

CHAPTER 1

INTRODUCTION

A. Rationale

Writing is an extension of human language across time and space. Writing most likely began as a consequence of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities.¹ God create in the Holy Qur'an (Al-alaq 1-5) Allah say:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)
(الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Writing is the representation of **language** in a **textual medium** through the use of a set of signs or symbols (known as a **writing system**) It is distinguished from **illustration**, such as **cave drawing** and **painting**, and non-symbolic preservation of language via non-textual media, such as **magnetic tape audio**.² God create in the Holy Qur'an (al-Maidah(5) : 110) Allah say:

إِذْ قَالَ يَا عِيسَى ابْنَ اللَّهِ مَرِيَمَ ادْكُرِي نِعْمَتِي عَلَيْكَ وَعَلَىٰ وَالِدَتِكَ إِذْ أَيَّدْنَاكَ بِرُوحِ
الْقُدُسِ تُكَلِّمُ النَّاسَ فِي الْمَهْدِ وَكَهْلًا وَإِذْ عَلَّمْنَاكَ الْكِتَابَ وَالْحِكْمَةَ وَالتَّوْرَةَ وَالْإِنْجِيلَ
وَإِذْ تَخْلُقُ مِنَ الطِّينِ كَهَيْئَةِ الطَّيْرِ بِإِذْنِي فَتَنفُخُ فِيهَا فَتَكُونُ طَيْرًا بِإِذْنِي وَتُبْرِئُ
الْأَكْمَةَ وَالْأَبْرَصَ بِإِذْنِي وَإِذْ نُخْرِجُ الْمَوْتَىٰ بِإِذْنِي وَإِذْ كَفَفْتُ بَنِي إِسْرَائِيلَ عَنْكَ إِذْ
جِئْتَهُم بِالْبَيِّنَاتِ فَقَالَ الَّذِينَ كَفَرُوا مِنْهُمْ إِنْ هَذَا إِلَّا سِحْرٌ مُّبِينٌ (١١٠)

¹ Wikipedia, "important writing", <http://www.google.com>, accessed June 1st, 2010, 4:28 PM

² Wikipedia, the free encyclopedia, "writing", <http://www.google.com>, accessed June 1st, 2010, 4:28 PM

Writing needs a practice of learning English to reinforce the material that has been thought. An example here is making literature works. It is useful to improve students writing skill. Writing is an activity to send a message by using a written language as tool or media. A message is content or capacity that have contained in the writing. Writing is a symbols or language budge that is able to look and to agree with the user. Therefore, in writing; four elements of communication have to be connected to one another; the writer who conveys the messages, a messages or content of writing, channel or media like script and receiver of a message.

Writing is a familiar term for everybody. An article, an essay, a report a book review, a book, a comic and a history are example of forms and products of writing that relates to everybody. The writing provided harmony and interesting ideas, advise, and feeling of the writer. God create in the Holy Qur'an (Al-Kahf(18) : 108) Allah say:

خَالِدِينَ فِيهَا لَا يَبْغُونَ عَنْهَا حِوَالًا (١٠٨)

Unfortunately, writing sometimes do not attract people attention. In other words, many people do not like to write, where as many advantages could be gotten from writing.

All students make mistakes at various stages of their language learning. It is part of the natural process they are going through and occurs for a number of reasons. In the first place, the students' own language may get in the way.³

³ Jeremy Harmer, *How to Teach English*, (England; Longman, 1998), p.60

Made errors from the students' own language is not the only reason for making mistakes. There is a category which a number of people call 'development' errors.⁴

As a foreign language, the students hardly find the environment outside the class room, as the result, the main source of learning English is the teacher and teaching technique. The situation appears to be much more difficult due to the lack of input of English as foreign language environment, the influence of Bahasa Indonesia to English can occur.

It is well known that Bahasa Indonesia and English are different in some language features. However, when Indonesian students who are lack of practice in English, they do not realize the differences between the two languages. This is particularly the case with writing. For students who learn English, they often get confused and any mistakes when using it in the sentence. This problem often causes in making sentences. The error usually is the wrong choice of word (especially) here the quantitative adjective.

When the students are familiar with the different of the two languages, they are easily bringing it into practice without error from one language. For the students who are lack of foreign language knowledge they assume that for every words in Bahasa Indonesia there are equivalent in English. As the result, they think in Bahasa Indonesia when they write in English.

For students who learn English, they often get confused and any mistakes when using it in the sentence. This problem often causes in making English

⁴ *ibid. p. 60*

sentence. The error usually is the wrong choice of word (especially Adjective), for example; song beautiful, a face tired, student a typical, etc. Errors are aspect which have defects in students' speaking and writing.

Based on the first observation at Madrasah Aliyah Negeri 1 Banjarmasin, the surface inter about many efforts are made by writing teacher in improving students' writing skill especially error made in writing adjective. The writer found that the eleventh grade students have problem learning adjective especially, proper adjective, descriptive adjective, quantitative adjective, numeral adjective, demonstrative adjective.

From what has been explained above, so the writer wants to write about it on the title. **“ The errors made by The Eleventh Grade students of Man 1 Banjarmasin in English Adjective Academic Year 2009 / 2010”**

To avoid the misinterpretation in this title, the writer is going to explain the technical terms in this case:

1. Errors (also known as linguistic interference or transfer) is the effect of language learner's first language on the production of the language they are learning.
2. Indonesia (Bahasa Indonesia) is the language that is learnt first in formal education and is used in formal situation.
3. Foreign language is used to refer to the learning of language by the speakers of other languages. The foreign language is used in this research is English.

4. Adjective (kata sifat) is the word which is used to give a character of noun. Adjective (kata sifat) adalah kata yang digunakan untuk memberi sifat pada kata benda.⁵

Thus, this title means errors is the effect language learner's first language and the errors made by eleventh grade students of Man 1 Banjarmasin writing adjective year 2009/2010.

B. Problem Limitation

Based on the background above, the writer will give limitation for this research, as follow:

1. Errors in using Proper Adjective (kata sifat nama diri)
2. Errors in using Descriptive Adjective (kata sifat deskriptif)
3. Errors in using Quantitative Adjective (kata sifat kuantitatif)
4. Errors in using Numeral Adjective (kata sifat numeral)
5. Errors in using Demonstrative Adjective (kata sifat penunjuk)

From those errors the writer wants to know more about:

1. What kind of error made by the eleventh grade students at MAN 1 Banjarmasin academic year 2009-2010 in writing adjective?
2. what kind of the errors written by the students?

