

**Second-Year English Language Education Students' Ability and Their
Perception in Applying Adjective Orders**

THESIS

*Submitted as Partial Fulfilment of the Requirements to Obtain Bachelor of
Education (S.Pd) Degree in English Language Education*



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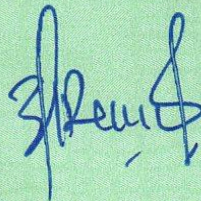
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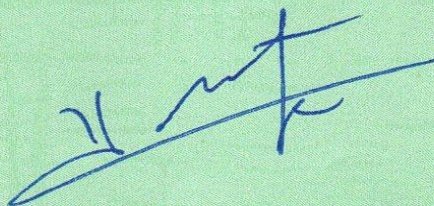


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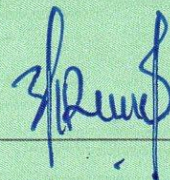
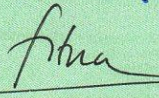
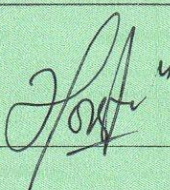
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ABSTRACT

This research was conducted to determine students' ability and perception of applying the adjective order rule. This research is descriptive quantitative research. The population of this study was second-year English Education, fourth semester of 2023, and the sample was K5-23. The instruments were a grammar test containing 40 questions about adjective order to determine students' ability and problems, and a questionnaire comprising 22 statements to know their perception about their ability to apply the adjective order after the test. The grammar test was divided into two parts: Part 1 consists of 30 questions, true or false, with corrections, and Part 2 consists of 10 ordering task questions. After taking the test, students were asked to complete the questionnaire using the Google form. The results show that students' ability to apply adjective order is good, with a mean score of 73. Students have problems when they have to order more than two attributive adjectives and have difficulties with Condition, with the lowest mean score of 12.38 out of 22, Pattern 12.67, and Shape 13.33. Students have a positive perception on their ability in applying adjective order, with a mean score of 2.82, which is a positive perception

Keywords: Students' ability, Students' perception, Adjective Order

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui kemampuan dan persepsi siswa dalam menerapkan aturan urutan kata sifat. Penelitian ini merupakan penelitian kuantitatif deskriptif. Populasi penelitian ini adalah mahasiswa Pendidikan Bahasa Inggris tahun kedua, semester empat tahun 2023, dan sampelnya adalah K5-23. Instrumen yang digunakan adalah tes tata bahasa yang terdiri dari 40 pertanyaan tentang urutan kata sifat untuk mengetahui kemampuan dan masalah yang dihadapi siswa, dan kuesioner yang terdiri dari 22 pernyataan untuk mengetahui persepsi siswa mengenai kemampuan mereka dalam menerapkan urutan kata sifat setelah tes. Tes tata bahasa dibagi menjadi dua bagian: Bagian 1 terdiri dari 30 pertanyaan, benar atau salah, dengan koreksi, dan Bagian 2 terdiri dari 10 pertanyaan tugas mengurutkan. Setelah mengikuti tes, siswa diminta untuk mengisi kuesioner. Hasilnya menunjukkan bahwa kemampuan siswa dalam menerapkan adjective order tergolong baik, dengan nilai rata-rata 73. Siswa mengalami masalah ketika mereka harus mengurutkan lebih dari dua kata sifat atributif dan mengalami kesulitan dengan Condition, dengan nilai rata-rata terendah 12.38 dari 22, Pattern 12.67, dan Shape 13.33. Siswa memiliki persepsi positif tentang kemampuan mereka dalam menerapkan urutan kata sifat, dengan skor rata-rata 2.82, yang merupakan persepsi positif.

Keywords: Students' ability, Students' perception, Adjective Order

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In carrying out this research, the researcher faced various challenges, both from internal and external factors. However, this research can be completed thanks to people's support, motivation, input, and advice. Therefore, the researcher would like to thank all those who have played a role in preparing this thesis.

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The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Learners must understand four essential English skills: writing, reading, speaking, and listening. Learning English involves not only learning language skills but also language components. Grammar is one of the most crucial English language components in which students should be competent. Grammar focuses on sentence structure and word combinations. English grammar has specific rules that dictate how words should be combined to form phrases and sentences (Yule, 2020). Because of that, students need to learn grammar.

One of the most essential subjects for English foreign language (EFL) students to succeed in learning English is grammar. The major of English Education at Universitas Negeri Padang has three stages of learning grammar: basic, intermediate, and advanced. According to their syllabus, English education students study parts of speech in the first year in the basic grammar class. Adjectives are taught as part of speech. Adjectives describe nouns or pronouns, provide more information, make sentences more interesting, and influence their meaning (Coffin et al., 2009; Pullum, 2024).

However, adjectives in English do not appear in random order. Sometimes, a noun phrase may have multiple adjectives (Altenberg & Vago, 2010). Adjectives differ in the order in which they occur (Decapua, 2008). English has various

adjectives, such as opinion, size, form, colour, etc (Swan, 2005). Using these adjectives in the correct sequence when constructing a noun phrase is essential. Moreover, English structure rules allow for unlimited adjectives before a word. Adjectives before a noun, also known as prenominal or attributive adjectives, can be one, two, three, or more. Based on Decapua (2008), English speakers have a strong sense of the appropriate sequence of adjectives, even if they have not been taught formal ordering principles. In contrast, English Second Language (ESL) or English Foreign Language (EFL) learners must learn adjectives in the proper order.

