

STUDENTS' ENGLISH COMPOSITION: THEIR USE OF ADJECTIVES AND ADVERBS IN COMPLEX SENTENCE

(A case study of the Fourth Semester Students of Civil Engineering, Diploma 4 Service
Construction Management Study Program of Academic Year 2021/2022)

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ABSTRACT

This research is aimed at finding out the analysis of the using adjective and adverb in complex sentence. It is conducted at the fourth semester of Civil Engineering students' department, study program Service Construction Management of Civil Engineering department of State Polytechnic of Ujung Pandang (PNUP Makassar). In this study, the researchers use descriptive which reveals 20 compositions which were taken randomly from 2 classes A and B. In conducting the data, the students are asked to make a composition by using the topic about friendship. There are only 5 sentences which contain adjective or adverb taken from each 20 students then analyzed by the researchers. The finding shows that many students mostly prefer to use adjective and adverb to form the complex sentence. The correct adjective applied by the students such as good, dangerous, warm, best, beautiful, while some students also put the incorrect form of adjective phrase such as skin white, house big which are incorrect in grammatical form adj+noun.

Keywords: *adjective, adverb, complex, sentence*

1. INTRODUCTION

Writing is an essential component in written communication. We cannot express our ideas or opinion on a piece of paper if we do not have good writing ability. Kern (2000: 172) states that writing is functional communication, making learners possible to create imagined worlds of their own design. Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. Writing is one of English language skills that has an important role, either in formal communication or in informal communication. Writing is an instrument of both communication and self-expression [1].

Writing is one way to express our ideas, opinions, and feelings. When we are difficult or shy to say our ideas, opinions, or feelings to other people, we can do it by writing. In writing, we can express our mind freely, but writing is not an easy work because we have to pay attention to the language use, content, organization, vocabulary and mechanic. In line with Oshima and Hogue (1991:3) state that whenever you need to communicate in writing, keep in mind your audience, content, and purpose so that the message your readers receive is the message you intend to convey. Thus, writing is seen to communicate act between the writer and the reader. The writers are asked to think of their audience or readers as well as the content and the purpose of writing.

This case turns us to the assumption that writing is not an abundant work. By evaluating the writing condition in both second or foreign language mostly writing classroom is to meet several problems such as, selecting vocabulary, planning the ideas, translation as well as punctuation. The creation of writing occurs in basically five stages: prewriting, drafting, revising, editing, and publishing. Writing is never a one step action; it is an on going creative act. From the explanation above, the researcher concludes that writing is what we write to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides. According to Harmer (2014:4) that the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four process of writing: (1) Planning. Experienced writer plans what they are going to write. Before starting to write or type, They try and decide what it is they are going to say. For some writer this may involve making detailed notes. For others and a few jotted words may be enough. When planning, the writer have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. (2) Drafting. We can refer to first

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version of piece of writing as draft. That first go^o at a text is often done in the assumption that will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version. (3) Editing (Reflecting and Revising). Once the writer has produced a draft they then, usually reads through what they have written to see where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. Reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another reader's reaction to piece of writing will help the author to make appropriate revisions. (4) Final Version. Once the writer has edited their draft, making the change they consider to be necessary, they produce their final version. This may look considerably different from both of the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Heaton stated that there are five significant components of writing; they are content, organization, vocabulary, grammar, and mechanic. (1) Content. Content should be clear so that the readers can understand the message conveyed and get information from it. A good content should be well unified and completed. (2) Organization. Organization is the ability to develop ideas and topic which relevant in a united form. Organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern. (3) Vocabulary. Vocabularies are collection of words that arranged into a sentences, paragraph, or essay. Good writing consists of appropriate words in order that there is no misunderstanding from the audiences when they read his writing. (4.) Grammar. Writer should master grammar in order that she can result good writing. Good writing is writing that has correct sentences, using appropriate tenses, words, and others. (5) Mechanics. Mechanics refers to the appearance of words, to how they are spelled or arranged on paper. Mechanics consists of capitalization, spelling, and punctuation.

The use of adjective and adverb by the students are also concerned in this research. According Azar, adjective a word or set of words that modifies (i.e., describes) a noun or pronoun. Adjectives may come before the word they modify, for example; that is a cute puppy, whereas adverb is a word or set of words that modifies verbs, adjectives, or other adverbs. Adverbs answer *how, when, where, why, or to what extent—how often or how much* (e.g., *daily, completely*) [1].

