

CHAPTER I

INTRODUCTION

This chapter discusses some points including background of the Study, research problems, purpose of the study, significance of the study, scopes and limitation of the study, and definition of the key term.

A. Background of the Study

Language is very significant thing in human life. A language is an arbitrary system of articulation sounds made used by a group of humans a means of carrying on the affairs of their society. In other hand language is a signaling system which operates with symbolic vocal sound and which is used by a group of people for the purpose of communication. These definition carried by some linguist. Liem Kiat Boe (1975: 25) states that language is social phenomenon. It means of communication between individuals it also bring them into relationship with their environment. According to Jack Richard, et .al (1992: 43) language is a system of human communication which consist of sound (on their written representation) into larger units for example morphemes, words, sentences, utterance. We use language in order to communicate one with another, to express our personal reactions to

situations, to stimulate a response in one else, and for sake of thinking something out.

In language, word is very important thing like a language is very important in human life. Language consists of words that are arranged and formed and has a meaning. Word is a sound or group of sounds that expresses a meaning and forms an independent unit of language. The word is the most fundamental unit in language structure. Every time a new word is added to the language either by borrowing composition or derivation. New words are being created almost every day. In linguistics this case learns by morphology. Morphology is branch of linguistics that is study about structure of word and word formation.

In the English language, it has word class. Howard and Etienne (2000: 18) distinguish words in English into eight parts of speech. There are ‘verb is any action or state of being, noun is any abstract or concrete entity, adverb is any qualifier of an adjective, verb, or other adverb, adjective is any qualifier of a noun, pronoun is any substitute for a noun or noun phrase, preposition is any establisher of relation and syntactic context, conjunction is any syntactic connector, interjection is any emotional greeting or exclamation.

The English word divided into two classes, they are open word classed and closed word class. Some word classes are ‘open’, that is new words can be added to the class as the need arises. In English, open classes include the following parts of speech: Nouns, Main verbs (not auxiliary verbs), Adjectives, Adverbs, and Interjections. On the other hand, we never invent

new prepositions, determiners, or conjunctions. These classes include words like *of*, *the*, and *but*. They are called close word classes because they made up finite sets of words which are never. The subclass of pronouns, within the open noun class, is also closed.

As Robert E Yaher and Mart Laine Yarber (1993: 8) define adjective is one part of word classes which modifies nouns and pronouns. We need it if we want to describe something both written and orally. In writing activities, students usually get some difficulties to determine what adjective use. It happened because of their limited knowledge of adjective forms. Occasionally, they just know adjective as parts of speech that precede noun and pronoun or following linking verb. Actually adjective has own characteristics. Like the other word classes, adjective also formed by affixation. Adjective can be formed from noun, verb, adverb, and adjective itself by adding affix. For example: from verb become adjective for example study become studious, from noun become adjective for example child become childish, then, from adverb can be adjective for example out become outmost, and the last from the adjective itself for example red become reddish.

In writing activities, students usually get some difficulties to determine what adjective use. It happened because of their limited knowledge of adjective forms. By studying of morphological pattern of adjective become very important to the university students, because by understanding the pattern, it can help them to make their writing is more variation. There are

many kinds of the text such as report text, narrative text, descriptive text, recount text, etc. But, in here the writer choose the descriptive text because in the writing of this text the people must use the adjective word as the language feature of descriptive text. Descriptive text is a text which says what a person, a place, or a thing is like. It functions to describe and reveal a particular person, place or thing.

Considering the fact stated above, there is a need to investigate the morphological pattern of adjective word. In this research, the writer would like to present *Morphological Pattern of Adjective Words Used in Descriptive Essay Written by the Third Semester Students of English Study Program of IAIN Tulungagung*. This study is emphasized on the pattern of adjective in writings made by the third semester students of English study program of IAIN Tulungagung. The researcher is interested to analyze the students writing of adjective word because by knowing the students writing of adjective word we can know how far the understanding of the students constructing words and what types of adjective patterns students make in their writings.

B. Research Problem

The writer formulates the problems in the following questions:

- a. What are the morphological patterns of adjective words used in descriptive essay written by the third semester students of English study program of IAIN Tulungagung?
- b. How are the frequencies of occurrence of each type of morphological pattern of adjective word used in descriptive essay written by the third semester students of English study program of IAIN Tulungagung?

C. Objectives of the Research

- a. To know the morphological patterns of adjective words used in descriptive essay written by the third semester students of English study program of IAIN Tulungagung.
- b. To know the frequencies of occurrence of each type of morphological pattern of adjective words used in descriptive essay written by the third semester students of English study program of IAIN Tulungagung

D. Significant of the Study**1. Theoretically**

Theoretically the result of this study will answer the research problem concerning with morphological aspects of adjective used in descriptive essay.

2. Practically

a. For English students

It will help the students to improve their knowledge about morphological pattern of adjective, give contribution for them on improving their knowledge about adjective pattern.

b. For the English lecturer

The finding or the research is expected to become references for the teacher for teaching writing.

c. For other researcher

The finding of the research is expected to become a reference for the next research in the some field of the study.

E. Scope of Limitation of the Study

This research is conducted to analyze morphological aspects of adjective words used in descriptive essay written by students the third semester students of English study program of IAIN Tulungagung in their writing.

F. Definition of Key Term

To avoid misunderstanding of the terms used in the research, the terms are provided as follows:

1. Morphological pattern is a set of associations and/or operations that build the various forms of a lexeme, possibly by inflection, agglutination, compounding or derivation.
2. Adjective, as one part of word classes or part of speech is a word which modifies nouns and pronouns.
3. Descriptive text is a text which says what a person, a place, or a thing is like. Its function is to describe and reveal a particular person, place or thing.

G. Organization of the Research

In a good thesis of writing is necessary to arrange it systematically and logically. This thesis is divided into five chapters:

- Chapter I: Introduction, it presents of background of the study, objective of the study, significant of the study, definition of the key term, and organization of the study.
- Chapter II: Review of related literature covers assorted theories supporting the research.
- Chapter III: Research methodology, it presents of research design, population, sampling and sample, data and data source, instruments and method of collecting data, and the technique of data analysis.
- Chapter IV: Research findings and discussion, it explains the result of research by presenting description of the data and analyzing them to present as the researcher findings.
- Chapter V: Conclusion and suggestion, it resumes the whole priors chapters. This part primarily deals with the summary of the discussion the data presented as research findings. On the basic of the findings, some suggestions are made.

CHAPTER II

REVIEW OF LITERATURE

The researcher divides this chapter into four parts. The first part is deal with morphology, the second deals with definition of adjective, the third part deals with adjective order, and the last deal with descriptive essay.