C. Reason for Selecting the Title

There are some factors make the writer to conduct this title, they are:

1. Knowing that made errors in adjective English and Indonesian by students.

⁵John Hartanto S, et al , *Accurate, Brief and Clear English Grammar*, (Surabaya: Indah Surabaya, 1996). P. 81

2. Realizing that writing is an important subject, this was learned not only about how to use good structure but also how to express ideas in a good written form.
3. Considering that writing is one of top priority subjects which can enable students to write well for their next academic process.

D. The Significance of Study

The result of this research can be used for:

1. Giving the information and knowledge about the errors of Indonesian adjective to English writing of the eleventh grade students at MAN 1 Banjarmasin academic year 2009 – 2010”
2. expecting that students will use appropriate writing strategies for accomplishing writing task in the foreign language by knowing the similarities and differences between Bahasa Indonesia and English.

E. Purpose of the Research

1. To describe how the errors of Indonesia adjective to English writing of the eleventh grade students at MAN 1 Banjarmasin academic year 2009 -2010
2. To find out which kinds of errors that may be occur in their writing.

F. Organization of the content

This study of this research is divided into five chapters as follow:

1. The first chapter is introduction consists of rationale, limitation of problem, reason for selecting the title, significance of the research, purpose of the research and organization of the content.
2. The second chapter contains theoretical review on related, subject which consist of definition of errors and adjective, the type of adjective, errors in writing, adjective in Bahasa Indonesia and English the related researches.
3. The third chapter is method of research which consist research design, subject and object of research, data, source of data and technique of data collection, frame work of research, design of measurement, technique of data processing and research procedure.
4. The fourth chapter is report on research result which consist of general description of research object, data reporting and data analysis.
5. The fifth chapter is conclusion and recommendation.

CHAPTER II

THEORETICAL REVIEW

A. Definition of error and adjective

1. The definition of error

Somebody will make an error if he/she is in the condition of having incorrect or false knowledge. Simon and Schuster stated that: "Error is something incorrectly done through ignorance or carelessness; an inaccuracy; an oversight".⁶

S.P Corder Further stated that: "Error arises because there has not been enough effort on the learner or enough explanation or practice on the part of the teacher".⁷ Therefore, both learners and teachers should have enough effort in achieving a learning goal, without the effort the learners may not master the subject being taught, as Harry a show asserted that "the lack of mastery something and impression which come to us form our thinking and observation can make an error".⁸

It is essential to make a distinction between mistake and error; both Corder and James reveal a criterion that helps us to do so: it is his self- correct ability criterion. A mistake can be self- corrected, but an error cannot. Errors are "systematic", likely to occur repeatedly and not recognize by the learner. Hence, only the teacher or researcher would locate them. On the other hand, mistake is the errors of civilization stand

⁶ Simon and Schuster, *Webster's New Twentieth Century Dictionary (second edition)*, (United States of America, William Collins publishers, 1979), p.621

⁷ S.P. Corder, *Errors Analysis and Inter Language*, (New York : Oxford (University Press, 1982), p.65

⁸ Harry Shaw, *Errors in English and Ways to Correct Them (Second Edition)*, (New York : Barnes and Nobel Books, 1970), p.4

bare to the score of the fields. Above base on the explaining I choose to focus on students' errors not mistakes.

It can be distinguished "mistakes" from "errors" where the former refers to unsystematic errors of learners from which we are able to reconstruct their knowledge of the language to date. The underlying assumption is that students' errors made in adjectives. Attention to error type and an understanding of the violation or misuse of specific grammar rules offers teachers means of helping students deal with language and usage problems, then only can students be sensitized to specific problem they may have, and the recognize and remedy these problems.

The word error has different precise meanings in different domains, it is always related to the lack of correlation between the intended consequences of an action and the actual consequences of that action. The concrete meaning of the latin word error means "wandering" or "straying", although the metaphorical meaning "mistakes", "misapprehension" is actually more common.⁹

It will be useful therefore here after to refer to errors of performance; as, mistakes. Reserving the term of error to refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language date, i.e, his transitional competence.¹⁰ it is to say that the meaning of error is quite different from the meaning of

⁹ WWW. Google. Com, <http://en.wikipedia.org/wiki/Error/> accessed June 1st, 2010, 4:28 PM

¹⁰ Jack C.Richard, *error Analysis*, (London : Longman, 1977), p.25

mistake. An error is unwanted form because the learner still has limited competence but rather to his performance which may be determined by the learner's condition. Mistakes are then considered as not significance as errors to the process of language learning. However, to know what the learner's error and what the learner's mistake is not easy, indeed.

Wayne O'Neil said that: "Error is in doing something a mistake, especially one that causes problem or affect the result of something".¹¹

Synonym of error is mistake. Mistake according to Wayne O'Neil is "mistake often implies misunderstanding, misinterpretation, and resultant poor judgment, and is usually weaker than error in imputing blame or censure."¹²

So, error is the condition of doing something incorrectly, the act or an instance of deviation from the accepted code behavior: wrong doing and his/her errors must be improved. Error has a synonym like a mistake. These nouns refer to what is not in accordance with truth. Accuracy or right, if someone makes an omission or faulty act that result from one's lack attention, so he/she makes to mistake or error.

2. The Definition of Adjective

¹¹ Wayne O'Neil, et all, *The Grotier International Dictionary*, (USA : Houghton Mifflon Company, 1990), p.445

¹² Wyne O'Neil, *loc.cit*

In grammar, an adjective is a word whose main syntactic role is to modify a noun or pronoun (called the Adjective's subject) giving more information about what the noun or pronoun refers to.¹³

Adjective is word is used for giving adjective at a noun, or can said also that adjective is word is used to limit put on noun.

In addition, fad Mas'ud stated that adjective is " kata-kata yang digunakan untuk menjelaskan atau mempersempit kata benda (noun) atau kata ganti (Pronoun).¹⁴

The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. It is most usually position is before the noun it modifies, but it fills other position as well.¹⁵ Adjective in English have the same form for singular and plural, masculine and feminisme nouns.¹⁶

Many languages, including English, distinguish between adjective, which modify nouns and pronouns, adverbs, which modify verbs, adjectives, and other adverbs. Not all languages have exactly this

¹³ [WWW.Google. Com,http: //en.wikipedia.org/wiki/adjective/](http://en.wikipedia.org/wiki/adjective/) accessed June 5st, 2010, 3: PM

¹⁴ Fuad,Mas'ud, *Essential of English Grammar* (Yogyakarta: BPFE Yogyakarta, 1992) second edition,p.93

¹⁵ McLaughlin, *Theories of Second-Language Learning*, (Baltimore: Edward, 1988),. <http://www.yahoo.com>, accessed February 7th, 2010, 4:25 PM

¹⁶ A.J.Thomson and A.V.Martinet, *A Practical English Grammar*,(Oxford University Press,1986),Fourth edition, p.33

distinction. However, and in many languages (including English) there are words that can function as both.

