or thing. Descriptive writing is usually used to help a writer develop an aspect of their work, e.g.: to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, place, objects and more. Besides, descriptive text usually use by people to tell the others about something. Manser (1995:113) in Eka 2012 state that description is to describe something. It means that to describe a particular person, place, and thing.

5. News Item Text

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. Basically, a news item text tries to answer the 5W and 1H questions: what, who, when, where, why, and how relating to the newsworthy. CaturIrmawan and Lolitarini D.N (2008:142) said that the social function of news item is to inform readers, listeners, or viewers about events of the day which are considered newsworthy of important. The generic structures of news item consist of three parts :

- a. Newsworthy event: recounts the event in summary form
- b. Background events: elaborate what happened, to whom, in what circumstances.
- c. Sources: comments by participants in, witnesses to authorities' expert on the event. So, the writer conclusion about news item text is an important event that should be know by many people, then this event deserves news.

6. Report text

Report text is used to describe the way things are, with reference to a range of natural, man made an social phenomenon in our environment. It's generic structure is as follows:

- a. General classification: tell what the phenomenon under discussion is
- b. Description: tells what the phenomenon under discussion is like in terms of parts, qualities, habits, or behaviors, if living uses if non natural.

7. Discussion text

The purpose of discussion texts is to parent (at least) two point of view about an issue. It's generic structure is as follows:

- a. Issue: it contains statement and preview
- b. Arguments: point and elaboration.
- c. Conclusion or recommendation.

8. Explanation text

It has function to explain the processes involved in the formation or working of natural or socio cultural phenomena. It's generic structure is as follows:

- a. general statement: to position the reader
- b. explanation a sequenced explanation of why or how something occurs.

9. History exposition Text

It's function is to persuade the reader or listener that something should or should not be that case. It's generic structure is as follows:

- a. Theses: announcement of issue concern.
- b. Arguments: reasons for concern, leading to recommendation.
- c. Recommendation: statement of what ought or ought not happen.

10. Anecdote text

It is to share with others an account of an unusual incident. It's generic structure is as follows:

- a. Abstract: signals the retelling of an unusual incident.
- b. Orientation: sets the scene
- c. Crises: provides details of the unusual incident
- d. Reaction: reaction to crises
- e. Code: optional reflection on or evaluation of the incident.

It can be conclude that there are ten genre of text. They have own function in text.

2.8 Descriptive Text

Descriptive text is one of some genres in English that should be mastered by the learners both in junior high school students beside other English text. Faweett and Sandberg (1984:6) said

that descriptive text is a kind of text that described something, a person, a scene, or an object into words so others can imagine it. It is almost the same Heinle (2002:73) mention that descriptive text shows how something looks, sounds, smells, tastes or feels. According to Siahaan (2008:119) also give his opinion, that descriptive text is a text that describes an object, a person, or an event in detail. It can be an abstract object such as: hate, love, opinion, idea, belief etc. If we are talking about genre, we can avoid that the learners will always face two important components of the text itself that are generic structure and grammatical features. Descriptive text is also has two components. The students need to observe and find characteristic of the subject when they are about to write descriptive text. They can make sample writing by describing people, animal, place and person. By describing the characteristic of those simple topics, students will learn more and capable to make descriptive text using more challenging topic. Rinastuty (2014:23) state that Descriptive text is a text which describes a person, thing, place, and certain condition in particular. The goal of the descriptive text is transferring the experience of the writers. The experience can be what they see, read, or feel. Commonly a descriptive text uses the first and third person pronoun as point of view. So, the writer conclusion about the descriptive text is a text which says what a person or a thing is like.

2.8.1 Purpose of Descriptive Text

Descriptive text is a kind of genres that students have learned in junior high school. It is familiar for the students, because elements in descriptive text are easy to remember by the students. Rinastuty (2014:23) mention that Description is also used in all forms of writing to create a vivid impression of a person, place, object or event e.g.: to describe a special place and explain why it is special. Describe the most important person in your life, describe the animal's habitat in your report descriptive writing is usually used to help a writer develop an aspect of

their work, e.g., to create vivid pictures of character, place, objects etc. So, the writer conclusion about purpose of descriptive text is and reveal a particular person, place or thing.