A. Morphology

Morphology is derived from English, which means the study of morphemes of a language and the way they are combined to make a word. As a branch of structural linguistics, which focuses on the investigation of the formal aspect of language, morphology is the subdivision of grammar which deals the structure of word. The former deals with the organization of phones into groups or families called phonemes, whose members are the significant sounds of speech.

Other definition explain that morphology is defined as “the study of the internal structure of words and of the rules by which word are formed (Fromkin and Rodman, 2003: 69). Morphology is indeed the subsequent level of analysis of the following stream of human speech sound under the province of phonology, a cover them embracing phonemics and phonetics, which especially focuses on the examination of sound features or qualities and their organization into speech sound or phones. Thus, when we look into the isolated phones of a language without directly associating them with

language meaning and make an attempt to describe how they are naturally produced, what parts of our speech organs are involved to produce them, labeling and classifying them based on particular phonemic features, symbolizing them for the sake of practical identification and further analysis, we are then carrying out the general scientific tasks of phonology.

Morphology includes the grammatical processes of inflection and derivation. Inflection marks categories such as person, tense, and case, ; example ; sings contains a final –s, marker of the 3rd person singular, and the German Mannes consist of the stem Mann and the genitive singular inflection –es. Derivation is the formation of new words from existing words; example, ‘singer’ from ‘sing’ and ‘acceptable’ from ‘accept’. Derived words can also be inflected: ‘singers’ from ‘singer’. Inflection, formerly inflection or accidens, in linguistics, the change in the form of a word (in English, usually the addition of endings) to mark such distinctions as tense, person, number, gender, mood, voice, and case. English inflection indicates noun plural (book, books), noun case (girl, girl’s, girls’), third person singular person tense (I, you, they, we), we talk, we talked), aspect (I have called, I am calling) and comparatives (big, bigger, biggest). Changes within the stem, or the main word part, are another type of inflection, as in sing, sang, sung, goose, and geese. Derivation in descriptive linguistics and traditional grammar, the formation of a word by changing the form of the base or by adding affixes to it (example: hope to hopeful). It is a major source of new words is its history, or etymology. Derivation means a sequence of linguistic

representations that indicate the structure of a sentence or other linguistic unit resulting from the application of some grammatical rule or set of rules. Morphological theory within the linguistic model of generative grammar initiated by Chomsky. Howard and Etienne (2000: 18) distinguish words in English into eight parts of speech there are:

B. Part of Speech

1. Noun

A noun is the name of a person, place, thing, idea, or quality.

Examples: John, Mary, boy, girl, children; Pasadena, CEC; classrooms, notebooks; freedom, intelligence; hope, anger, joy

2. Pronoun

A pronoun is usually a substitute for a noun. The noun is called the "antecedent" (but an indefinite pronoun has no antecedent).

Examples:

- a. Personal pronouns: I, mine, me; you, yours; he, his, him; she, hers, her; it, its; we, ours, us; they, theirs, them.
- b. Interrogative pronouns: who, whose, whom, which, what
- c. Relative pronouns (include): who, who, whose, which, that; whoever, whomever, whichever
- d. Demonstrative pronouns: this, that, these, those

- e. Indefinite pronouns (include): all, another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, many, neither, nobody, no one, none, one, others, some, somebody, someone.
- f. Intensive or reflexive pronouns: myself, yourself, himself, herself, itself, ourselves, themselves

3. Verb

A verb expresses an action or a condition (a state of being).

Examples: Robert will eat the hamburger. (action) Sara is happy.
(condition or state of being)

Robert won't eat the hamburger. Sara isn't happy.

Will Robert eat the hamburger? Is Sara happy?

4. Adverb

An adverb describes a verb, adjective, or other adverb. Adverbs usually tell how (for example: slowly), when (e.g., lately), where (e.g., there), how much (e.g., very), or why (e.g., therefore).

Example: He always chews his gum loudly.

5. Adjective

An adjective describes or limits a noun.

Examples: tall, young, pretty, light, blue, new, white (The tall, young, pretty girl is wearing a light blue dress with her new white shoes.) (NOT: ...a light dress blue with her new shoes white.)

Adjectives and adverbs have three degrees of comparison: positive, comparative, superlative. Examples:

Mary has a smart child. Sara has a smarter child. Nancy has the smartest child.

Robert is an intelligent student. William is more intelligent than Robert. Kim is the most intelligent student.

The red car is expensive. The white car is less expensive. The blue car is the least expensive.

I'm a good painter. She's a better painter. He's the best painter.

I'm a bad singer. She's a worse singer. He's the worst singer.

6. Preposition

A preposition usually shows the relationship between a noun or pronoun and another part of a sentence.

There are many prepositions, including: about, above, across, after, against, along, among, around, as, at, before, behind, below, beneath, between, beyond, beside, besides, by, down, during, except, from, for, in, inside, into, like, near, next, of, off, on, out, out of, outside, over, past, round, since, than, through, till, to, toward, towards, under, underneath, unless, until, upon, up, with, within, without.

Examples: My pencil is under my desk by my foot. Martha drove from LA to NY.

7. Conjunction

A conjunction connects words, phrases, and clauses.

Coordinate conjunctions connect words, phrases, and clauses of equal value:

and, or, nor, but (and sometimes for). e.g., The dog and the cat are hungry.

Correlative conjunctions occur in pairs: both-and, either-or, neither-nor, not only-but also. e.g., Both the fish and the snake are thirsty.

Subordinate conjunctions connect unequal clauses (dependent clauses with independent clauses). They include: after, although, as, because, before, if,

since, than, though, unless, until, when, where, while. e.g., After they ate, they had dessert.

8. Interjection

An interjection is a word that expresses feeling or emotion; usually it is followed by an exclamation mark.

Examples: Oh! Ah! Wow! Darn! Gosh! Golly! Gee! Ow! Ouch!
Yikes! Holy moly! Yippee! Hooray! Boo! Whew!

C. Definition of Adjective

Adjective are words that describe or modify another person or thing in the sentence. In other word an adjective is a name for a word that modifiers (describes) a noun. Noun is words that name a place, a person, a thing, or an idea. In other book adjective can explained are classes of lexical word identified by their ability to fill the position between noun determiner, noun, and the position after a linking verb and a qualifier such as very, rather, and quite.

1. The pattern of adjective

After analyzing the adjective form, and also the formation of adjective derived from another class of word that have been presented by Mc Carthy and Diktat of Sukarsono, the researcher concluded that there are four patterns of adjective. Each other are classified based on their form and the affix that attach to it.