Determiners consist of a small group of structure words without characteristic form. There are article, demonstrative adjective, possessive adjective (form pronouns and form nouns), numeral adjectives (cardinal and ordinal), adjective of indefinite quantity, relative and interrogative adjective. All of determiners except the articles and the possessive adjectives of the pronouns may function as pronouns when not followed by nouns.¹⁷

B. The Type of Adjectives

1. Descriptive adjective

Descriptive adjective are those which describe the color, size, or quality of a person or thing (noun or pronoun). Descriptive adjective usually indicate an inherent quality (beautiful, intelligent), or physical state as age, size, color.¹⁸

Example;

- The elephant is big¹⁹
- She is a clever student

¹⁷ McLaughlin, *op cit* p 2

¹⁸ *Ibid*, p.110

¹⁹ Wikipedia, the free encyclopedia, “Adjective”, <http://www.google.com>, accessed January 26th, 2010, 3:40 PM

2. Numeral Adjective

Numeral Adjectives are subdivided into (a) Definite and (b) Indefinite

- a. Definite Numeral Adjectives denote some exact number. Those which show how many things there are called Cardinals; Those which show in what order things stand are called Ordinals.

Cardinals : one, two three, etc.

Ordinals : first, second, third, etc.

- b. Indefinite Numeral Adjectives do not denote any exact number.

Examples :

All men are mortal.

Some men died young

No men were present.

Many men are poor.

Few men are rich.

More men came today than yesterday.

Most men must work for their living.

Several men came.

Sunday men went away.

3. Quantitative Adjective

An expression of quantity may predicate a noun. Some expressions of quantity are used only with uncountable nouns; some with either countable or countable or uncountable nouns. According to Rudy

Hariyono in her book complete English grammar, *quantitative adjective is adjective explains quantity whatever noun, or adjective explains how many other noun meaning*".

Example:

- Many is used countable nouns. Many can be used with negative verbs and interrogative verbs.

There aren't many girls

Have they many cars?

Do they have many cars?

- Much

Much is used before uncountable nouns and usually can be used with negative sentence and interrogative sentence. Much is particularly objectionable in affirmative statements. Example:

She doesn't drink much coffee

How much rice is there on the table?

- A lot of

A lot of for to all of noun and used to positive sentence a lot of is more usual. In the news sentence, a lot of that is mean or much can be used to express many or much, it can be countable and uncountable nouns.

Example;

I have a lot of money

There are a lot of papers on the table

– Few

Few is opposite of many, few means not many, at same a little, express negative thing few can be used in front of plural countable noun..

Example: there are few student in the classroom

She has few apples in refrigenerator

– A few

A few is a small number, or what the speaker considers a small number, express positive thing and used to plural noun.

Example: I wish you stay here for a few days.

She has a few apples in refrigenerator

– Little

Little is the synonym of not much, express negative thing, can be used in front of singular, uncountable nouns.

Example: give me little water, please!

I have little time to do it

– A little

A little is small amount, or what the speaker considers a small amount, opposite of no, and can be used in front of singular uncountable noun.

Example: She has a little money

I have a little orange juice

– Some

Some is often used with indefinite plural countable nouns and indefinite uncountable. in general we use some in positive sentences.

Example: I have some money

There are some pens on the table

– Any

The rough and ready rule of any in negatives and questions make a useful preliminary exercise. Any is natural in all doubtful statements and usually found with scarcely, hardly, barely, etc, and clauses of doubt condition, etc.

Example: she doesn't have any time to talk with you

Does your brother have any interesting books?

– No

No is not or not any

Example: there were not any children in the yard

There were not any students in the school

– All

All used to all types of noun.

Example: you must take all the books for your children

All my paper is white

– Enough

Enough is used for countable and uncountable nouns.

Example: I don't have enough money to buy that house.

I don't have enough money to buy that house

4. Demonstrative Adjective

Demonstrative Adjective is limited to noun on people or thing that is shown by this adjective. According to Rudy Hariyano Demonstrative Adjective is "*adjective functions to mention thing, animal or person to mention*".²⁰

In English, demonstrative adjective take the form of :

a. Definite demonstrative adjective

Definite demonstrative adjective used to explain the detail of noun, there are :

1) The

Example: the book is red

The house is big

2) This

Example: this car is yours

This house is yours

3) These

Example: these houses are very expensive

These cars are very big

²⁰ Rudy hariyono,op.cit,p.50

4) That

Example: that man is my father

That girl is my mother

5) Those

Example: those women are our teachers

Those men are our uncles

6) The other

Example: That man is my father and the other man is my uncle

That man is my brother and the other man is my friend

7) Such

Example: such man isn't fit to be a teacher.

Such man isn't fit to be a police

8) The same

Example: she told him to come here quickly, and I gave him the
come answer.

Tina told me went here slowly, and she gave him the
went answer.

b. Indefinite demonstrative adjective

Indefinite demonstrative adjective used to explain of the noun not
clear, there are:

1) A /An

Example: I will buy a new motorcycle next moth.

This is an umbrella.

2) Another

Example: another man will come here.

I have read another book

3) Any other

Example: I haven't seen any other men before.

Any other man could do that.

4) Other

Example: she has read other books.

I have read other books

5. Proper Adjective

Proper adjective is used to apply the proper noun, and usually begin with capital. Example:

- An Indonesian product
- The Indonesian flag
- The American language
- The Indian empire
- The Javanese tradition

6. Interrogative Adjective

Interrogative adjective is adjective function as interrogative .actually interrogative adjective used to ask about noun, and generally always included of thing. According to Rudy Hariyono interrogative adjective is “*adjective to function is the question*”. *Function asks*

*actually about the noun. This noun generally following by noun to question.*²¹

Example:

- What book is this?
- Which man do you mean?
- Whose car is that?

7. Possessive Adjective

Possessive adjective is in English refer to the possessor and not to the thing possessed. Every thing that a man or boy possesses is his thing; everything that a woman or girl possesses in her thing. Every thing is that an animal or thing posses is its thing. The possessive adjective is used before nouns to say who the possessor of the noun.²²

a. My

Example: this is my car.

b. Our

Example: Mr. Husnul is our teacher.

c. Your

Example: your baby tried loudly last night.

d. Their

Example: their teacher always comes on time.

e. His

Example: this is his telephone number.

