Error in Using Order of Adjectives in Writing Descriptive Text

Erlidawati

ABSTRACT

Writing is one of skills in learning English besides reading, writing and speaking skill. Writing is an activity write that it needs to express thought and feeling in written form. Most of students often make errors in their writing and they still do not understand in using order adjective in sentences grammatically. The objective is to increase students’ comprehension in using order adjective in writing descriptive text. The errors make by students has some reasons; firstly, they have lack of motivation from themselves, they do not interest in learning writing and the material presentation is not comfortable. Secondly, first language or mother tongue can influence the language or language interference. Thirdly, translation use in first language sentences word by word, it occurs to change of the meaning in a sentence. Therefore, to solve the students’ errors in writing descriptive text, the students have to know order adjective like; quantity, opinion, size, age, shape, color, origin, material and purpose. So, they can write sentence in a paragraph grammatically and regularly.

Institut Agama Islam Negeri Lhokseumawe, Indonesia

INTRODUCTION

Language is a fundamental aspect of human life. It is used as tool of communication to communicate and establish relationship with others. Communication is a process of transferring ideas from one person to others. (Elke, 2017: 4). Language is divided into two kinds, they are spoken language and written language. Spoken language is formed from a sound and it is called utterance, such as speech, discussion, storytelling, broadcast, radio, television and etc. While written language is formed in the written form such as newspaper, comic, novel, article, journal, magazine and etc. (Asfina, 2017: 5). Language is a tool that used in our communication to build relationship between one person with the others person. It could be in spoken and written language. English is the most popular language. English is the most widely spoken language in the world and it is an international language. In this globalization era, English is one of the important languages. English is used as the primary language for international communication by many countries.

In Indonesia, English has influenced many aspects of human’s life. They try to know and learn language. The government has encouraged teaching English from beginning in order to improve people’s abilities in English. One of the purposes in teaching English is to develop communicative ability in its language that consists of listening, speaking, reading, and writing. Writing is one of the language skills which is very difficult to study and an important skill which must be learned because it is used to communicate, students must be able to communicate in both written and oral form. According to Nunan, writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people.
The writers are demanded to show their thoughts into a good paragraph and organize them well (2009: 88). It means that, writing is an important skill to be taught to the students. Students should be able to express their idea in written form. They can write their idea in good paragraph and can be understood by the readers. Writing plays an important role in human's life. There are several products of writing that human being as social crease media to share idea. One of the examples of writing is personal letter. It is a product that can be used as media to share experiences, interact, and to communicate each other in written form. Thomas S. Kane states that “Writing is rational means nothing more than that is an exercise of mind requiring the mastery of techniques anyone can learn. The learners don't have to be a genius to write clear, effective English. The learners just have to understand what writing involves and to know how to handle words and sentences and paragraphs. That the learners can learn. If the learners do, the learners can communicate what they want to communicate in words other people can understand” (Thomas, 2000: 3). In writing a paragraph, the learners have to know the appropriate words and the learners can write good sentences in a good paragraph. In learning writing has many kinds of writing. There are narrative text, report text, procedure text and descriptive text.

According to Anderson descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions (Anderson, 2003: 26).

In describing thing or person, adjectives play a very important role. Without adjective, a noun cannot be described. Nowadays, all those kinds of writing are taught in school. Most of students may have difficulties in writing because of their lack of writing skill. Writing is so difficult to the students because they do not know how to write and cannot find the right words. Furthermore, there are other reasons why the students get difficulties in writing. Limited knowledge of the second language may block students to write for instance, a learner who has little knowledge of grammar and owns limited vocabularies and other important elements of the English will find writing in the second language is more difficult than writing in Indonesian language. In writing, students of Junior High School and Senior High School learn how to write words, phrases, clauses, sentences, and paragraphs. However, in learning English, students are taught the language competences one of which is grammar. Grammar is a system of rules that constructs the formation and connection of every word. Brown also states that “Grammatical competence occupies a prominent position as a major component of communicative competence (2001: 24).

EXPLANATION

A. Definition of Writing

Writing is an activity to express thoughts and feelings in written form which is expected to be understood by the reader and serves as a communication tool. There are many definitions of writing presented by experts. According to Horvath Jozsef “writing is among the most complex human activities. It involves the development of a design idea, the capture of mental presentations of knowledge, and of experience with subject (2001: 5). The definition of writing is different from learning other skills because writing is thinking process and need much time. Writing can help us to deepen understanding. It can help to make the sense of the information (widayanti, 2019).