1. Base adjective

It is not formed by adding affix (both prefix and suffix) or it can be said as adjective that not derived from other words classes. Base adjective comprise of root words. For example: wide, small, big, angry, tall, short, beautiful, etc.

2. Prefix + root words = adjective

There are a lot of adjective words that is formed by adding prefix. A prefix is placed at the beginning of a word to modify or change its meaning, but it not changes the word class. According to Mc Carty (2002: 52), adjective that derived from adjective dominated by prefix. The prefix un- meaning ‘not’ it is extremely wide spread. Because it is so common most dictionaries do not attempt to list all un- adjective. This does mean that un- can be added to all adjectives. Another negative prefix is (in-), with allomorph indicated by variant spellings (il-), (ir-), and (im-). For example: the prefix *ir-* with the word *relevant* became *irrelevant*, the prefix *im-* with the word *perfect* became *imperfect*.

The pattern is like this:

- Use (il-) before words starting with I
Not legible : illegible
- Use (ir-) before words starting with r
Not relevant : irrelevant
- Use (im-) before words starting with m but also in front words starting with p.
Not prefect : imperfect

3. Root words + suffixes = adjective

An adjective can be formed from noun, verb, adverb, and adjective itself by adding it with suffix. This formation can be either derivational or inflectional. Derivations are words that are formed from less complex words through the addition of the suffixes or prefixes (example: the verb enjoy is changed to the noun enjoyment through the addition of the suffix = *ment*). Linguists differentiate inflections from derivations, although both involve the addition of suffixes. Inflections are suffixes that do not change the syntax the grammatical part if speech of the root word. They affect only verb tense (for example: walk, walks, walking), plurality (for example: party, parties), comparison (for example: small, smaller, smallest), and possession (for example: friend's, cats').

4. Prefix + root words + suffix = adjective

Morphological pattern of adjective words by adding prefix and suffix combine two ways of forming adjective words. It can be unlimited. This type enables to form wide variety of new adjective words. for example:

- Unbelievable = (un-) + believe + (-able)
- Uncomfortable = (un-) + comfort + (-able)
- Uncontrolled = (un-) + control + (-ed)

2. Types of Adjective

- a. Determine adjective: determiner consist of a small group of structure words with our characteristic form. Example: This, Many, These, Much, That, Some, Those, Several, A, One, an, Two, the, etc.
- b. Descriptive adjective: usually indicate an inherent quality (beautiful, diligent) or physical state such as age (young, old, new, modern, etc), size (big, thin, slim, wide, etc), color (red, white, black, yellow, etc), inflectional and derivational endings can be added only to this type of adjective.

Some descriptive take the form of:

1) Proper adjective

- (a) By adding suffix (-n)

Example: America Americann

- (b) By adding suffix (-an)

Example: Europe Europeann

(c) By adding suffix (-ian)

Example: Brazil Brazilian

(d) By changing suffix (-e) or (-y) with suffix (-ian)

Example: Italy Italian

There are two categories of descriptive adjectives;

- a. Qualificative or qualifying adjectives , such as *big, nice, complicated* which express the passing or perceived qualities of a noun, and
- b. Classifying adjectives such as *married, hydraulic, unique* which express permanent qualities or absolutes.

Qualifying adjectives are "gradable", i.e. it is possible to graduate their intensity, by the addition of an adverb of degree, such as *very, quite, enough*; most qualifying adjectives can also be put into comparative or superlative forms (*big, bigger, biggest*). Classifying adjectives cannot be graded: a person is either *married*, or not; he or she cannot be "*very married*", nor "*more married*" than another person, at least not under normal circumstances.

That being said, many adjectives can be used either as qualifying adjectives, or as classifying adjectives, depending on the context. Take the example of the adjective *old*.

Examples:

1. *My car is very **old*** (qualifying)
2. *The **old** computer was much quieter than the new model* (classifying)

3. *The **old** one was much slower than the new one* (classifying, with a pronoun)

In the first example above, *old* is a perceived quality, and therefore gradable, in the second *old* has an absolute value, with the meaning of former.

See gradation and comparison of adjectives below.

Comparison of adjectives

Many qualifying adjectives can be used in a **comparative** or a **superlative** form. In most cases, the comparative form of an adjective is made with the word *more*, and the superlative form with the word *most*.

But with most common short monosyllabic adjectives, and some two-syllable adjectives, the comparative is made by adding the ending *-er*, and the superlative with the ending *-est*. There are two common adjectives with irregular comparative and superlative forms: *good*, *better*, *best*, and *bad*, *worse*, *worst*.

Examples:

1. *Careful, more careful, most careful*
2. *Difficult, more difficult, most difficult, Certain, more certain, most certain*
3. *Hard, harder, hardest, Black, blacker, blackest, Old, older, oldest, Clever, cleverer, cleverest,*
4. *Large, larger, largest* (just add -r and -st to adjectives ending in e)

5. *Big, bigger, biggest, hot, hotter, hottest* (final p t k b d g n & m are doubled unless preceded by a *long vowel*, or *diphthong*, as in *harder* or *quieter*)
6. *Pretty, prettier, prettiest, heavy, heavier, heaviest* (adjectives ending in y have inflected forms in -ier and -iest)

Gradation of adjectives

Qualifying adjectives can be graded by **adverbs of intensity** or of degree, and by some other adverbs. The most common adverbs of intensity are: *quite, rather, fairly, very, extremely, highly* these adverbs come before the adjective. But note the following points:

- **Enough:** qualifying an adjective, *enough* comes, exceptionally, after the word it qualifies (examples 6 and 7). (Qualifying a noun, *enough* comes before the word it qualifies).
- **Rather and quite:** used attributively, *quite* and *rather* can either follow the article, or come before the article: i.e. we can choose between *a rather good book* and *rather a good book*, or *quite a nice guy* and *a quite nice guy*. With *rather*, the choice is generally open, with *quite* it is more usual to say *quite a* than *a quite*.

Adjectives that are in the comparative form can be modified by intensifiers such as *much, far*.

3. Use of adjectives

Adjectives are used in two main ways; they can either be **attributive** or they can be **predicative**.

Attributive adjectives:

This is the most common use of adjectives, standing next to a noun in a noun phrase. In English, simple and complex adjectives almost always come **before** the noun.

Examples:

1. *The big metal box*
2. *My dear old grandfather.*
3. *A very modern plastic dish.*
4. *An easily recognizable face.*
5. *A pink and green dress*
6. *A not-too-infrequent event.*

Exceptions:

There are only a very small number of exceptions, notably *concerned*, *involved*, *present* and *responsible*, which have a particular meaning when they come after a noun. There are also some cases in which *old* and *tall* follow the noun

The other important case when an adjective will follow a noun is when the adjective is post modified by a prepositional phrase.