²¹ *Ibid* p.53

²² Jake Allsop, *Cassell's students' English Grammar*, (Binarupa Aksara, 1990)p,96.

f. Her

Example: you can use her car.

g. Its

Example: this is my cat. It's tail very long.

8. Distributive adjective

Distributive adjective is limited in using noun that is shown people or thing that is shown by noun using one by one or in divided parts. Fuad Mas'ud says," distributive adjective is " kata sifat yang menunjukkan satu dari jumlah yang ada".²³

a. Each

Example; each student has to do that lesson.

b. Every

Example; he comes here every Sunday.

c. Either

Example; you can take either bag.

d. Neither

Example; you should take neither side.

C. Error in using Adjective

The errors that are usually made by students are;

1. Many and Much

a. Many

²³ Fuad Mas'ud, *op.cit*,p.96

False : my brother doesn't have much books.

True : my brother doesn't have many books.

b. Much

False : Is there many dust in the field?

True : Is there much dust in the field?

2. Few and a few

a. Few

False : although the question was easy, a few boys were able to answer it.

True : although the question was easy, few boys were able to answer it.

b. A few

False : although the question was easy, few boys were able to answer it.

True: although the question was easy, a few boys were able to answer it.

3. Little and a little

a. Little

False : he slept a little and felt no better.

True : he slept little and felt no better.

b. A little

False : he slept little and felt better.

True : he slept a little and felt better.

4. Each

False : every one the two boys was wrong.

True : each one of the two boys was wrong.

5. Every

False : she read each book of the library.

True : she read every book of the library.

6. His and her

a. His

False : John visits her aunt Sunday.

True : John visits his aunt every Sunday.

b. Her

False ; Ann visits his uncle every Sunday.

True : Ann visits her uncle every Sunday.

7. Some and any

a. Some

False : I have any lessons to prepare.

True : I have some lessons to prepare.

b. Any

False : I haven't some lessons to prepare.

True : I haven't any lessons to prepare.

8. fewer and less

a. Fewer

False : he has less books than I have

True : he has fewer books than I have

b. Less

False : he has fewer money than I have.

True : he has less money than I have.

9. one and a/an

a. A/an

False : he found one ring in the street

True : he found a ring in the street

b. One

False : he gave me a book instead of two

True : he gave me one book instead of two

10. False : She has **long hair and brown.**

True : She *has long and brown hair*

11. False : She has **long straight hair and black**

True : She *has long straight and black hair*

12. False : She is **old man nice**

True : She is *nice old man*

D. Adjective in Indonesian and English

The most widely recognized adjectives in English are words such as big, old, and tired, etc. Those actually describe people, place, or things. The most adjectives in ²⁴English come immediately before noun, for example:

²⁴ Wikipedia, the free encyclopedia, "Adjective in Indonesia" <http://www.google.com>, accessed January 26th, 2010, 3:40 PM

- A big house
- An old man

In some languages, participles are used as adjectives; let's see on the example below:

- Lingering headache
- Broken toys²⁵

Lingering and broken are participles where the lingering is as present participle and the broken is as past participle or it can be said as V₃.

The focus of the case study is on specific instances of L1 interference on L2 in the descriptive adjective and proper adjective of the second language learner's writing.

1. Descriptive adjective

An attributive adjective is part of the noun phrase, where it modifies the noun, for example; the big book, the attributive adjective is big modifies the noun book. The attributive adjectives commonly precede their noun.

Another point we should mention about adjective order is that attributive adjectives are sometimes conjoined with *and* when there are two adjectives from the same category that both partially modify the same noun, pay attention with these examples;

- A green and brown carpet
- An orange and white marble

²⁵Wikipedia, the free encyclopedia, "Grammar", <http://www.google.com>, accessed January 26th, 2010, 3: 50

If there is more one adjective, the order is usually as we can see on the table below.

Table 2.1. Order of Adjectives

Limiting Adj.	Adjective					Origin	Noun
	Quality	Size	Age	shape	color		
A	beautiful						House
An			Old	round	Blue		Building
The		small			yellow	Arabic	book

For example:

- A beautiful blue house
- An old round building

In Indonesia, most of attributive adjectives come after the noun, for example;

- Buku merah
- Baju putih

If there is more than one adjective, “yang” and “dan” are used, for example;

- Baju putih yang panjang dan bersih
- Mobil tua yang murah dan menarik

2. proper adjective

A proper adjective is an adjective is used to explain proper noun.

The adjective generally takes an initial capital letter. Most proper adjectives are derived from proper nouns, for example;

- Japanese is derived from the proper noun Japan.
- Indonesian is derived from the proper noun Indonesia.

Sometimes, a word is written as a proper adjective to designate an ethnic group with a shared culture, heritage, or ancestry. This usage asserts the existence of a unified group with common goals²⁶. It is like the attributive adjective in English, the ordering of proper adjective come before noun for example;

- The Javanese tradition
- Indonesian product
- American language

In Indonesia, most of proper adjectives come after the noun, for example;

- Tradisi Jawa
- Produksi Indonesia
- Bahasa Amerika

As a result, for the students who lack of foreign language knowledge they assume that for every words in Indonesian has an equivalent in English. As a result they think in Indonesian when they write in English.

E. The Related Research

Mark Wolfersberger says Writing in a second language (L2) is a challenging and complex process. While the first language (L1) writing process includes producing content, drafting ideas, revising writing, choosing appropriate

²⁶Wikipedia, the free encyclopedia, "Proper_Adjective", <http://www.google.com>, accessed January 26th, 2010, 3:40 PM

vocabulary, and editing text, writing in an L2 involves all of these elements jumbled with second language processing issues. In the case of lower L2 proficiency writers, these L2 issues can overwhelm the writing process, even to the point of a complete breakdown of the process

Although many L2 writers use their L1 in some way while writing in the L2, the amount of L1 used during L2 writing is not the same for all L2 writers. In general, proficient L2 learners do not depend heavily on the L1 to drive the writing process because they have a sufficient level of L2 knowledge to think and plan in the L2. However, lower L2 proficiency writers rely more heavily on their L1 during the writing process in order to sustain the process and prevent a complete breakdown in language

There are two distinct strategies that helped sustain the writing process of their lower L2 proficiency subjects. One they termed "keeping the standard" and the other "lowering the stan

ard." *Keeping the standard* strategies were used in L2 writing in order to maintain the level of writing achieved in the L1. These were strategies such as taking more time, revising extensively, and seeking assistance. *Lowering the standard* strategies was used in order to complete the writing task within a reasonable amount of time and without excessive mental effort. These were strategies such as reducing information, simplifying syntax, substituting lexical items, and ignoring reader concerns.