Elbow in Brown also states that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language (2001: 336-337). Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer’s intention and meets the readers’ needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well (2005: 5-6).
Moreover, Harmer states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students’ minds (2003: 31).

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing. Writing involves the development of a design idea and it is an exercise of mind. To be a good writer, people needs to know how to handle words, phrases, sentences, and paragraphs. People need to learn more and practice it often.

B. The Process of Writing

In the process of writing, not only focuses of final output, but also to pay attention to practice. Hyland states that illustrators stages of writing to give students clear understanding that writing process is significant to produce a good writing. There are stages in process of writing. First, the students and teachers select the topics. They can join to select the topic in writing. Second, it is pre-writing. In this stage, the students are involved in brainstorming, collecting data, note taking, and outlining. The third stage is composing (drafting). In this stage, the students begin to write down their ideas in a piece of paper. The next stage is responding to revision. It is done by the teachers or pairs. It is about developing ideas, organizing the texts. Then, it is about evaluation (2004: 10).

The teachers evaluate the students’ works. It means that teachers judge the progress that they achieve within the process. After that, it is publishing. It is about the students’ performance. It is means that students can present or show about their writing in front of the class. The last stage is follow-up task. It conducted to conclude the weaknesses of writing.

According to Harmer, writing has four stages. They are planning, drafting, editing (revising), and final revision.

1) Planning
In planning the students gather information by planning about what they are going to write. They also decided to the purpose of writing, the text style, language used, and the information choice. They also have to consider the organization of the ideas and the content structure. In these stages, the teacher can act as the motivator and facilitator. They can help students to generate their ideas.

2) Drafting
Drafting is the first production stage of getting the ideas down using complete sentences and reflecting the general conventions of writing. In these stages, the students also express their ideas in the sentences and then a paragraph.

3) Revising
Revising is about revising the students’ draft. The teachers give feedback to the students’ draft before they finish their final drafting.

4) Final Revising
And the last stage is final drafting. It is about the last revision of the students’ writing draft (2004: 11)

Based on those steps above, it can be concluded that there are four stages of writing that need to be paid attention to gain a good writing.

C. The Purpose of Writing

The main reason of teaching writing in teaching learning activity is to help students in a way where is connected to another skill like grammar and to know the progress of the students. There are some purposes given by some linguists in writing. According to Ur “The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspect of the writing. (2009: 163). While Diestch states that “The general purpose of writing maybe primary to inform, to persuade, to express, and to entertain. The specific purpose involves responding to a certain need for writing (2003: 4-5).

From the information above, it can be concluded that the purpose of writing is to state someone’s idea and his or her message in written form. It can be used to persuade something, give information, and express someone’s feeling or to share experience.
D. The Descriptive Text

1) Descriptive Text

Descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions. It means that description is telling about something or someone particularly which bring the reader’s perception change and spread the reader’s knowledge widely.

a. The generic structure of descriptive text

The generic structure of descriptive text is divided into two parts, there are:

b. Identification

It is generic part of paragraph which introduces or identifies the character.

c. Description

It is a part of paragraph which describes the character

2) Language features of descriptive text

Descriptive often uses adjectives, numbering, and, classifying. Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn’t exist anymore for example; go, fly, cook, etc. Descriptive text uses thinking verbs (believe, think, etc.) and feeling verbs (feel). Descriptive text also uses adverbs to give information about character or adjective that explained. Example; it is extremely high, it runs definitely past, etc.

3) The purpose of descriptive text

The purpose of description is to imagine the reader by using a picture of a person, subject, or setting it is allowed by using picture, so that the reader can visualize it (Anderson, 2003:26)

E. The Definition of Error Analysis

There are many definitions of error analysis. According to Corder in Salehi “Error analysis is part of the methodology of the psycholinguistic investigation of language learning. The study of errors is also a fundamental part of applied linguistic studies” (2018: 7).

Another definition comes from Road Ellis. Road Ellis mentions that “Error analysis (EA) consist of a set of procedures for identifying, describing, and explaining learner’s error. Technically errors can occur in both comprehension and in production but comprehension errors are difficult to detect as it is often impossible to locate the precise linguistic source of an errors. Thus, EA is de factor the study of errors that learners make in their speech (2009: 51).

From the definition above, It can conclude that error analysis is a methodology of investigating, identifying, describing and explaining the language learning process. In order to find an errors that will be made by the students in their writing.

F. The Purpose of doing Error Analysis

Heidi Dulay declares that studying learner errors serves two major purposes:

1) It provides data from which inferences about the nature of the language learning process can be made.

2) It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner’s ability to communicate effectively (2000: 138).