Examples:

1. *All the people concerned were told to leave the room.*
2. *The man is two meters tall. I'm 20 years old.*
3. *The children present did not like the show. (=The children who were present)*
4. *I bought all the bottles left in the shop.*
5. *He was a man proud of his success*

For details on the ordering of adjectives within a noun group, see adjective order.

Predicative adjectives

Adjectives are said to be predicative when they are used as the complement of the verb to be, or other similar verbs such as *get*, *become*, *grow*, etc.

Examples:

1. *The result was magnificent.*
2. *My girlfriend is beautiful.*
3. *The weather is getting colder.*
4. *I grew fonder of London after living there for a month.*

In English, adjectives **never** take a plural inflexion (**s**), not even on the rare occasions when they are used as nouns, such as in *the poor*. We cannot say *the poor's*.

4. Formation of adjectives in English

Many adjectives are lexical words in their own right, i.e. they exist independently of any other word, or are the root word of a word family. For example: *good, bad, and ugly*. Other adjectives are **inflected** forms of other words, derived notably from verbs. For example *charming, lost*. Other adjectives can be formed from nouns, for example *beautiful* (from *beauty*) or *motionless* (from *motion*), or even from other adjectives (for example *yellowish*).

One of the beauties of the English language is the simplicity with which words can be formed from other words: all that is needed is to add the appropriate ending and a new word is made. Here are some examples.

Examples

1. *Unthinkable, doable, mendable, possible, plausible* - with *-able* or *-ible*
2. *Careless, fruitless, homeless, motionless* - with *less*
3. *Beautiful, hopeful, wonderful, awful, blissful* - with *ful*
4. *Soggy, foggy, lazy, stormy, skinny, bloody*, - with *-y*
5. *Smallish, greenish, darkish*, - with *-ish*
6. *Distinguished, bored, displaced, contented, squared* - with *-ed*
7. *Challenging, alarming, amazing, exciting* - with *-ing*

5. Adjective order

In many languages, attributive adjectives usually occur in a specific order. In general, the adjective order in English is:

1. **Opinion** : An **opinion** adjective explains about something (other people may not agree with you).

For example: silly, beautiful, horrible, difficult

2. **Size** : A **size** adjective, of course, tells about how big or small something is. For example: large, tiny, enormous, little

3. **Age** : An **age** adjective tells how young or old something or someone is. For example: ancient, new, young, old.

4. **Shape** : A **shape** adjective describes the shape of something.

For example: square, round, flat, rectangular

5. **Color** : A **color** adjective, of course, describes the color of something.

For example: blue, pink, reddish, grey

6. **Origin** : An **origin** adjective describes where something comes from.

For example: French, lunar, American, eastern, Greek.

7. **Material** : A **material** adjective describes what something is made from.

For example: wooden, metal, cotton, paper

8. **Purpose** : A **purpose** adjective describes what something is used for. These adjectives often end with “-ing”.

For example: sleeping (as in “sleeping bag”), roasting (as in “roasting tin”).

For example of adjective order:

1. A **big square blue** box. [dimension - shape - color]
2. A **disgusting pink plastic** ornament. [opinion - color - material]
3. Some **slim new French** trousers. [dimension - age - origin]
4. A **wonderful Old Italian** clock. [opinion - age - origin]
5. I bought a pair of **black leather** shoes. [color - material]

D. Word Class

According to Tallerman (1998: 49) a word class is distinguished by their morphology, their function and their patterns of distribution this covers both slots, which words can appear, and modifying words then can occur with them, there are ‘ ’ noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection.

E. Descriptive Essay

According to Dorothy E Zemach (2005: 25-32) a descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text is also usually used to develop an aspect of someone writing. A description should be so unique that a description of one thing should be different from a description of another thing. Relational process is much applied to show what the thing does, because the descriptive text shows the attributes of the thing. Most clauses use adjectives. In descriptive essay, a writer uses details to tell how a subject looks, sounds, smells, tastes, or feels. The essay should make the reader feel like responding to what he or she is reading.

1. Descriptive Organization

a). Introduction

- The hook introduces the object or event of description
- The middle sentences provide the background.
- The thesis statement tells why the object or event of description is important to the writer.

b). Body Paragraph

- o Most of description is in the body paragraphs.
- o Adjective and adverbs make the experience more vivid
- o The scene is often described with prepositions and prepositional phrases that specify location or position in space.

- Comparisons, such as similes, can make the writing more descriptive, familiar, and expressive.

c). Conclusion

- The conclusion gives the writer final opinion about the description.

2. Language Focus

a) Prepositional Phrases in Descriptive Writing

A prepositional phrase is made up of a preposition + a noun phrase or pronoun. Prepositional phrases are important in descriptive writing. They show the position, location, or direction of objects in space and time. We can also use prepositional phrases to show manner or attitude.

b) Adding Details to Sentences

Details tell what something looks like, or how it sounds, feels, tastes, or smells. The writer can use nouns, adjectives, adverbs, and verbs to add details. The more specific the details are the more effective and interesting the writing will be.

c) Similes

Descriptive writing may use similes to make something seem more familiar or more creative. Similes make ideas easier to understand, and they can also express feelings. Similes are often used in literature and poetry.

d) Simile Structure

A simile can use the preposition *like* + noun or noun phrase. For example: The star looked *like* diamonds.

Similes can also use *as . . . as* + noun or noun phrase. This kind of simile also uses an adjective. For example: He is *as clever as* a fox.

e) Using Adjectives in Descriptive Writing

Adjectives are words that describe nouns, people, places, and things.

Adjectives appear in different positions in the sentence.

- Adjectives usually come after an article and before a noun. For example: We sat the roaring sun.

- Adjectives can also occur after some stative verbs such as *appear, be, become, feel, look, seem*. Use *and* to separate two adjectives that follow a verb. Separate more than two adjectives with commas and the word *and*. For example: I was *hungry*.

- Formation of Adjective

Adjectives may be formed from verbs. Many of these adjectives are formed by adding *-ing* to verb. For example: Entertain become entertaining. The past participles of verbs can function as adjective.

For example: Break become broken (*A broken arm*). Noun many also function as adjectives when they are used for describe or modify other nouns.

- Describing feelings

Some adjectives ending in *-ed* and *-ing* can be used to talk about feelings and emotions, for example: *interesting, interested, boring, bored, confusing, confused*. The adjectives ending in *-ed* (past participles) describe how people feel about something. For example: The *interested* students listened to the story. The adjective ending in *-ing* describe the noun that causes the emotion or feeling. For example: The students heard an *interesting* story.