2.8.2 Generic Structure

Generic structure is thing that should be contained in writing genre of text. It distinguishes one text to another. The significance of generic structure of descriptive text is identification and description. According toDjuharie (2007:24).

The generic structure of descriptive text includes:

1. Identification This part introduces the subject of the description to the audience. It gives the audience brief details about the when, where, who or what of the subject. On the other words this part is stating classification of general aspect of thing, animal, public place, plant etc. which will be discussed in specifically.
2. Description This part consist of several paragraphs. Each paragraph usually begins with a topic sentences. Each paragraphs in this part should describe one feature of the subject. All the paragraphs in this part build the detailed description of the subject. It may describe physical appearance, qualities, general personalities or idea, and the characteristics.
3. Conclusion (Optional) The concluding paragraph contains the conclusion of the topic, and signs the end of the text. There are two important part of the generic structure when writing descriptive text, the first is identification, and the second one is description. Students can add with the concluding paragraph but it is not a must. So, the writer conclusion about generic structure is identifies phenomenon (person, place, or thing) that will be describe.

2.8.3. Language Features

Besides the generic structure, genre also has language features as the guideline in writing very part of the generic structure of the text. It deals with the grammatical features.

1. Use of simple Present tense

Simple present tense is one of the common tenses in English, both in writing and speaking. Azlhar (1999:11) mention that simple present tense in English says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact/to express the habitual or everyday activity.

S+VERB(V) 1 (S/ES)

Example:

- a. He enjoys TV commercials, especially those for Meow Mix and 9 line
- b. The graduation day takes place in the auditorium every year

2. Use of Adjective

The use of adjective can be seen in the sentences:

1. Her hair is curly
2. She is beautiful

3. Use of adverbs

An adverb is an assertion that functions to make clear or complete a sentence passage. By an adverb, the conveyed message in a sentence to be clearer. In a sentence, an adverb gives an explanation, such as: place, time, manner, frequency, purpose etc.

- a. Adverb of manner

Adverb of manner is explained how is something done.

Example: She moved slowly and spoke quietly

- b. Adverb of place

Usually it used to how places.

Example:

- 1). She has lived on the island all her life
- 2). She still lives there now

c. Adverb of frequency

Adverb frequency tells how often something is. How many times something happens.

Example:

- 1). She takes the boat to the mainland every day
- 2). She often goes by herself

d. Adverb of time

Adverb of time is used to determine a time.

Example:

- 1). She tries to get back before dark
- 2). She finished her tea first

e. Adverb of purposes

Example: she drives her boat slowly to avoid hitting the rocks.

Example of descriptive text:

My Cat George

George is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the dexterity of a ballet dancer. His pride, however, doesn't extend to his appearance for he spends most of his time indoors watching television and growing fat.

He enjoys TV commercials, especial those For Meow Mix and 9 Lines. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands.

George is as finicky about visitors as he is about what he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, beginning to be petted, or he may imitate a skunk and stain your favorite trousers. George does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

After my guest have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to give him for his obnoxious, but endearing, habit.

2.9 Descriptive Adjective

In grammar, an adjective is a word whose main syntactic role is to modify a noun or pronoun, giving more information about the noun or pronoun's definition. Some examples can be seen in the box to the right. Collectively, adjectives form one of the traditional English eight parts of speech, though linguists today distinguish adjectives from words such as determiners that also used to be considered adjectives.

Wren and Martin (1993:19) described that adjective as a word used with a noun to describe or point out, the person, animal, place, or thing which the noun names, or to tell the number or quantity. Meanwhile, Sharpe (200: 163) sated that adjectives and adjective phrases describe nouns. They may be used to describe quantity (number or amount), sufficiency (number or amount needed), consecutive order (order in a sequence), quality (appearance) and emphasis (importance of force). Descriptive adjectives are largest class of the four types of adjectives, the others being adjectives of quantity, demonstrative adjectives, and pronominal adjectives.