According to Corder, learner errors are significant in three ways:

1) They serve a pedagogic purpose by showing teachers what learners have and what they have not yet mastered.

2) They serve a research purpose by providing evidence about how language are learned.

3) They serve a learning purpose by acting as devices by which learners can discover the rules of the target language (i.e. by obtaining feedback on their errors) (2009: 51).

G. Types of errors

Dulay divided descriptive classification of error into four categories. They are linguistics categories, surface strategy taxonomy, comparative taxonomy, uncommunicative effect taxonomy.

1) Linguistic category
This linguistic category taxonomies classify errors according to either or what the language component are the particular linguistic constituent the error effects. Language components include phonology (pronunciation), syntax and morphology (grammar) semantics and lexicon (meaning and vocabulary), and discourse (Style).

2) Surface strategy taxonomy

Dulay states that “A surface strategy taxonomy highlights the ways surface structures are altered: students may omit necessary items (omission) are add unnecessary ones (addition), they may misorder them”. The categorization can be exemplified as follows: omission, addition, miss-formation, and misordering.

1) Omission

According to Dulay “Omission errors are characterized by the absence of an item that must appear in a well-formed utterance (2000: 146-154). From the above citation, it can be concluded that, omission contents morphemes carry the bulk of the reverential meaning of a sentence: nouns, adjective, adverb. For example, in the sentence:
   a. English is most important language. (Incorrect)
      English is the most important language. (Correct)
   b. Charlie is a good lecturer. (Incorrect)
      Charlie is a good lecturer. (Correct)

2) Additions

Additions errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of L2 acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules. Three types of addition error have been observed in the speech of both L1 and L2 learners: double markings, regularization, and simple editions.

a. Double markings

Many edition errors are more accurately describes as the failure to delete certain items which are required in some linguistic constructions, but not in others. For example comma in most English sentences in some semantic features such as tense maybe Mark syntactically only once. “I didn’t go”, although go text past tense marker when there is no auxiliary (such as do) on which to mark the tense as in:
   a) I’ll try to finish my thesis on time (incorrect)
      I will try to finish my thesis on time (correct)
   b) I didn’t go there (incorrect)
      I did not go there (correct)

Because two items rather than one are marked for the same feature (tense, in these examples), this type of addition error has been called double marking.

b. Regularization

According to Dulay “A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most languages, however, some members of a class are exceptions to the rule” (2000: 157). For example,
   a) The verb write does not become writed (incorrect), but wrote (correct)
   b) The noun mouse does not become mouses (incorrect), but mice (correct)
   c) Plural from wife is not wifes (incorrect), but wives (correct)
   d) Past tense from run is not runed (incorrect), but ran (correct)

C. Simple Addition

Errors are the "Grab bag" subcategory of additions. If an addition error is not a double marking nor a regularization, it is called a simple addition. No particular features characterize simple additions other than those that characterize all addition errors-the use of an item which should not appear in a while from utterance. For example:
   a) You are is my friend (incorrect)
      You are my friend (correct)
   b) You can to walk in the rain with an umbrella (incorrect)
      You can walk in the rain with an umbrella (correct)
(3) Misformation

According to Dulay in Janah “Misformation errors are characterized by the use of the wrong form of the morphemes or structure. It is occurred when the learner supplies something although it is incorrect”. There are three types of misformation errors:

a. Regularization errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one.
Example: runned instead of run

There is regularization error that should be „run”

a) Archi-forms

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition.
Example: Her danced with my brother.

There is archi-forms error that should be “She danced with my brother.” It is caused when the learner represents the entire class of subject.

b) Alternating forms

Alternating forms error is caused by the learners’ vocabulary and grammar development.
Example: We will eat at the break time when we are study.

The alternating error that should be “We will eat at the break time after studying.”

(4) Misordering

According to Dulay “Misordering are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both L1 and L2 learners in constructions that have already have been acquired” (2000: 162).

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. For example, if one were to use a comparative taxonomy to classify the errors of a Korean student learning English, one might compare the structure of the student’s errors to that of errors reported for children acquiring English as a first language.

In the research literature, L2 errors have most frequently been compared to errors made by children learning the target language as their first language and to equivalent phrases or sentences in the learner’s mother tongue. These comparisons have yielded the two major error categories in this taxonomy: developmental errors and interlingual errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors, which are classifiable as either developmental or interlingual; and, of course, the grab bag category, Other, which are neither.