- Order of Adjectives

Adjective appear in a particular according their function.

CHAPTER III

RESEARCH METHOD

This chapter presents how the writer is administered. It describes about research design, population, sampling and sample, data and data sources, method of collecting data and data analysis.

A. Research Design

The researcher design applied in this study is descriptive. Ary (2006:332) explains that the descriptive research studies are designed to obtain information concerning the status phenomena. This research use quantitative data. Porte (2002: 85) states that descriptive quantitative research describes data in a way that allows the writer to inform about how often something accrued in the data, what typical values or element are found in the outcomes, or how such values are dispersed throughout the data obtained.

This study investigates, analyses, and categories morphological pattern of adjective words written by the third semester students of English study program of IAIN Tulungagung, in their creative writing subject there is no treatment given to the students. All data are by the third semester students of English study program of IAIN Tulungagung in morphological pattern of adjective words in writing. This study explains current syntactical and morphological phenomena appear in writing made by the third semester

students of English study program of IAIN Tulungagung. That deviates from English standard norm.

B. Population, sampling and sample

1. Population

A population consists of an entire set of object, observation, or scores that have something in common. It is the entire group the researcher is interested which he or she wishes to describe or draw conclusion about. On the other hand, Arikunto (2006: 130) says that "Population is the entire research will take the population all of the third year students of English Education Program of IAIN Tulungagung, which consist of five classes.

2. Sampling Technique and Sample

In this research, the researcher did not take the whole of population members become the sample. As the result of this choice, the researcher needed a technique to select some samples used to represent population, called by sampling. Sampling is the process of taking sample. According to Arikunto, there are eight sampling techniques. They are simple random sampling, stratified sampling, probability sampling, proportional sampling, purposive sampling, quota sampling, cluster sampling and double sampling.

In this research, the researcher used Purposive Sampling Technique to obtain the sample. Arikunto (2006: 139) explains that:

Purposive sampling is sampling technique which researchers do not consider strata, random or area when they handpick a subject. However, they consider the certain purpose. In addition, this technique is done because there are some considerations such as the limitation of time, energy, and money.

Therefore, purposive sampling technique was used in this research. According to Ary (2002: 163). A sample is a portion of population from whom or which data are collected. The researcher had taken one class of five classes from the third semester students of IAIN Tulungagung academic year 2013/2014, exactly A class which is consist of 26 students. It was done with some considerations that this class can represent the population on the average ability on writing and it was the most possible in that period. The writing and the theme chosen was about'' Type of off Campus Housing''.

C. Data and Data Sources

Data in this study were the student's writing descriptive essay of English Education Program of IAIN Tulungagung. In this research, the researcher had taken the data in the form of writing descriptive essay. It was valid data because the students end the writing individually and seriously because the students' writing was scored/assessed by the lecturer.

D. Data collection method and instrument

The data collection method and instrument are needed to obtain the data in the research. The aim of data collecting in conducting scientific research is to get the material needed. The material must relate to each other and to the problem to be solved. The method of collecting data that used in this research: Documentation: This method is used to get information about the morphological pattern of adjective word written by the third semester students of English study program of IAIN Tulungagung. The document taken is students writing sheet by A class.

E. Method of Collecting Data

The data in this research were collected by identifying directly the descriptive essay by the third semester students of IAIN Tulungagung.

To collect the data, the researcher does some steps as follows:

1. Take all of descriptive writing essay from the third semester students of IAIN Tulungagung.
2. The writer reads all descriptive writing essays by using scanning technique to find the adjective words.
3. Finding the types of patterns of adjective word based on the theories in chapter II.
4. Finding frequencies of occurrence of type of patterns of adjective words.
5. Finding the frequencies of occurrence of using adjective words.

F. Data Analysis

After conducting the research and gathering the data, the next step involves analyzing the data, which generally calls for the use of statistical techniques. In analyzing the data, the researcher using adjective pattern that divided into four types. These are base adjective, prefix + root word = adjective, root word + suffix = adjective, and prefix + root word + suffix = adjective. The data analysis procedure can explain as follows:

1. Identify the adjective word that written by the students in descriptive essay.
2. Analyzing adjective word that students written in descriptive essay. In analyzing the data, the researcher divided adjectives into 4 types. There are:
 - Base adjective
 - Prefix + root word
 - Root word + suffix
 - Prefix + root word + suffix
3. Identifying the frequencies of occurrences of each type of adjective pattern. In this research, the researcher counts the frequencies of adjective pattern which occur in 26 descriptive essay of the third semester of students IAIN Tulungagung.
4. Identifying the frequencies of occurrences of adjective words. In this research, the researcher counts the frequencies of adjective words which occur in 26 descriptive essay of the third semester of students IAIN

Tulungagung. In this research, the researcher will do two steps in counting. First the researcher will count the frequency of adjective pattern that used most widely, the researcher used formulation as bellow:

$$Pp = \frac{dy}{dx} \times 100 \%$$

Note:

Pp = the symbol of presentation of adjective pattern

Dy = the frequencies of type adjective pattern

Dx = the number of cases (total frequencies of type adjective pattern).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter is devoted to the presentation of the finding of the study and discussion. In this section, the researcher presents the morphological pattern of adjective words used in descriptive essay.

A. Research Finding

1. Morphological pattern of adjective words used in descriptive essay.

a. Base adjective and root word + suffix

Base adjective here means adjective pattern that is not formed by adding affix (both prefix and suffix). Or it can be said as adjective that not derived from other word classes. Adjective is open word class, so it can be broad to unlimited word class and also can be derived from other word class. Many root word are made up of a root (or base word) and a prefix. Adjective that formed by adding suffix usually derived from members of other word classes, or it called as derivation. But some of them also can be formed from adjective itself. This formation cannot say as derivational, but inflectional. The pattern are (verb + suffix = adjective), (adverb +suffix= adjective), (adjective + suffix = adjective), (noun + suffix = adjective).