Several studies have looked at the effect of composing in the L1 and then translating into the L2. These studies have found that the lower L2 proficiency

writers benefited from composing in the L1 and then translating into the L2, a result that highlights the importance of using L1 composing strategies for lower L2 proficiency writers.

Some understanding of how lower proficiency writers cope with the demands of writing in an L2, our picture is still incomplete. One area in which we still have little understanding is the degree to which L2 writers transfer their L1 composing process and strategies to their L2 writing. While it is given that L2 writing poses challenges that are unique from L1 writing and thus require unique strategies to deal with, it is reasonable to assume that parts of the composing process are similar or even the same in the L1 and the L2.²⁷

²⁷Mark Wolfersberger, "L1 to L2 Writing Process and Strategy Transfer: A Look at Lower Proficiency Writer", *http://www.yahoo.com*, accessed February 25th, 2010, 3:55 PM

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research is aimed at describing the errors of Indonesian adjectives to English writing and also it has a descriptive purpose. The result of the analysis is used to make judgment about the error of Indonesian to English writing task with particular attention to the adjective.

B. Population and Sample of the Research

1. Population

The populations of the research are 130 students of eleventh graders at MAN 1 Banjarmasin that consist 46 students of Natural Science Program (IPA¹), 43 students of Natural Science Program (IPA²), 41 students of Natural Science Program (IPA³). For more clearly, see on the table below:

Table 3.1. The Number of Population

No	Class	Sex		Total
		Male	Female	
1	XI IPA ¹	16	30	46
2	XI IPA ²	18	25	43
3	XI IPA ³	15	26	41
Total		44	76	130

2. Sample

Considering of the heterogenic population, the writer took 30 students (25%) as sample, for the purpose of getting a valid data of this research, in this case the writer used *Proportional Stratified Sampling*. It can be seen below:

Table 3.2. The Number of Sample

No	Class	Sex		Total
		Male	Female	
1	XI IPA ¹	5	5	10
2	XI IPA ²	5	5	10
3	XI IPA ³	5	5	10
Total		15	15	30

C. Data, Source of Data and Technique of Data Collecting.

1. Data.

The data that are investigated in this research are the primary and the secondary data.

a. The primary data.

1) The data about students' error in using five types of English adjective which contains:

- a) The errors in using Proper Adjective (kata sifat nama diri)
- b) The errors in using Descriptive Adjective (kata sifat deskriptif)
- c) The errors in using Quantitative Adjective (kata sifat kuantitatif)

- d) The errors in using Numeral Adjective (kata sifat numeral)
 - e) The errors in using Demonstrative Adjective (kata sifat penunjuk)
- b. The secondary data consists of:
- 1) Brief history of MAN 1 Banjarmasin.
 - 2) Description about teacher, students and classes as well as staff administration condition.
 - 3) School facilities.

2. Source of Data.

The data above is taken out from the sources as follow:

- a. Respondents: all students of the eleventh graders of MAN 1 Banjarmasin.
- b. Informants: English teacher, headmaster and administration staff of MAN 1 Banjarmasin.
- c. Document: all written report and important document.

3. Technique of Data Collecting.

There are some techniques that are applied in this research, they are

- a. Test (achievement test)

The way the writer uses to get the data is by giving the students written test in arranging the adjective in sentence, the test is conducted in class session with limited time.

b. Observation

This is a technique on which the writer directly comes to observe the facilities of MAN 1 Banjarmasin. This is also used to observe and see the object of research directly by observing the teaching process in class.

c. Documentary

This technique is aimed at looking for all written reports or documents that perhaps any detail records of primary and secondary data

d. Interview

In this way the writer hold a number of interviews with some related person, like the English teachers, head master and administration staff of MAN 1 Banjarmasin.

e. Questionnaire

This technique is conducted to collect data from a group of people whom taken out as sample. For this research the students fill the questionnaire form.

Table 3.3. Data, Sources of Data and Techniques of Data Collecting

NO	DATA	SOURCE OF DATA	TECHNIQUE OF DATA COLLECTION
1	The primary data. A. .The data about students' errors in using five types of English adjective which contains : 1) The errors in using Proper Adjective (kata	Students	Writing test

	sifat nama diri).		
	2) The errors in using Descriptive Adjective (kata sifat deskriptif).	Students	Writing test
	3) The errors in using Quantitative Adjective (kata sifat kuantitatif).	Students	Writing test
	4) The errors in using Numeral Adjective (kata sifat numeral).	Students	Writing test
	5) The errors in using Demonstrative Adjective (kata sifat penunjuk).	Students	Writing test
2	The secondary data		
	a. Brief history of MAN 1 Banjarmasin.	Teacher Headmaster	Interview Interview
	b. Description about teacher, students and classes as well as staff administration condition.	Teacher The head master Administration staff and headmaster	Interview Interview and documentary Interview and documentary
	c. School facilities.	The headmaster and Administration staff	Interview and observation

D. Basic Frame Work of the Research

There are two variables will be collected in this study, they are the data about the errors of Indonesian adjective to English writing of the eleventh grade students at MAN 1 Banjarmasin as dependent variable which is symbolized “Y” and some errors that may be occur in their writing as independent variable which is symbolized “X”.

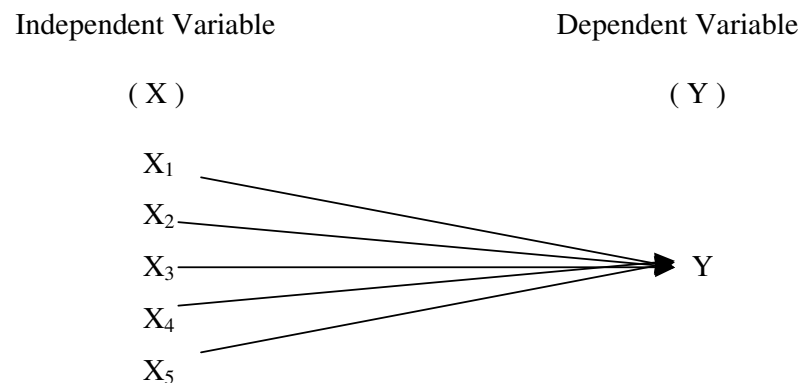
The data of adjective errors are analyzed based on the types of adjective.

