


THE STUDENTS' DIFFICULTIES ON THE USE OF ADJECTIVE PHRASE IN WRITING ENGLISH TEXT

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: December 11,2020 Revised: December 13,2020 Accepted: December 25,2020 Published: January 19,2021</p> <p>Keywords: Adjective phrase Writing test Questionnaire students' difficulties</p>	<p>This study aimed at finding out: (1) What are the students' difficulties on the use of adjective phrase in writing English text, (2) What are the factors that make students difficult in writing adjective phrase. The method of this research was descriptive quantitative method. Based on the results researcher found the students' difficulties on the use adjective phrases those are intralingua error and interlingua error. Intralingua error consisted of 41 items or,87.23% students have difficulty in intralingua errors, while interlingua error consisted of 6 items or 12.76% students have difficulty in interlingua errors. Based on the types of adjective phrases, there were 12 items or 25.53% of students have difficulty using predicative adjectives and there were 35 items or 74.46% of students having difficulty using attributive adjectives. The factors that make difficult for students to write adjective phrases in writing are grammatical weaknesses, knowledge, understanding, lack of training and educational background. It can be concluded that there were two students' difficulty on the use of adjective phrase and 4 factors that make students difficult to make adjective phrase.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Writing is one of the activities that produce notes that contain information. therefore we as students must be able to master writing skills so that we can exchange information with others only through the results of our writing such as making proposals, essays, thesis, or non-scientific writing. According to Pranoto (2004: 9), Writing means pouring thoughts into a written form or telling something to others through writing and according to Semi, M.A (2007: 14) writing is a creative process of transferring ideas into writing symbols. Writing can also be interpreted as an expression or expression of feelings as described in written form. In other words, through writing, we can communicate indirectly.

The most important thing about English in writing is grammar or structure. Writing is most difficult to learn by students, especially students in senior high school because it is more complicated than Indonesian. In writing, students need good English grammar when students write words, phrases, sentences, or paragraphs. English grammar is a set of structured rules that govern English sentences, phrases, and words. Opinions of experts about the understanding of grammar as follows according to Greenbaum,s. (1996: 30) grammatical units are words, phrase clauses, and sentences. Nur, M. (2003) argues that grammar is a person's ability regarding language rules that refer to the provisions of using words and sentence structure. Conghil and Stacy (2003: 26) defines grammar as a set of rules that govern its structure. Based on the above definition, the researcher can conclude that grammar is a group that regulates the portion of a composition or is changed to overcome several types of meanings and arrange sentences.

Discussing grammar is inseparable from the phrase as for the understanding of phrase according to experts including according to Suherman (2017: 2) phrase is a series of words but not patterned S + V. Swan, M (2002) phrases is two or more words that function together as a group. Azar and Haggen (2009): "Phrases are a group of related words that do not include subject and verb". In a simple phrase is a series of words that are meaningful but not patterned subjects and verbs. In the phrase, there are various phrases including adjective phrases. Adjective phrases are groups of words with adjectives as their head. This is a modifier that has grammatical rules. This is often identified by the end of a special derivative or by the modifier of the special adverbs which precedes it. when we write we have to make the right phrase after that we will make a good sentence. so that's why we have to make good and correct phrase construction. In fact, most students at senior high school have problems with grammar or complex language structures. If students do not understand grammar well, their writing will automatically cause misunderstanding for readers, because readers cannot receive messages or information from their ideas, in learning English students must be able to master and apply phrase structures correctly, especially in the use of phrases adjectives in writing English text.

Based on all these facts, this research will focus on the use of adjective phrases in writing, so that on this occasion the researcher will analyze structural adjective phrases through

English writing made by the eleventh grade at SMAN 1 Nunukan Selatan then the researcher will discuss student difficulties on the use of adjective phrases in writing.

RESEARCH METHOD

The method of this research was descriptive quantitative research. It aimed to find out the difficulties of the used adjective phrase in writing that was used mainly by students SMAN 1 Nunukan Selatan. The population of this research was eleventh grade of SMAN 1 Nunukan Selatan. The total numbers of the population were 245 students. According to Siyoto, S. and Sodik M.A (2015: 66) is a sampling technique with particular consideration or special selection. So this research applied Purposive sampling and researcher took one class from eleventh grade at SMAN 1Nunukan Selatan as sample. In this study, researcher used writing test and questionnaire as instrument. According to Arikunto (2010) questionnaires is a list of questions used by obtaining information from the respondent. In this research, the researcher used a close questionnaire researcher to give questionnaires to students and provided 10 questions. This was used to find out factors that made students difficult in writing adjective phrases. Meanwhile, the guideline was used by the researcher based on the previous research Za'in, D. L. (2017) as follows :