Table. 4.1. Base Adjective and Root Word + Suffix

No	Student's Name	Base Adjective	Root Word + suffix			
			V + suffix	N + suffix	Adverb + suffix	Adjective + suffix
1.	Zf	Easy				
		Free				
		New				
		Big				
		Far				
		Category				
		Discipline				
2.	Nis	Worry		Comfort -able		
		Far				
		Like				
		Several				
		Flat				
		Habitual				
		Religion				
		Large				
		Classic				
		Clean				
		Good				
		Free				
		Different				
		Bad				
Little						
3.	Az	Continue			Automati cal-ly	
		Far				
		Near				
		Suitable				
		Safe				
		Category				
		Fist				
		Classic				
		Well				
		New				
		Old				
		Good				

		Possible Quality				
4.	Ra	Local	Surround - ing			
		Far	Vari-ous			
		Off				
		First				
		Clean				
		Pleasant				
		Good				
		Best				
		Interest				
5.	Al	Near		Interest -ing		
		Far				
		Little				
		Worry				
		Several				
		Classify				
		Resident				
		Added				
		Classic				
		Complete				
		Free				
		Good				
		Regular				
		Personal				
		Kind				
6.	An	New				
		After				
		Continue				
		High				
		Near				
		Different				
		Classify				
		Close				
		Discipline				
		Honest				
		Important				

		Best				
7.	Dw	Far				
		Easy				
		Near				
		Necessary				
		Classify				
		Large				
		Small				
		Clean				
		Own				
		Fresh				
		Inside				
		Several				
8.	Ak	Favorite	Believ -able	Comfort -able		
		Different				
		Far				
		Well				
		Near				
		Easy				
		Appropria te				
		Care				
		Necessary				
		Expensive				
		Category				
		Good				
		Best				
		Forget				
9.	Sr	Far	Tir-ed			
		Long	Exhaust -ed			
		Cheap				
		Discipline				
		Expensive				
		Best				
10.	La	Continue	Respons+ ible			Easi+er

		Nearby	Teach+ Able			
		Far				
		New				
		Free				
		Good				
		Resident				
11.	Ek	Outside	Experienc e+ed	Comfort +able		Easi+er
		Far	Studi+ed			
		Long	Use+ful			
		Easy	Tir+ed			
		Busy				
		Complete				
		Clean				
		Discipline				
		Done				
		New				
		Final				
		Interest				
		Free				
12.	Na	Best	Controll + ing			
		Easy				
		Discipline				
		Far				
		Good				
		Choice				
13.	Ai	Busy	Know +ing			
		Near				
		Kind				
		Cheap				
		Obedient				
		Best				
		New				
		Bad				
14.	Lf	Extreme	Involv+ed			
		Important	Organiz +ed			
		Well				
		Great				
		Built				
		Near				

		Free				
		Long				
15.	Dy	Far	Tir+ed			
		Best				
		Worry				
		Side				
		Obedient				
		Good				
		Afraid				
		Fun				
		Important				
		Minor				
		Good				
		Well				
		Forget				
		Right				
		Joint				
16.	Lk	Important	Respons + ible	Religi +ous		Classic +al
		All	Liv+ing			Near+er
		Far				
		Alternativ e				
		Flat				
		Built				
		Near				
		Large				
		Noisy				
		Active				
		Good				
17.	Aa	Far	Surround +ing			
		New	Guid+ing			
		Additional	Guard+ed			
		Built				
		Private				
		Alone				
		Available				
		Complete				
		Better				
		Well				
18.	Ka	Good	Exhaust +ed	Religi +ous		
		Different	Respons	Comfort		

			+ible	+able		
		Free				
		Better				
		Safe				
19.	Ai	Difficult		Comfort +able		
		Far				
		Middle				
		Built				
		Near				
		Easy				
		Expensive				
		Free				
		Big				
		Cheap				
		Easy				
		New				
		Formal				
		Senior				
		Well				
		All				
20.	Dn	Far				
		Classic				
		Clean				
		Different				
		Free				
		Chance				
21.	Sh	Worry	Vari+ous	Comfort +able		
		Classify	Confus +ed	Interest +ing		
		Near		Care +ful		
		Complete				
		Large				
		Clean				
		Bilingual				
		Free				
		Spare				
		Able				
		Good				
		Kind				
22.	Tk	Important	Classifi +ed	Comfort +able		
		Prior	Know	Stead+y		

			+ing			
		Cold				
		Night				
		Crucial				
		Life				
		Pleasant				
		Large				
		Several				
		Autonom ous				
		Simple				
		Difficult				
		Far				
		Ready				
		Common				
		General				
23.	Rh	Far	Tir+ed	Comfort +able		
		Near				
		Little				
		Obedient				
		Good				
		Available				
		Clean				
		Special				
		Affective				
24.	Da	Near	Classifi +ed			
		Long	Include +ed			
		Obedient				
		Discipline	Use+ful	Comfort +able		
		Alternativ e	Know +ing			
		Best				
25.	Nn	Modern	Liv+ing			Cheap +er
		Important	Bor+ed			
		Continue				
		Big				
		Far				
		Long				
		Good				
		Difficult				
		New				

		Near				
		Well				
		Same				
		Extra				
		Fun				
26.	Sa	Certain	Exhaust +ing	Comfort +able		Easi+er
		Long	Liv+ing	Friend +ly		
		Clean				
		Large				
		Yellow				
		Light				
		Short				
		Smart				
		Expensive				
		Little				
		Free				
		Best				
		Effective				

From the table above, we can see that there were two pattern of adjective word, they were base adjective and root word + suffix. From this data the researcher found 122 frequencies of base adjective from 26 students writing. And 35 frequencies of root word from 26 students writings. In this data the researcher found the same words in the students writing with other students. By knowing this table we can know that many students used two morphological patterns adjective word. In base adjective pattern the researcher found the adjective order and the types of adjective that use by the students.

b. Prefix + root word

A prefix is placed at the beginning of a word to modify or change its meaning.

Table. 4.2. Prefix + Root word

No.	Student's name	Adjective word	Example from the data
1.	Dy	Im + possible	<i>It's impossible; we will get tired and didn't focus on our lesson.</i>
2.	Lk	In + dependent	<i>Living off campus housing, as like in dormitory can improve them be independent and responsible people.</i>
3.	Na	Im + possible	<i>The long distance make them impossible to go home quickly</i>
4.	Mf	Im + possible	<i>It is impossible for them to go home everyday if they come from other country.</i>
5.	Al	Im + possible	<i>They impossible go to campus by car or motorcycle.</i>
6.	Nl	In + dependent	<i>We will learn how to be independent.</i>
7.	Nm	In + dependent	<i>Live in dormitory can teach the students to independent live</i>
8.	Di	In + dependent	<i>Study with their friends and also live by their self (independent) with their activities.</i>
9.	Sa	In + dependent	<i>They have to have a independent for they study in IAIN Tulungagung.</i>
10.	Si	Im + possible	<i>The long distance from their home it makes them impossible to go home quickly.</i>

From the table above, we can see there were the patterns of prefix + root word. From this data the researcher found 2 frequencies of prefix + root word. From 26 students writing the researcher only found 10 students that used prefix + root word in their writing. Because it is so common, most dictionaries do not attempt to list all im- adjective. Another negative prefix is (in-), with allomorph indicated by variant spellings (il-), (ir-). In this data the 10 students only made 2 prefix in their writing. There are prefix (-im) and (-in).

c. Prefix + root word + suffix

Morphological pattern of adjective word by adding prefix and suffix combine two ways of forming adjective words. This type enables to form wide variety of new words. But, in this research, the researcher did not find the form like this pattern in the data.