The teaching of English in Civil Engineering Department of PNUP especially in Diploma Four Service Construction Management Study Program composed of four subjects of English, they are; General English, Technical English, Business English for Service Construction Management and English for Academic Purpose. These subjects offered by the study program to provide students with writing general English in order to access them to several resources printed in English. A college without English teaching is a very backward institute of high learning. Therefore, the students are to take English as a compulsory subject. This is in line with the focus of strategic planning research of P3M PNUP in the field of Social Humaniora, Arts and Culture, as well as education which is aimed to develop and solve the problem especially in teaching and learning. In teaching writing based on the researcher's experience even though the students have been studying English since they were in Elementary school the writing ability has not yet completed the standard. For example, the result of the students' composition is lacking English grammatical rule. Mostly the students seem to be unconscious about the choosing of subject for first, second and the third singular or plural person, and also the use of adjective and adverb of manner especially in writing the form of an essay. From what the researchers have explained, the researchers are eager to disclose the students' ability in using certain parts of speech in writing English composition.

2. METHODOLOGY

In this research, the writer uses descriptive method. The purpose is to describe the current problem related to the students' use of adjective and adverb in writing English composition. In this research, the researchers use 25 out of the 40 students of the second semester of Service Construction Management of Civil Engineering Study program of Politeknik Negeri Ujung Pandang academic year 2020/2021 as the sample of the research. In this research, the researchers use the technique of random sampling. In this study, they choose random sampling by using lottery technique.

This research will be conducted by using subjective test. This type of instrument is designed to test the areas of writing skill that is composition. The students will be asked to write a composition consisting of 100-150 words with the topic provided. The topics are Friendship and Why Should We Learn English? The students should make the English composition based on the schedule given later by the researchers. The

analysis qualitative data used in this study is the observation of students' activities during teaching learning process. After collecting all the data and the kinds of sentences will be identified, categorized and discussed descriptively. Revealing the adjectives and adverbs that the students in writing a piece of composition.

3. FINDINGS

This chapter is essentially the nucleus of this research, which presents the findings. The findings of this research focus on answering the research problems as mentioned in chapter 1. In the first part, the data analysis tabulated on the table, then discussed descriptively how the kinds of sentences as well as the choosing of adjective and adverb applied in the composition. Based on the data taken, the results of the students' composition show the choosing of adjective and adverb which were used by the students.

Table 1. Analysis of Adjective and Adverb Used in Sample 1-5

No of Sample	Sentences	Kinds of Sentences
1	I had a best friend I was in senior school.	Complex, missing adverb connector and adjective
2	My friend told me that I'm arrogant or very different	Complex, not appropriate in choosing adjective
3	I already in hurry	Minor close
4	After that, we arrive at the beach in safe mode	Complex
5	Our taste in music and movies was similar	Complex

Table 2. Analysis of Adjective and Adverb Used in Sample 6-10

No of Sample	Sentences	Kinds of Sentences
1	I was slow in submitting assignments	Complex
2	She is very well to me and my mother	Complex, not appropriate in choosing adverb
3	Our friendship is becoming color and happy	Complex
4	I'm a person who is shy and humorous	Complex, inappropriate of forming the adj phrase
5	Nisa has a skin white and tall	Complex

Table 3. Analysis of Adjective and Adverb Used in Sample 11-15

No of Sample	Sentences	Kinds of Sentences
1	One of my classmates from Jakarta	Simple
2	I don't like to live in village because lack of technology	Complex
3	Everybody using it in his life	Simple
4	Because English language is very important to know	Complex
5	She is diligent student	Simple

Table 4. Analysis of Adjective and Adverb Used in Sample 16-20

No of Sample	Sentences	Kinds of Sentences
1	People <u>which</u> study English language they can get job well	Complex
2	He always feel luckiness	Simple
3	Several people also think <u>that</u> English language is not very important	Complex
4	We must to grateful to God <u>because</u> she is recover very fast	Complex
5	After study English we must practice with classmate so our English can good	Complex

Table 5. Analysis of Adjective and Adverb Used in Sample 20-25

No of Sample	Sentences	Kinds of Sentences
1	Guide is very need if you want achieve English language	Complex
2	We can guidance which come to Indonesia, even to our village	Complex
3	The tourist is not so well to us when they visiting the village	Complex
4	We must to study hard to know the English language	Simple
5	As the priority we must to be able to speak English so that we can practice in our daily life.	Complex