Table 1. Questionnaire guideline for Students

Components of questionnaire	Number of item
To know the students' problems in knowledge and understanding.	1,2,3
To know the students' problem grammatical weakness (especially on the use of the adjective phrase.)	4,5,6
To know the students' problem in less practice	7,8
To know the students' problem in educational background	9,10

(Adaptation from Za'in, D. L. (2017))

To collected the data, the researcher used writing test questionnaire as the technique of the data collection, for writing test the researcher asked the students to wrote 3 paragraph in English by using adjective phrase In the data analysis the researcher will looked at the results of questionnaire English text created by students and then examine their problems in making adjective phrases. Are all the eleventh grade students all right in making adjective phrases or even vice versa. The formula use by Arikunto (2012) as follows:

$$p = \frac{F}{N} \times 100\%$$

P= The total percentage of difficulties

F= The total number of students' difficulties

N= The total number of students

RESULT AND DISCUSSION

The researcher conducted the research at SMAN 1 Nunukan Selatan at first semester in the academic years 2020/2021. The subject of this research was the students at Eleventh grade in XI IPA 3 at SMAN 1 Nunukan Selatan. The findings of the research based on results of writing test and research question answer.

1. The students' difficulties to write the adjective phrases in writing English text at the eleventh-grade students of SMAN 1 Nunukan Selatan.

In this study, the researcher found that the difficulties made by the eleventh grader were intralingual errors and intralingual errors. The same finding was also proven by Pramesti, I A., (2019) that there were inference errors and intralingual errors, namely; excessive generalization, ignorance of rule boundaries, incomplete application of rules, and hypothesized false concepts and Kurniasari, Y., et al (2019) found that there are two main causes of student difficulties, namely interlingual and intralingual errors, but then the data show that students struggling in Mother Language Interference. Based on previous findings, the difference between the findings of this study and previous research shows that students' difficulty was found in intralingual error, which was higher than interlingual errors, and based on the type of adjective phrase, this study shows that attributive adjective was higher than predicative adjectives in written English text.

The results of students writing, researchers found that there were still many students who have difficulty writing on the use of the adjective phrases in writing English text. In this research, the researcher used a writing test as a tool used in collecting data on students of class XI IPA 3 at SMAN 1 Nunukan Selatan, where students were directed to write an English text on the topic of my family members. Based on the results of the study, most students experienced problems in using adjective phrases, especially in Interlingua and intralingua terms. Students' difficulties in Interlingua and intralingua errors are described in the following table:

Table 2. Students' Difficulties in Writing Adjective Phrase

N o	Category	Frequency	Percentage
1	Intralingual Error	41 items	87.23%
2	Interlingual Error	6 items	12.76 %
Total		47 items	100%

Based on the table above, it can be concluded that as many as 87.23% experienced difficulties in the Intralingua Error section. It because many students experience

overgeneralization, or the rules for adjective phrases that are not precise in writing adjective phrases in English text, while 12.76% of students experienced difficulties with interlingua errors which are caused by the influence of their mother tongue on the target language.

The students' difficulty based on the types of adjective phrases that the researcher has described below on the table as follows:

Table 3. Students' Difficulties Based on Type of Adjective Phrase

No	Category	Frequency	Percentage
1	Predicative Adjective	12 items	25.53%
2	Attributive Adjective	35 items	74.46 %
Total		47 items	100%

Based on the table above, it can be concluded that students experience difficulties based on the types of adjective phrases, namely attributive as much as 74.46% with a frequency of 35 items and predicative adjectives as much as 25.53% with a frequency of 12 items as for the description can be seen in the appendix.

2. The students' difficulties on the use of adjective phrase by using questionnaire.

Based on the questionnaire given by the researcher to the students which consisted of 10 questions to find out what factors caused the students that have difficulty writing adjective phrases. As for the results of the questionnaire that have been distributed by researcher

Based on the students' answers number one of the questionnaires with the question "Do you know what an adjective phrase is There were 31 students who chose the answer "yes" with a percentage of 88.57% and 4 students who chose the answer "no" with a percentage of 11.42%. As shown in the table below:

Table 4. the students' answers to questionnaire number one

No	Questionnaire	Answer	Total	Percentage
1.	Do you know the adjective phrase?	Yes	31	88.57%
		No	4	11.42%

Based on the students' answers to questionnaire number two with the question "Do you know the structure of the adjective phrase? students who have chosen the answer "yes" " there were 13 students with a percentage of 37.14% and 22 students who have chosen "No" answers With the percentage 62.85%. As shown in the table below:

Table 5. the students' answers to questionnaire number two

No	Questionnaire	Answer	Total	Percentage
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2	Do you know the structure of adjective phrases ?	Yes	13	37.14%
		No	22	62.85%