According to the researcher's experience as a pre-service teacher in a senior high school. Students asked the researcher, "Why is the adjective phrase reversed in English? Such as 'Mobil Hitam' becoming a black car?". As we know, tenth-grade students are taught about adjectives in their syllabus, especially when learning about descriptive text. The researcher then explained to the students the placement of the adjective and the order of the adjective when more than one adjective is used in a sentence. In line with this experience, researchers want to know the knowledge of UNP English education students about adjective order, as the future English teachers can bridge the theories they have learned in university to teaching practice and implement their knowledge to the students.

In addition, based on the researcher's preliminary research, the researcher interviewed several second-year English Education students at Universitas Negeri Padang about their problem with adjective orders, researcher found some reasons why students struggle with identifying or applying adjectives in the correct word order, including their inability to comprehend and commit to memorize adjectives,

which makes it challenging to identify the adjective. Additionally, it had to do with the students' vocabulary; a lack of vocabulary prevented them from using language. This is because these premodifications change in amount and order according to the linguistic standards and conventions to which they belong (Al-Khresheh & Alruwaili, 2023).

Several researchers have researched adjective orders. (Al-Khresheh & Alruwaili, 2023; Connolly, 2020; Prandestender, 2023). Connolly (2020) analyzed the students' errors in adjective-noun orders. The result is that all levels of Colombian students still make mistakes in this subject. Moreover, Al-Khresheh & Alruwaili (2023) examine students' difficulties in identifying adjective orders. The findings showed that Saudi EFL students had difficulty identifying the standard English adjective word orders. Prandestender (2023) determined students' errors in the use of adjective orders in descriptive writing. It was found that students struggled to understand the adjectives in the sentences.

This research shares similarities with previous studies, examining students' ability in adjective orders. However, previous studies only studied the students' ability and grammatical errors in using adjectives in general. The researcher wants to bridge the gap in previous research by looking at students' perceptions of their ability to apply adjective orders.

B. Identification of the Problems

Based on the background of the problem above, several issues are identified related to the student's ability in applying adjective orders. The first problem related to the student's ability in applying adjective orders. Students frequently encounter challenges in applying the appropriate sequence of adjectives in the English language. This problem is typically caused by difficulties in memorising specific sequencing principles that dictate the order of adjectives. The second is the students' problems in identifying adjective orders. Students usually make mistakes with certain adjective types, especially regarding adjective order. Moreover, students have problems categorising adjectives, so they are in doubt when ordering adjectives. The third is the students' perception of their ability in applying adjective orders. Their perception of measuring their abilities can help them know their strengths and weaknesses in learning.

The problem was also related to the students' error analysis using adjective orders. These errors often result from language transfer from their native language, limited exposure to similar English structures as in their native language, and insufficient emphasis on the order of adjectives in grammar lessons.

C. Limitation of the Problem

In line with the explanation above, the researcher limits this research to three problems. This study focuses on students' ability in applying adjectives in

order, problems in applying adjective orders, and the English lecturers' perception of students' ability.

D. Formulation of the Problem

As shown, the limitations of this research problem are formulated as follows: "How is the student's ability, the student's problem, and the students' perception on their ability in applying adjective order?"

E. Research Questions

Based on the previous background, the researcher formulates the research questions as follows:

1. How is the students' ability in applying the adjective orders?
2. What are the students' problems in applying adjective orders?
3. What are students' perceptions toward their ability in applying adjective orders?

F. Purpose of the Research

Based on the research questions above, the purposes of this research are to:

1. To find out students' ability in applying adjective orders.
2. To find out students' problems in applying adjective orders.
3. To know students' perception toward their ability in applying adjective orders.

G. Significance of the Research

This research is expected to be helpful for both theoretical and practical significance:

1. Theoretical Significance

The findings of this research are expected to provide information related to students' ability and perception in applying adjective orders. Moreover, this research is expected to become a reference for other researchers to develop the newest study on the same topic, which relates to the material discussed.

2. Practical Significance

The results of this study are expected to provide new insight into the scope of English Education for English teachers. The researcher is expected to help students understand their ability in applying adjective order and their perception of their ability. In addition, the results of this research will provide additional information for researchers studying adjective orders.

H. Definition of the Key Terms

To prevent misunderstanding in the reader's interpretation, the following are the keywords used in this research:

1. **Student Ability:** Student's ability is the student's competence level in identifying adjective orders.
2. **Adjective orders:** Adjective orders are the order in which adjectives appear before a noun in English.

3. **Perception:** Perception is the organizing, identifying, and interpreting sensory data.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and discussion in the previous Chapter, it can be concluded that the Second-year English Education (Academic Year 2023), English Department of Universitas Negeri Padang students' ability and their perception in applying adjective order are as follows:

1. Students' ability to apply the adjective order rule was categorized as good. Although their abilities were categorized as good, their scores were still in the range of 60-70. Students need to improve their ability to apply adjective order.
2. The most frequent mistakes made by the students were having problems sorting adjectives in the Condition with the lowest mean, followed by Pattern and Shape. Also, based on the error percentage, categories 3 and 4 adjectives have almost the same and the highest error percentages.
3. Students have a positive perception of their academic confidence and their academic effort in applying adjective order.

B. Suggestion

Based on the findings of this study, some notes were offered:

1. For the students, considering the result of students' ability categorized as good, however, students' scores are still categorized from 60-79 which is still rather low, students need to improve their ability to excellent. Then students are expected to be able to memorize, have a better understanding, and able to apply the adjective order rule because English education students who will then become future teachers can answer and provide explanations to their students regarding the subject matter.
2. For future researchers, it suggested conducting research in the same area regarding adjective order rule, such as applying the effective teaching method to learn adjective order to the students and comparing the non-native speaker to native speaker of English in using adjective order rule.

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