2. The frequencies of occurrences of each type of morphological pattern of adjective words used in descriptive essay

a. Base adjective (adjective without affixation)

The researcher found ‘122’ base adjective word pattern. So, the researcher counted the frequencies of occurrences as follows:

Frequencies of adjective word patterns:

$$P = \frac{F}{O} \times 100\%$$

$$P = \frac{122}{159} \times 100\%$$

$$P = 77\%$$

From the calculation above, it can be said that the frequencies of occurrences of this pattern is 77%. It means that many students who use the adjective pattern based on the students assignment show 77 %. It can be gotten from ‘F’ that show the frequency of using adjective pattern is divided with the number of classes and time 100%. It can be concluded that many students prefer use base adjective to use other pattern.

b. Prefix + root word = adjective

The researcher found ‘2’ frequencies of this pattern. So, the researcher counted the frequencies of occurrences as follows:

$$P = \frac{F}{O} \times 100\%$$

$$P = \frac{2}{159} \times 100\%$$

$$P = 1,2\%$$

From the calculation above, it can be said that the frequencies of occurrences of this pattern is 1, 2%. It means that many students who use the adjective pattern based on the students assignment show 1, 2 %. It can be gotten from ‘F’ that show the frequency of using adjective pattern is divided with the number of classes and time 100%. It means that many students rarely use pattern prefix + root word. Because it can be seen that only 1,2 % the students who use it.

c. Root word + suffix = adjective

The researcher found ‘ 35 ‘ frequencies of this pattern. So, the researcher counted the frequencies of occurrences as follows:

A frequency of adjective word pattern is as follows:

$$P = \frac{F}{O} \times 100\%$$

$$P = \frac{35}{159} \times 100\%$$

$$P = 22\%$$

From the calculation above, it can be said that the frequencies of occurrences of this pattern is 22%. It means that many students who use the adjective pattern based on the students assignment show 22 %. It can be gotten from ‘F’ that show the frequency of using adjective pattern is divided with the number of classes and time 100%. It means that many students almost use pattern Root word + suffix. Because, it can be seen that only 22 % the students who use it.

d. Prefix + root word + suffix = adjective

The researcher did not find this pattern in the data. So, it can be said that the frequencies occurrences of this pattern is 0%. Based on the students assignment by using prefix + root word + suffix showed that no one of students who use this pattern. It can be seen after calculating the frequency of adjective that showed 0%.

Note:

P = the symbol of presentation of adjective pattern

F = the frequency of adjective pattern

O = the number of classes.

So, this research, that each type in adjective pattern clearly there are

shown in chart below:

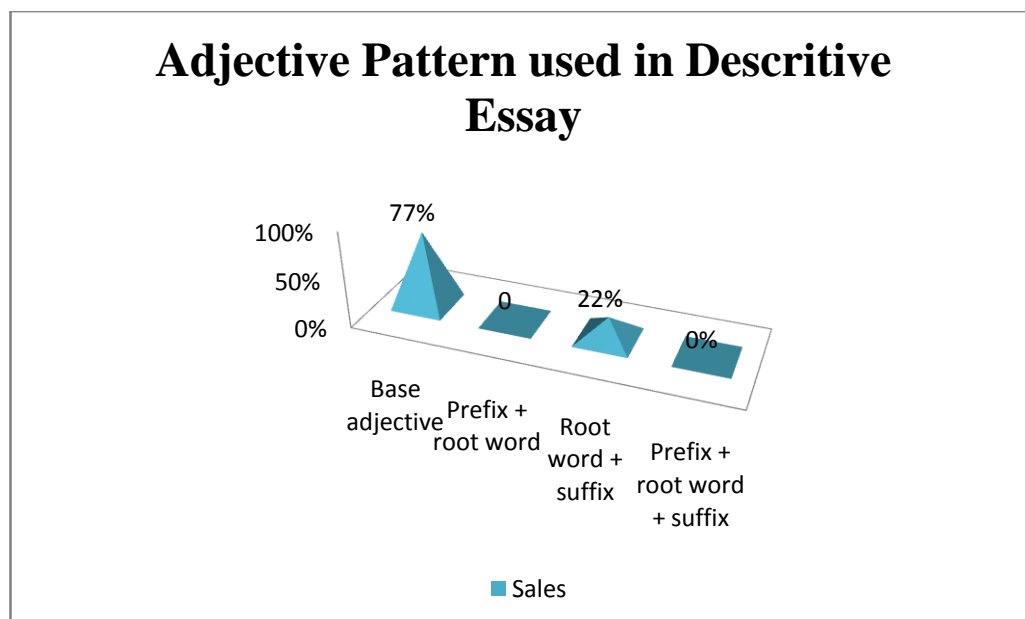


Figure 4.3. Colum Diagram of the Frequency of Adjective Pattern Used in Descriptive Essay

From the Colum diagram above we can seen that many students used the pattern of base adjective, the next pattern that almost used by the students is root word + suffix, then the rarely pattern that used by the students is prefix + root word. But, from the Colum above showed that no one of students who use adjective pattern in prefix + root word + suffix.

B. DISCUSSION

This research was conducted in State Islamic Institute of Tulungagung especially the third semester students of English Education Department in creative writing subject which consist of 26 students.

The objectives of this study are to know the morphological patterns of adjective words used in text written and to know the frequencies of occurrence of each type of morphological pattern of adjective words used in descriptive text written by the third semester students of English Education Department of State Islamic Institute of Tulungagung.

In this research, based on the finding that used in descriptive essay, the researcher was found many pattern of adjective that used by the students in their writing. It can be seen that the descriptive essay has language feature of adjective word. This finding is in line with the theory “the descriptive text shows the attributes of the thing. Most clauses use adjectives.

1. Morphological pattern of adjective words used in Descriptive Essay.

a. Base adjective

From the research finding in chapter IV we can see that the base adjective is mostly used by the students than in other pattern. And from the data we knew that the base adjective has many types that used by the students, such as in descriptive adjective. The descriptive adjective is describing the permanent of perceived qualities of a noun for example from the data is big, old, etc. Related to the research finding, the researcher found the attributive adjective. The attributive adjective mostly come before the noun for example is chance. And the last, from the research finding above, the adjective order that used both in option, age, and size for example is difficult, new, old, large, big, and small. This finding is in line with the theory stated by W. Nelson Farncis. He said that base adjective mostly of one syllable and none have more than two syllables except with a derivational prefix or it can be said that base adjective means adjective pattern that is not formed by adding affix (both prefix and suffix). Or it can be said as adjective that not derived from other word classes. Adjective is open word class, so it can be broad to unlimited word class and also can be derived from other word class. In this research, the researcher asking the data from the teacher based on the students assignment and it can be seen that the result of using morphological pattern showed 77% of the students who use it. Because, they thought that using base adjective is easier than the other pattern.