In other words, descriptive adjectives are words that function to describe nouns. Specifically, adjectives describe the action, state, or quality that nouns refer to. Most adjectives and adjective phrases have only one form in English. They do not change to agree with the nouns they describe.

2. 9. 1 Kinds of Descriptive Adjective

Ting (2008:2) describes that there are three kinds of descriptive adjectives. The three kinds of descriptive adjectives are as follows:

1. Simple Adjective, that is expressing quality; such as safe, happy, deep, fair, rash, beautiful, remotest, terrible, etc.
2. Compound Adjectives, made up of various words thrown together to make descriptive epithets. Example are Heaven-derived power, this life –giving book, his spirit wrap and wonder-struck, ice-cold water, half-dead traveler, ^{unlooked}-for burden, next-door neighbor, ivory-handled pistols, the cold-shudder-inspiring woman in white.
3. Proper Adjectives, derived from proper nouns; such as, an old English manuscript, the Christian pearl of charity, the well-curb had a Chinese roof, the Roman writer Palladius.

2. 9. 2 Simple Adjectives

Simple adjectives, as their name suggests, are the most basic type of descriptive adjectives. They function to express quality. Aspects such as feelings, time, sound, quantity, taste, appearance, size, age, color, shape, and material are expressed though simple adjectives.

The following list highlights some common examples:

Swift ancient modern bitter sweet

Tan beige chestnut alert attractive

Sticky fuzzy giant teeny massive

Careful cheap expansive good bad

bumpy cool few rainy solid

2.9.3 Compound Adjectives

Compound adjectives are created when two words are combined to create a descriptive adjective. The two words are typically connected with a hyphen. The following list provides some common examples of compound adjectives:

Self-centered ice-coldn Ext-door life- giving how-legged

Long –legged four- sided three-headed pigeon-toed high-heeled

Candy-stripped left-handed freckle-faced short-tempered heavy-handed

2.9.4 Proper Adjectives

The following list provides a number of these descriptive adjectives that are derived from proper nouns. Nations, regions, and religions are common qualities described by proper adjectives. Because they are derived from proper nouns, proper adjectives are always capitalized. For examples:

Italian French English Indonesian Mayan

Mexican Canadian Roman Christian Chinese

German American Buddhist Hindu Spanish

2.10 Previous Research

The writer takes the review of literature from other journals as the principle or comparison with this research. There are several studies related to this research which are useful

in their existences as data for supporting the researchers' theses. The studies that are explained below have relationship with this theses.

LailatulHusna, YenniRozimelaUniversitasNegeri Padang (2013) conducted a study that analyzed the students, writing skill in descriptive text at grade X1 IPA-1 MAN 2 Padang. There are several similarities with the study which will be conducted by the writer. First, they are similar in doing a study through using adjective in the sentences especially descriptive text. Second, they are similar in component of grammatical features and vocabulary. In the other side, they both have several differences. First, different in research problem. The writer will focus on the students' problem in using adjective in descriptive text while LailatulHusna and YenniRozimela focused on analysis of students' writing skill. Second, different in research method. The writer will use descriptive qualitative while LailatulHusna and YenniRozimela used descriptive quantitative. Third, the sample used are different.

Hendri, (2016).Hendri conducted a study that analyzed the students' ability to use descriptive adjective in sentence. There are several similarities with the study which will be conducted by the writer. First, they are similar in the background through seeing grammatical features and vocabulary which are important aspects that related to competency of English. Second, either Hendri or the writer are doing a study through using adjective in the sentences especially descriptive text. Third, they are similar inn using a writing test as instrument to collect data. In the other side, they both have several differences too. First, different in research problem. The writer will focus on the students' problem in using adjective in descriptive text while Hendri focused on analysis of students' ability in using descriptive adjective. Second, different in research method. The writer will use descriptive qualitative while Hendri used descriptive quantitative. Third, the sample used are different.