Those are:

1. Proper Adjective (kata sifat nama diri)
2. Descriptive Adjective (kata sifat deskriptif)
3. Quantitative Adjective (kata sifat kuantitatif)
4. Numeral Adjective (kata sifat numeral)
5. Demonstrative Adjective (kata sifat penunjuk)

The identification of adjective is done to investigate the errors of Indonesia adjective to English writing. As described, in the following picture.

We can see the scheme of variable clearly:



Note:

Y : The errors of Indonesian adjective to English writing of the eleventh grade students at MAN 1 Banjarmasin academic year 2008/2009.

X : Some adjective errors that may be occur in their writing.

X_1 : Proper Adjective (kata sifat nama diri)

X_2 : Descriptive Adjective (kata sifat deskriptif)

X_3 : Quantitative Adjective (kata sifat kuantitatif)

X_4 : Numeral Adjective (kata sifat numeral)

X_5 : Demonstrative Adjective (kata sifat penunjuk)

E. Design of Measurement.

Design of measurement is made to know the degree of the students' errors in using some English adjectives. The measurement design that will be used in this research based on:

The students' errors in using five types of English adjective which contains:

1. The errors in using Proper Adjective (kata sifat nama diri)
2. The errors in using Descriptive Adjective (kata sifat deskriptif)
3. The errors in using Quantitative Adjective (kata sifat kuantitatif)
4. The errors in using Numeral Adjective (kata sifat numeral)
5. The errors in using Demonstrative Adjective (kata sifat penunjuk)

The measurement is taken by giving 5 writing tests in arranging the adjective for every types of adjective. So, the numbers of the test are 60. The score for correct answer per item is 1 and 4. So, the maximum expected score (MES) for the test is 100

The writer then interprets the data by counting the scores that are obtained by the students.

The categories are:

- 81 % - 100 % = the highest errors.
- 61 % - 80 % = high errors.
- 41 % - 60 % = average errors.
- 21 % - 40 % = low errors.
- 0 % - 20 % = the lowest errors.

This is identified from the observation.

F. Technique of Data Processing and analysis.

1. Data processing.

Data processing is divided into four phases as follow:

a) Editing

This technique is used in the purpose of reexamining all the collected data to make certain whether they have already completed or not.

b) Coding

The writer makes certain codes on all collected data to classify them into each certain category.

c) Frequency computing

After each data are coded and classify properly, then each answer given by respondents as computed and presented in the tables of frequency.

d) Tabulating

The writer tabulates all the collected data based on the frequency computing of each certain answer by using the following formula:

$$\frac{F}{N} \times 100 = P$$

P : Percentage.

F : The total of respondents.

N : The number of respondent.

e) Interpreting

Then, the determining of percentage is interpreted as below:

0 % - 20 % = the lower category

21 % - 40 % = the good category

41 % - 60 % = middle category

61 % - 80 % = high category

81 % - 100 % = the highest category

2. Data analysis.

All the collected and processed data are then analyzed descriptively and qualitatively. The conclusion is taken by inductive way that is to synthesize the facts into general conclusion.

G. Research procedure.

Some steps that are passed through in this research are as follows:

1. *Preliminary step*

- a. To hold a prior observation in the research object.
- b. To discuss the result of the previous observation with the writer's academic advisor.
- c. To make a research design proposal to be submitted to the Tarbiyah Thesis Bureau to have approval.

2. *Preparatory step*

- a. To hold a seminar on the research design proposal.
- b. To ask Dean of Tarbiyah Faculty for written mandate to conduct the research.

- c. To make the instruments of data collecting.

3. *Research step*

- a. To meet all respondents and informants who are needed to obtain the data.
- b. To collect all the needed data from the sources by using some techniques of data collecting.
- c. To process the data in the procedural way, then to analyze them properly. To analyze the data, the researcher uses the following procedures:
 - 1) Identifying the student's errors in adjective.
 - 2) Classifying the students' errors in adjective into type of adjective.
 - 3) Calculating the students' errors in adjective.
 - 4) Determining the students' errors as a result of interference of Indonesia adjective.

4. *Organization step*

- a. To arrange and to write the collected data in the first draft.
- b. To consult it with the writer's advisor and his assistant to get some comments and contributions.
- c. To write the final draft after having approved by the advisor.
- d. To be examined before the Team of Thesis Examiners of Tarbiyah Faculty.

CHAPTER IV

REPORT OF RESEARCH RESULT

A. Brief History of MAN 1 Banjarmasin

MAN 1 Banjarmasin, which is located at Jl. Kampung melayu darat No. 12. District of Banjarmasin Tengah, in the City of Banjarmasin. MAN 1 Banjarmasin was built on March 25th 1990 and it is under the management of department of Religious Affairs since it was built, it has been led by headmasters, and now days, the headmaster at MAN 1 Banjarmasin is Drs. Bahkruddin noor.

The headmasters who have headed this school can be seen in this table:

Table 4.1. Headmeaster at MAN 1 Banjarmasin

No	Name	The year
1.	H. Asmuri CH	1990– 1995
2.	Drs. H.M. Haberi	1995 – 2000
3.	Drs. Abdul Fattah	2002 – 2003
4	Drs. Najwan Noor	2003 – 2005
5.	Drs. Bahruddin noor	2005-now

There are two programs, which are developed at MAN 1 Banjarmasin, they are:

- a Natural Science Program (IPA), which consist of six classes.
- b Social Science Program (IPS), which consist of six classes.

Teaching learning at MAN 1 Banjarmasin goes on a follows:

- a Monday – Thursday, from 07.30 am – 02.00 pm.

- b Friday – from 07.30 am – 11.30 am.
- c Saturday – from 07.30 am – 02.00 pm.

Meanwhile, there are extracurricular activities, which are done at MAN

1 Banjarmasin as follows:

- a Speech, Monday 01.30 pm.
- b Calligraphy, Monday 01.30 pm.
- c Islamic Classic Book, Monday 01.30 pm.
- d Basketball , Tuesday and Friday 04.00 pm.
- e Scout, Friday 03.00 pm
- f Cooking, Friday 11.00 am.

B. Condition of Teachers, Administration Staffs and the Students at MAN 3 Banjarmasin.

1. The Teachers

MAN 1 Banjarmasin has 26 permanent teachers and 11 non permanent teachers from different educational background. Almost all of them are graduated from University. The following table will describe about the teachers at MAN 1 Banjarmasin.