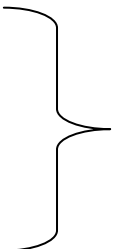
b. Prefix + root words = adjective

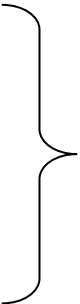
Adjective that derived from adjective derived by prefix McCarty. A *prefix* is placed at the beginning of a word to modify or change its meaning. For example, the prefix *im-*, meaning out or out of, and it attach with root word ‘possible’, so the meaning of this word is ‘the thing can’t happen’. The pattern is the use *im-* before words starting with m, but also in front words starting with p, not possible (impossible). Because it is so common, most dictionaries do not attempt to list all *im-* adjective. Another negative prefix is (*in-*), with allomorph indicated by variant spellings (*il-*), (*ir-*). Related to the research finding above the researcher only found 2 patterns of prefix + root word used *im-* and *in-* that written by the students. The researcher asking the data from the teacher based on the students assignment and it can be seen that the result of using morphological pattern showed 1,2% of the students who use it. Because, may be the students still have little knowledge about this pattern so, this pattern is rarely used by the students.


c. Root word + suffix = adjective

Adjective that formed by adding *suffix* usually derived from members of other word classes, or it called as derivation. But some of them also can be formed from adjective itself. This formation cannot say as derivational, but inflectional. The pattern are (verb + suffix = adjective), (adverb +suffix= adjective), (adjective + suffix = adjective), (noun + suffix = adjective). The research theory is based on W. Nelson Francis derived adjectives are

formed from bound stems, nouns, and verbs by means of quite a large group of derivational suffixes, such as (-ous), (-al), (-able), (-ing). Another theory also by Mc Carthy. He explains that adjective can be formed from noun or bound stem + (-er), adjective can derived from verb, and adjective can be derived from adjective itself. For example from the research finding is cheaper, and easier. In this research, the researcher asking the data from the teacher based on the students assignment and it can be seen that the result of using morphological pattern showed 22% of the students who use it. In this pattern, may be the students has many knowledge to used this pattern in their writing so, this pattern is almost used by the students.

1. (-ed)
 (-ing)
 (-ent) or (-ant)
 (-able) or (-ible)
 
 added to verb

2. (-ful)
 (-less)
 (-al)
 (-ous)
 (-y)
 
 added to noun

3. (-est)
 (-er)
 
 added to adjective

d. Prefix + root word + suffix = adjective

Morphological pattern of adjective word by adding prefix and suffix combine two ways of forming adjective words. This type enables to form wide variety of new words. But, in this research, the researcher did not find the form like this pattern in the data. The researcher did not find this pattern in students assignment sheet may be the students did not know about this pattern mastery so, this pattern is no one students who use prefix + root word + suffix.

2. The frequencies of occurrences of each type of morphological pattern of adjective words used in Descriptive Essay

Base adjective the frequencies occurrence of base adjective is 122. It means that the students writing used base adjective is more than the other pattern. The frequencies occurrences of prefix + root word is 2. It means that the students writing used prefix + root words is less than the pattern of base adjective. The frequencies occurrence of root word + suffix is 35. It means that the students writing used root word + suffix is more than the pattern of prefix + root word. In this type, there are some varieties of forming adjective words. The adjective word can be formed from noun, verb, adverb, and adjective itself by adding suffix. By analyzing the forming of adjective words by adding suffix to other word classes, the researcher concludes that the suffixes can be marked of adjective words. The students often find difficulties on writing when she/he had to use the

suitable word or vocabulary to write with adjective words, especially if the adjective is an adjective derived from another word class. And the last is the frequencies occurrence of prefix + root word + suffix is 0%. It means that the students writing did not use prefix + root words + suffix. In this pattern of adjective the researcher did not find this type of pattern, because all of the students still make base adjective in their writing or the students still has a few knowledge about this pattern so, It means that the students writing used prefix + root words + suffix is less than the pattern of prefix + root word.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion concerning the result of the research. It also contains some suggestion for lecturer and students of English department and the next researcher.

A. CONCLUSION

Morphological pattern of adjective words used in Descriptive Essay and the frequencies of occurrences of each type of morphological pattern of adjective words used in Descriptive Essay.

1. Based on the data that gotten from the teacher based on the students assignment, there were found 3 morphological pattern that used in descriptive essay, there were base adjective, prefix + root word, and root word + suffix.
 - a. Base adjective means adjective pattern that is not formed by adding affix (both prefix and suffix).
 - b. Prefix + root word means adjective that derived from adjective derived by prefix McCarty. A *prefix* is placed at the beginning of a word to modify or change its meaning.

- c. Root word + suffix means adjective that formed by adding *suffix* usually derived from members of other word classes, or it called as derivation. But some of them also can be formed from adjective itself
2. After showing the 3 morphological patterns above, it can be seen that many students prefer use base adjective to use other pattern, because it can be seen from the result of student's assignment that showed 77 % who use it. While, the other pattern like prefix + root word many student rarely use, it can be seen from the result of the students assignment that showed only 1,2 % who use it. In the pattern of root word + suffix many students that almost use. It can be seen from the result that showed 22% who use this pattern.
 3. Based on the data it can be seen there were found the types of adjective that used by the students. There were descriptive adjective and determining adjective. In other hand, we can seen that the also used the adjective order in their writing. And the adjective order that often used by the students were option, size, and age.

B. SUGGESTION

1. For the students university

Mastering the type of morphological pattern of adjective become very important to the university students, because by understanding the pattern, it can help them to make their writing is more variation and Understanding the patterns of adjective words is very important for the university students. Because, it will help them to recognize the adjective word by analyzing its structure. Understanding the adjective words will be easier if they have enough knowledge about its marker. Having enough knowledge of word structure become very important to improve their writing, because good writer always has good knowledge about word or vocabulary. Besides that, mastering vocabulary will also help students to develop their academic.

2. For the next researcher

The researcher suggests them to analyze the pattern of other word classes more research on pattern of word will increase knowledge about the structure of words. So, it will be useful for students who are interested in word structure.

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APPENDICES

The sample of student's writing