H. The Cause of Error

Errors can occur for many reasons. One of the strategies to prevent students from making the same error is by looking at the cause of the error itself. Norrish claims that there are three major courses of error. They are carelessness, first language, and translation. The three types of sources of errors will be discussed briefly below:

1) Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student’s fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

2) First language

Norrish states in Hasyim that “learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This causes of error is called first language interference.”

3) Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error (2002: 47).

I. The Definition of Order of Adjectives
Adjectives is rarely difficult to find because the nouns and pronouns they modify are usually prominent in sentences. However, in addition to being helped by the positions adjectives occupy in relation to the words they modify, the student may ask several questions to help locate them: which, what, what kind of and how many (George, 2009: 131). When more than one adjective comes before a noun, the adjectives are normally in a particular order. Adjectives which describe opinions or attitudes usually come first, before more neutral, factual ones.

**J. The Correct Way of Using Order of Adjectives**

The correct order of cumulative adjectives is as follows:

1) **Quantity**
   Adjective of quantity indicates the amount or estimated amount. Adjective of quantity indicates the amount or estimated amount of the noun or pronoun in the sentence. It does not provide information about exact numbers, it tells only the amount of noun in relative or whole terms. This adjective answers the question “How much?” or “How many?” They can refer to specific numbers, like two or 31, or to more general amounts, like “whole” “half” “a lot” or “several.”
   Examples: I have many students
   She has much petrol

2) **Opinion**
   Next in word order comes opinion adjectives. Opinions arise as a result of emotions and personal interpretations of the facts, and may or may not be backed up by solid arguments which express how we feel about something.
   Examples: She writes some meaningless letters.
   They live in a beautiful large house.

3) **Size**
   The total amount of physical space that a person or thing occupies, how large or small someone or something is. Size includes any number of descriptive size words, such as “large” “big” and “little.”
   Example: The size of the box is 12 inches long, 6 inches wide, and 5 inches tall.

4) **Age**
   Age can refer to specific age adjectives, such as 16-year-old, or such words as “young” “old” “middle-aged” and so on. One thing to note is that, in English, it is possible but not common for more than three adjectives to describe one noun in speech or writing. In addition, not all native speakers or English experts put age after opinion.
   Examples: it is a new big brown table
   Listening to an old song makes me feel nostalgic

5) **Shape**
   Shape includes words like “long” “short” and “round” or words for specific shapes, like square.
   Examples: Cats with short legs are adorable
   My father has a high expectation from me.

6) **Color**
   Color adjectives are used to describe and apply the color of an object. It adjectives normally use to describe objects and animals.
   Examples: She has short black hair
   The blue curtain looks so much better than the red one.

7) **Origin**
   Origin adjectives indicate the source of the noun, whether it’s a person, place, animal or thing.
   Examples: This Japanese food looks delicious.
   Korean actresses being the most popular idols these days.

8) **Material**
   Material adjectives are usually nouns that act as adjectives when used to describe other nouns like metal, paper and silk.
   Examples: She has golden bracelets
   It is an original Indonesian wooden bench.
9) Purpose

For purpose adjectives, we usually also use a noun as an adjective. “Folding” is a gerund – a kind of noun ending in -ing (Alice, 2019: 21-25).

Examples: it is an expensive frying pan.

They swim in the swimming pool twice in a week.

CONCLUSION

Writing is one of the result products that it done through some stages. Firstly, expressing and transmitting ideas, thought and feeling into written form. Secondly, in writing a text need to revise more than one times to obtain a grammatically and orderly texts. Thirdly, writing is process of thinking when we want to write and need much time. Fourthly, in writing process has two step; process is finding out of the meaning and process is placing the meaning in the sentence become for a text that it can understand by reader. The students have problems when they want to write their idea and their reasons in producing a good paragraph. Because, the students think writing is difficult to students in transferring their idea to be a good sentences for one paragraph. Writing involves the development of a design idea and it is an exercise of mind. To be a good writer, people needs to know how to handle words, phrases, sentences, and paragraphs. When the students write a paragraph, they make some errors; like careless, they have lack motivation, do not interest and the presentation of material is not suit for them in learning writing; first language or a mother tongue is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This causes of error is called first language interference; translation is one of error in translating by using first language sentence because it becomes the change of meaning. In this point, the learners still make errors in writing their paragraph when they have to put the order adjective in the right place. The learners cannot differentiate order adjective or the correct order adjective in sentences. The order adjective used in descriptive text to describe about thing, place and person.

REFERENCES


Mohammad Salehi. (2018). An Error Analysis of Journal Papers Written by Persian Authors. Published online. article 1537948


Urquhart. (2005). *Teaching Writing in the Content Area*. ASCD.