Table 4.2. The Permanent Teacher at MAN 1 Banjarmasin in 2009

No	Name	Latest Education	Position	Subject
1.	Drs. Bahkrudin noor	S1/Tarbiyah	Headmaster	Islamic Moral
2.	Abdul Hadi, S.Pd.	S1/FKIP/MIPA	Vice of Headmaster	Technology, information & communication
3.	Drs. Ahmad Baihaqi	S1/FKIP/MIPA	Vice of Headmaster	Mathematics

No	Name	Latest Education	Position	Subject
4.	Drs. M. Yani	S1/FKIP/MIPA	Vice of Headmaster	Mathematics
5.	Drs. H. Fadelian Hafizi	S1/Tarbiyah	Teacher	Islamic Law
6.	H. Gt. Imanuddin, S. Pd. I	S1/Tarbiyah	Teacher	Arabic
7.	Dra.Hj. Eka Rini PA	S1/FKIP/MIPA	Teacher	Biology
8.	Drs. H. Arfuddin	S1/FKIP/BP	Teacher	Counseling and Guidance
9.	Dra. Lailati	S1/Ushuluddin	Teacher	Qur'an Hadits
10.	Lailatul Isnaniyah, S. Ag	S1/Tarbiyah	Teacher	Indonesia
11.	Drs. Iriansyah	S1/FKIP	Teacher	English
12.	Khairi, S. Pd	S1/FKIP/MIPA	Teacher	Chemistry
13.	Hj. Normaliana, S. Pd	S1/FKIP/MIPA	Teacher	Chemistry
14.	Wisdina K, S. Pd	S1/FKIP/MIPA	Teacher	Mathematics
15.	Rahim Miftahudin, S. Pd	S1/FKIP/MIPA	Teacher	Mathematics
16.	Drs. Toto Sunarto	S1/FKIP	Teacher	Economics
17.	Khairiah, S. Ag	S1/Tarbiyah	teacher	Qur'an Hadist/ Fiqh
18.	Djusnie, S. Pd	S1/FKIP	teacher	English
19.	Maseran, S. Pd.I	S1/Tarbiyah	teacher	Akidah Akhlaq
20.	Rustamiah, S. Pd	S1/FKIP	teacher	Biology
21.	Chairunnisa, M. Pd	S2/FKIP	teacher	Anthropology/ History
22.	Nina, M. Pd	S2/FKIP	teacher	Indonesia
23.	Abdul Haris S. Pd	S1/FKIP	teacher	English
24.	Rahmi Budiarti, S. Pd	S1/FKIP	teacher	Indonesia
25.	Hamdani, S. Pd	S1/FKIP	teacher	Physics/ Economics
26.	Nandar prasetyo, S. Pd	S1/FKIP	teacher	Geography/ History
27.	Chairudinur, S. Pd	S1/FKIP	teacher	Sociology/ physics

Besides permanent teachers, there are also part time teachers as seen in the following table:

Table 4.3. The Non Permanent Teachers at MAN 1 Banjarmasin in 2009

No	Name	Subject	Latest Education
1.	Abdul Rasyid, S. Pd	Economics	S1/FKIP
2.	Sakinah, S. Pd	Economics	S1/FKIP
3.	M. Rafi'i	Art	S1/FKIP
4.	Khairul Anami, S. Ag	Arabic	S1/Tarbiyah
5.	M. Hatta, S. Sos	Sociology	S1/FKIP
6.	Taufiqinnor, S. Ag	Arabic/ Islamic	S1/Tarbiyah
7.	Dina hartanti, S. Pd	History	S1/FKIP
8.	Adriani	Biology	SGO
9.	Lisna Yarti, S. Pd	Sport	S1/FKIP
10.	Husnah	History	S1/FKIP
		Computer Instructor	D3/poliban

Seeing the list of the teachers who teach at MAN 1 Banjarmasin, most of them graduated from FKIP and some of them graduated from IAIN Tarbiyah Faculty and one of them from IAIN Ushuluddin faculty. The total of the permanent teachers from FKIP are 21 persons and the total of permanent teachers from IAIN are 6 persons. In addition, the total of the non-permanent teachers are 10 persons.

2. Administration Staff

MAN 1 Banjarmasin has 7 administration staff, which consists of a head of administration management and 6 official employees with the different duty. To know about the administration staffs and employees condition at MAN 1 Banjarmasin, it can be seen in the following table:

Table 4.4. The Administration Staffs at MAN 1 Banjarmasin in 2009

No	Name	Position
1.	Drs. Usamah	Management of Administration
2.	Rohana Elsa	Official Employee
3.	Mahfudjiah	Official Employee
No	Name	Position
4.	Kursiah, S. Sos	Official Employee
5.	Noor Ainah	Official Employee
6.	Husnah	Official Employee
7.	Wahyudin	Official Employee

Beside that, MAN 1 Banjarmasin also has other employees, we can see in the table below:

Table 4.5. The others Employees at MAN 1 Banjarmasin

No	Name	Position
1	Zainal Abidin	Security
2	M. Yusuf	Security
3	Syahrudin	Security
4	Rina Irawati	Laboratory Guard
5	Hamim	Library Guard

3. Students

In the academic year 2009/2010, the total number of students that is administratively registered at MAN 1 Banjarmasin is 499 persons. They are 171 students from tenth class, 175 students from eleventh class, and 153 from twelfth class. To make clear, the data can be seen in the following table:

Table 4.6. The Students at MAN 1 Banjarmasin

No	Class	Sex		Amount
		Male	Female	
1.	Tenth (X)	78	93	171
2.	Eleventh (XI)	70	105	175
3.	Twelfth (XII)	61	92	153
		209	290	499

4. The Data of Facilities at MAN 1 Banjarmasin

Based on the writer observation, MAN 1 Banjarmasin has many facilities. So, they are adequately to run the teaching learning process. There are some buildings of the school such as classroom, office, library and language laboratory. To know more about the data, it can be seen in the table below:

Table 4.7. The Data of Facilities at MAN 1 Banjarmasin

No	Facilities	Amount
1.	Headmaster's Room	1
2.	Vice of Headmaster's Room	1
3.	Management of Administration's Room	1
4.	Teacher's room	1
5.	Classroom	15
6.	Counseling Guidance's Room	1
7.	Health School Resort Room	1
8.	Library	1
9.	Laboratory	1
10.	Computer Room	1
11.	Students Organization Room	1
12.	Toilet for Students	6
13.	Toilet for Teachers	3
14.	Security Post	1
15.	Mosque	1
16.	Canteen	1
17.	Parking Area	1
18.	Sport Ground	1
19.	Cooperative Store	1

C. Data Presentation.

To present the data, the writer uses tables that are completed by explanation.