4. DISCUSSION

Referring to the result of the data analysis presented on table 1 above, it reveals that there are 5 sentences that have been applied by the 5 samples, consisting of complex and minor clause, which use adjective and adverb. In S1, the sentence is missing the adverb and the adjective. The sentence should be *I had a best friend when I was in Senior High School*. The using of adverb connector *when* should be put to connect the two clauses. A dependent adjective (relative clause) begins with a relative pronoun such as *who*, *whom*, *which*, *whose*, or the relative adverbs *where*, *when* and *why* [9]. The adjective *High* should be put between the word *senior* and *school* to indicate the grade of the education level. The choosing of adjective in S2 and S3 should be *indifferent* and for the word *hurry* could be changed to *rush*. The addition of the word *mode* in S4 is not appropriate in the sentence since it is redundant, it is better to use the adverb *safely* to explain the verb *arrive*. In S5 the adjective *similar* can be changed to *same*, which means two or more things are identical, while *similar* means that two (or more) things are nearly identical but not quite.

As we can see on the table 2 for S1, the use of adjective *slow* is inappropriate, it should be changed to *late* because *slow* indicates the way you do something physically. For S2 the adverb *very well* should be change to *very kind* because indicates the character of someone. In S3, the use of noun *color* is inappropriate since it is preceded by the verb *becoming*. In the English structure verb should be modified by the adjective, therefore should be followed by adjective *colorful*. In S4, the addition of noun clause connector *who is shy.....* is not appropriate in a complex sentence. The noun clause *Who* should be omitted, so that the sentence become *I'm a shy and humorous person*. The error structure also occurs in S5 in phrase *skin white*, should be *white skin* as the form of correct grammar adjective should be followed by noun.

The table 3 shows that there are two kinds of sentence that have been employed by the students. The types of sentences are simple such as S1, S3 and S5 and the others are complex for S2 and S4. The simple sentence consists of single independent clause, whereas the complex sentence consists of adverb clause because. In simple sentence for S1 and S3 indicate that some verbs such as *is* are missing, the correct sentence should be: *One of my classmates is from Jakarta and everybody is using it in his/her life*. In S2, the adverb clause is incomplete it is only use one dependent clause. The correct sentence should be: *I don't like to live in the village because it is lack of technology*.

The table 4 reveals the complex sentences are S1, S3, S4, S5 and the simple sentence is S2. The complex sentence in S1 is not appropriate since the relative pronoun used *which* in the people which study.....should be changed to *who* because the subject is the person. In S2, the Noun *luckiness* is not appropriate to be used because it is preceded by the linking verb *feel*, it should be changed to adjective *lucky*. In S5 the sentence is complex, it begins with adverb clause *after*, but the verb should be in present participle; *studying*. The adjective *good* should be preceded by *because* it is followed by modal auxiliary *can*.

Table 5 shows that the students tend to use the complex sentence, the frequency of each sentence as follow: S1, S2, S3 make complex sentence, whereas S4 make simple sentence and S5 also make complex sentence. For the complex sentence by S1, the use of the word *guide* as a subject is not appropriate because the word is verb, the subject never comes in class of the verb furthermore should be changed to noun *guidance*. In complex sentence 2 “*We can guidance which come to Indonesia even to our village*”. In this sentence the noun *guidance* should be replaced by verb *guide* since it is preceded by modal auxiliary *can* and should be followed by object the tourist. In S3 the use of present participle V-ing *visiting* is not appropriate since the sentence is not a present continuous tense, so it should be replaced by *visit*. In S4 the auxiliary *must* should not be followed by *to* since *must* as the modal which stand alone. The incorrect use of modal auxiliary *can* also

occur in S5 which followed by to infinitive. The correct one should be “we must be able to speak English so that we can use it in our daily life”.

5. CONCLUSION AND SUGGESTIO

As the conclusion of the research reveals that many students mostly prefer to use adjective and adverb to form the complex sentence. The correct adjective applied by the students such as good, dangerous, warm, best, beautiful, while some students also put the incorrect form of adjective phrase such as skin white, house big which are incorrect in grammatical form adjective + noun. In forming complex sentence, most of the students are preferable to use dependent adverb clause connector such as because, if, so that, and although to make the complete sentence. It is necessary to explain the function of adjective and adverb due to the correct used when making the complete sentence and it is suggested to analyze the other form parts of speech such as verb and preposition in the next research.

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