Based on the students' answers to questionnaire number three with the question "Do you understand the use of adjective phrases in English text And the students who have chosen "yes ", there were 11 students with a percentage of 31.42% and 24 students who have chosen the answer "No " with percentage 68.57%. As shown in the table below:

Table 6. the students' answers to questionnaire number three

No	Questionnaire	Answer	Total	Percentage
3	Do you understand on the use of adjective phrase in English text?	Yes	11	31.42%
		No	24	68.57%

Based on the students' answers to questionnaire number four with the question "Do you have difficulty recognizing the adjective phrase?" there were 31 students who have chosen "yes" answers with the percentage 88.57% and 4 students who have chosen "No" answers with the percentage 11.42%. as shown in the table below:

Table 7. the students' answers to questionnaire number four

No	Questionnaire	Answer	Total	Percentage
4	Do you have difficulty recognizing the adjective phrase ?	Yes	31	88.57%
		No	4	11.42%

Based on the students' answers to questionnaire number five with the question "Does your mother tongue influence you in writing adjective phrases in English? ", there were 22 students who have chosen "yes" with a percentage of 62.85% and 13 students who have chosen "No" answered 37.14%. As shown in the table below :

Table 8. students' answers to questionnaire number five

No	Questionnaire	Answer	Total	Percentage
5	Does mother tongue influence you in writing adjective phrases in English ?	Yes	22	62.85%
		No	13	37.14%

Based on students' answers to questionnaire number six with the question "Do you often use Indonesian rules in your writing, especially in writing adjective phrases in English

text", there were 31 students who chose the answer "yes" with a percentage of 88.57% and 4 students who chose "No" answered 11.42%. As shown in the table below:

Table 9. the students' answers to questionnaire number six

No	Questionnaire	Answer	Total	percentage
6	Do you often use Indonesian language rules in your writing especially in writing adjective phrases in english text ?	Yes	31	88.57%
		No	4	11.42%

Based on the students' answers to questionnaire number seven with the question "Do you like to write adjective phrases", there were 11 students who chose the answer "Yes" with a percentage of 31.42%, and 24 students who chose "No" answered 68.57%. As shown in the table below:

Table 10. the students' answers to questionnaire number seven

No	Questionnaire	Answer	Total	percentage
7	Do you like writing adjective phrase?	Yes	11	31.42%
		No	24	68.57%

Based on the students' answers to questionnaire number eight with the question "do you often write adjective phrases", there were 5 students who chose the answer "yes" with a percentage of 14.28%, and 30 students who chose "no" answered 85.57%. As shown in the table below:

Table 11. the students' answers to questionnaire number eight

No	Questionnaire	Answer	Total	Percentage
8	Do you often write adjective phrase ?	yes	5	14.28%
		No	30	85.57%

Based on the students' answers to questionnaire number nine with the question "Did you ever study adjective phrase before", there were 22 students who chose the answer "Yes" with a percentage of 62.85%, and 13 students who chose "No" answered 37.14%. As shown in the table below :

Table 12. students' answers to questionnaire number nine

No	Questionnaire	Answer	Total	Percentage
9	Did you ever study adjective phrase before?	Yes	22	62.85%
		No	13	37.14%

Based on students' answers to questionnaire number ten with the question "Do you have enough knowledge to write adjective phrases in English text", there were 12 students who chose the answer "Yes" with a percentage of 34.28% and 23 students who chose "No" answered 65.71%. From the results of the questionnaire. As shown in the table below:

Table 13. students' answers to questionnaire number ten

No	Questionnaire	Answer	Total	Percentage
10	Do you have enough knowledge to write adjective phrases in English text?	yes	12	34.28%
		No	23	65.71%

Based on the description above it is indicated some factors commonly causing students' difficulties in the use of the adjective phrases. The first grammatical weakness, because students used Indonesian rules in the adjective phrases. The second knowledge and understanding, because students had difficulty in adjective phrases, and there was mother tongue influence with their understanding of the used adjective phrase. The third less practice, because students seldom wrote adjective phrases and some students did not like writing adjective phrases. The last educational background, because students rarely learned adjective phrase before.

CONCLUSION

Based on the data analysis, the students' difficulties in using adjective phrases in writing English text by the eleventh-grade students of SMA 1 Nunukan Selatan. The researcher has found some results as follows:

1. The students written test showed that students' difficulties on the use of adjective phrase in writing English text namely 87.23% or 41 items students got difficulties in Intralingual error meanwhile 12.76% or 6 items students got difficulties in Interlingual error. Based on the type of adjective phrase there were 12 items or 25.53% students got difficulties in using predicative adjective and there were 35 items or 74.46% students got difficulties in using attributive adjective.
2. The result of questionnaire showed that the factors that make students difficult in writing adjective phrase in writing were found some aspect such us grammatical weakness, knowledge and understanding, less practice and educational background.

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