Table 4.8. The Data of the Students' Errors made by the Eleventh Grade students of MAN 1 Banjarmasin in writing Adjective Academic year 2009/2010

Students	Types of errors					Total errors
	Quantitative Adjective	Proper Adjective	Descriptive Adjective	Demonstrative Adjective	Numeral Adjective	
1	5	2	-	-	1	60
2	-	1	-	-	-	5
3	3	-	-	-	1	50
4	2	-	-	1	2	55
5	-	-	-	2	-	10
6	6	-	1	-	-	73
7	4	2	3	-	-	82
8	3	1	2	-	-	73
9	-	-	-	-	2	15
10	8	3	-	-	-	75
11	2	-	-	3	-	50
12	4	-	-	1	-	50
13	-	-	-	1	-	5
14	-	-	-	-	-	-
15	-	2	-	-	1	18
16	4	1	-	-	-	50
17	2	-	-	-	-	10
18	1	1	-	-	2	20
19	1	1	-	-	1	28
20	2	1	-	1	1	55
21	1	-	-	-	-	5
22	-	-	-	6	-	60
23	-	-	-	5	-	50
24	-	-	-	4	1	50
25	-	1	-	3	2	65
26	-	-	-	2	1	30
27	6	1	-	-	-	75
28	7	1	-	-	-	80
29	9	-	-	-	-	82
30	6	-	-	7	-	90
Total	76	18	6	36	15	1371/30= 45.7

Based on the table above, it is identified that the highest error of the test result is 90 and the lowest one is 5. The accumulative errors are 1371. Mean of the error is 1371 divided by 30, that is 45,7. While the highest number of error of

adjective test which is divided into five tests, they are Quantitative Adjective, Proper Adjective, Descriptive Adjective, Demonstrative Adjective, Numeral Adjective tests. Thus, the highest number of error of Quantitative Adjective is 9 and the lowest one is 1 and the total number of errors is 76. Furthermore, the highest number of error of proper Adjective is 3 and the lowest one is 1 and the total number of errors is 18. And then, the highest number of error of Descriptive Adjective test is 1, and the lowest one is 1 and the total number of errors is 6. Then, the highest number of error of Demonstrative adjective is 7 and the total lowest one is 1 The highest number of error of Number Adjective is 2 and the total lowest one is 1 and the total number of errors is 15.

The table below explains the categories of the total errors and its distribution.

Table 4.9. Errors made by the Eleventh Grade students of MAN 1 Banjarmasin in writing Adjective Academic year 2009/2010

No	Category	Error	Frequency	Percentage
1	The highest errors	80 - 100	4	13,3
2	High errors	60 - < 80	7	23,3
3	Average errors	40 - < 60	8	26,6
4	Low errors	20 - < 40	5	16,7
5	The lowest errors	0 - < 20	6	20
Total			30	100

From the table above, it can be seen that 4 students (13,3%) is in the highest errors, 7 students (23,3%) are in high errors, 8 students (26,6%) are in average errors, 5 students (16,7%) are in low errors, and 6 students (20%) are in the lowest errors.

The data shows that the degree of Errors made by the Eleventh Grade students of Man 1 Banjarmasin in writing Adjective is mostly in low errors category, it can be seen that there are students (20%) in this category.

D. Data Analysis

After presenting the data, the writer analyzes the obtained data to give some consideration on the research. The analysis of the Errors made by the Eleventh Grade in writing Adjective was performed based on the writing test of each student. Some errors identified the errors of Indonesian adjective to English writing.

1. The students' Errors made by the Eleventh Grade students of Man 1 Banjarmasin in writing Adjective.

From the data that is presented before, it shows that student (2,5%) includes in the highest errors, because as a result of test that the student does not like English, does not know demonstrative adjective, descriptive adjective, quantitative adjective, number adjective and proper adjective in English, and also the student does not know similarities and differences of English and Indonesian adjectives. Of course, the student gets the highest errors category in the interference of Indonesian adjectives in English writing. 6 students (15%) are in high errors category, because most of students are in less like of English lesson, but they know part of demonstrative adjective, descriptive adjective, quantitative adjective, number adjective and less know of proper adjective in English. Furthermore, they also do not know part of similarities of English and Indonesian adjective, but they are less know of differences of English and Indonesian

adjective. 11 students (27,5%) are in average errors because mostly students like English, and they know part of demonstrative adjective, descriptive adjective, quantitative adjective, number adjective and proper adjective in English. But on the other hand, they less known of similarities and differences of English and Indonesian Adjectives. 8 students (45%) are in low errors; because they like English and also they know part of attributive and proper adjective in English. Have a hand in, they know part of similarities and differences of English and Indonesian adjective. 4 students (10%) are in the lowest errors; because the students like and like English very much and they know of attributive and proper adjective in English and also they know part of similarities and differences of English and Indonesian adjectives.

From the description above, it will be more interesting, if we retell about some causes of interference, they are;

- a. The structures of both languages are not the same.
- b. Consciously, many students have not learned or have forgotten the L2 structure.
- c. Unconsciously, they may not consider that there is structure difference between the two.
- d. Negative attitude toward the target language
- e. The learners are less familiar and less confidents with structural elements of new language.

Based on the data above, the writer concludes that the degree of students' the errors made in writing adjectives in the eleventh graders' English writing (a

case study at MAN 1 Banjarmasin) is in low errors category, it can be seen that there are 6 students (20%) in this category.

CHAPTER V

CLOSURE

A. Conclusion

The purpose of this research is to know the errors made by the Eleventh grade students of MAN 1 Banjarmasin in writing Adjective. Besides, it is also to know what kinds of error that may happen in students writing.

Based on the research and data analysis about the errors made by the Eleventh grade students of Man 1 Banjarmasin in writing Adjective, some conclusions must be paid attention as follows.

1. The Errors made by the eleventh grade students of Man 1 Banjarmasin in writing Adjective is in low category.
2. There are 30 students who were involved in this research and made errors in c test of demonstrative adjective, descriptive adjective, quantitative adjective, number adjective and proper adjective in English and translation of adjective.
3. Although the students of Islamic senior high school MAN 1 Banjarmasin academic Year 2009/2010 have got knowledge of English sentence structure, but some of them have difficulty to put it into practice. When writing some translation adjective this research.

B. Suggestion

Considering the result of this research, the researcher suggests;

1. In teaching and learning process the teacher should work up his students' ability especially in their writing process In order to avoid the errors made in writing adjectives.
2. It is suggested to the students to improve their English to avoid the structure.
3. For educational institution, it is suggested to evaluate and improve the material for writing by adding various kinds of writing activity, which is appropriate to the learners need.

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