HaryadiDwiAtmono, UmmiRasyidah, EviKasyulita (2015). The researchers conducted a study that analyzed the students' writing skill in descriptive text. There are several similarities with the study which will be conducted by the writer. First, they are similar in the sample. They both do a study to the second grade student of SMP Students. Second, either the researchers or the writer are using writing test as instrument to collect the data needed in the study. Third, the grammatical aspect is essential to both the researchers to do a study. The difference study that the researchers have done and the writer will do lies on the research method. The researchers used descriptive quantitative to describe the students' writing skill while the writer will use descriptive qualitative to describe what the students' problem in using adjective.

These studies are beneficial a lot as references to the writer who will do a research with the same topic in descriptive text. The way the previous researchers did their researches and the findings which they got can be a comparison to the writer in doing the next research which will do at SMP N 1 Parbuluan so that the writer can do a research in different component but still the same topic.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology refers to the set of rules and procedures or an approach to solve the problem systematically. The methodology in this case was about the research design, the subject of the study, technique of collecting data and the data analysis.

3.1 Research Design

The writer used descriptive qualitative method in this research. The descriptive-qualitative gave the clear description about the result of the study. Best (2002 : 156) said that Qualitative method are those in which the description of observation is not ordinarily expressed in quantitative terms, it is not suggested that numerical measures are never used, but that other means of description are emphasized. This method aimed at finding out the students' problem of the second grade students of SMPNegeri 1 Parbuluan in using adjective in the writing descriptive text. The descriptive qualitative method was match to this study. There were some processes that used in this descriptive qualitative method. Research was not simply only gathering the data but also selecting, organizing, analyzing, interpreting and evaluation the data so that the valid

statements could be made about some aspects of reality. Therefore the writer focused on analyzing the data to find out what the students' problem of the second grade students of SMP Negeri 1 Parbuluan in using adjective in the writing descriptive text.

3.2 The Subject of the Study

The population of the research was the second grade students of SMP Negeri1 Parbuluan. The writer chose the school because the writer wanted to know what the students' problem of the second grade students of SMP Negeri 1 Parbuluan in using adjective in descriptive text. The subject of this research was the class of VIII-A of SMP Negeri1 Parbuluan. This class consisted of 28 students.

3.3 Data and Source of Data

Data source was the object from which the data selected by the writer. Data source had an important role in giving information needed by the writer. Bogdan and Biklen (1982:304) stated official documents data include memos, minutes from meetings, newsletters, policy documents, books, proposal, codes of ethics, students' records, statement of philosophy, news releases and the like.

Based on the statements, the data of this research took from the students' record. Source of data referred to the object from which the data are obtained. The source of the data were the students' descriptive text.

3.4 Instrument of Collecting Data

In collecting data of this research, the writer applied an instrument to see the students' writing especially in descriptive text. The instrument was writing test, and the genre of writing was descriptive text. The students were asked to describe about person, place or things. It depended on the students' interest.

3.5 The Technique of Collecting Data

In collecting data the writer took some of the following steps:

1. The writer explained what the descriptive text was, how to make a descriptive text and gave an example of the descriptive text.
2. The writer asked the students to make a descriptive text based on what they were interested in. It was a person, a place, an animal, or one thing.
3. The writer asked every student to write their names in that paper and to put the title of their descriptive text.
4. The writer gave 90 minutes to make a descriptive text with maximum 100 words or 2 paragraphs.
5. The writer collected the students' paper in the last 60th-minute.

3.6 The Technique of Analysis Data

After collecting the data from the students, the writer used a qualitative research in this study which the method was delivered in descriptive qualitative way to describe or to elaborate the data. In analyzing data, there were some steps that were done by the writer as the following:

1. The writer underlined every adjective in every sentence which was used incorrectly to describe the object.
2. The writer checked and analyzed how every adjective used to describe the object in those sentences.
3. The writer analyzed and grouped all the students' error on the students' descriptive text based on Dulay's theory.
4. The writer described the students' problem based on the descriptive qualitative method.

5. Conclusion