

## CHAPTER I

### INTRODUCTION

#### A. Rationale

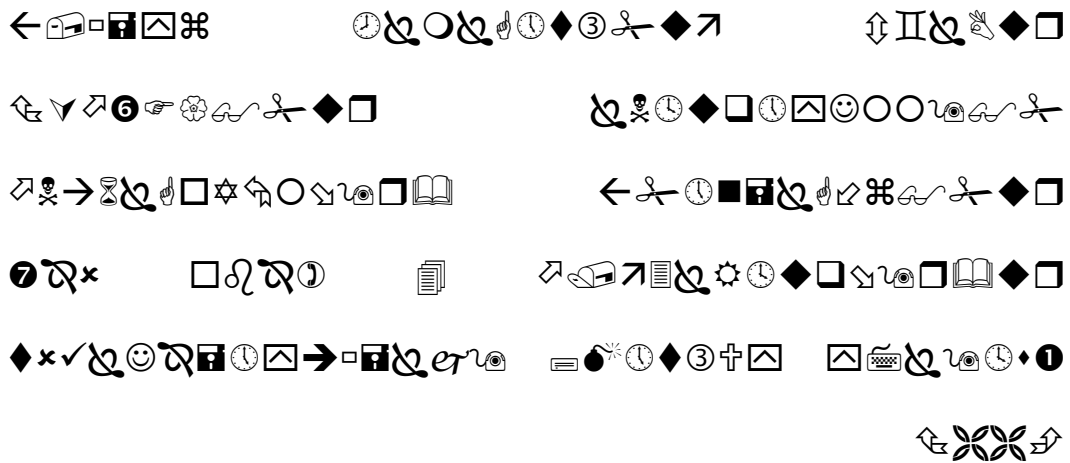
As social creatures, we need to be able to communicate with others by using language as our communication media. Language is a way to communicate ideas comprehensibly from one person to another in such a way that the other will be able to act exactly that can be used to convey the thoughts, ideas, or instructions<sup>1</sup>. Language is the exchange or transfer of meaning. Language is a tool of communication by human to exchange ideas, facts, and even emotions. Beside that, language is a source of knowledge and source of enjoyment and the most fascinating and essential tool possessed by humans.<sup>2</sup>

Every person in the world has a language-mother tongue. In every city, town, or village of the world people are always talking to one another. They very often express the same ideas, but they all use their own language. Each person will use different sounds and words because each language has its own sound system and its own vocabulary. All of the differences are the sign of the greatness of Allah. It is written in the holy Quran, Ar-Ruum Sura, verse 22:

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<sup>1</sup>Marius van Tubbergh, <http://www.Signgenius.com/sign-language/definition-of-language.html>. Retrived 1 April 2011

<sup>2</sup>Luis Carrillo, Andrea M. Fuchs, Patricia Menard, Mary Root Taucher: *Invitation to Language* (United States of America, Glencoe/Mc Graw-Hill, 1998) p. 3



In that sura, our God has created the different human in this world, and every human have different language, color, culture, and the other things. All of the differences of human being are the sign to people that known.

Human use the language as a system of communication by using sounds, symbols, or words in expressing meaning, idea, thought or feeling. By using language, we able to make the relationship with the other people in many sectors, like education, economy, politics, etc, and all of them can be better if it is done by using a good communication. When we know a language, we can speak and be understood by others who know language. This means we have the capacity to produce sounds that signify certain meanings and to understand the sounds produced by others.

Beside that, language can also be used as the tool for conducting a research. Research or study about language acquisition has learned by linguists. Research is a natural processes we all carry out from birth in dealing with the environment. It involves curiosity about some phenomenon and the posing of

testable questions about relationships among observed phenomena.<sup>3</sup> Research can mean any sort of “careful, systematic, patient study and investigation in some field of knowledge, undertaken to discover or establish facts and principles.”<sup>4</sup> A researcher can use the language because language is the result of natural process in our life and there are many phenomena of language can be learned.

There are many parts in language can be researched. We can research them in inter-disciplinary of second language acquisition research, such as linguistics, psycholinguistics and sociolinguistics. That is, it draws on wide number of perspective about the phenomena of second language as well as the research methodology associated with those different disciplines.

In this scientific writing, the writer will conduct a research in linguistics area, especially in grammar or structure. Grammar is important part in component of language. A grammar is a linguist’s description of a language, usually expressed in terms of ‘rules’. Most grammars are descriptions of linguistics structure and use – how words are put together in a particular language to make phrases and sentences. Grammars can be narrowly defined as dealing with word forms (morphology) and word order or sentence structure (syntax)<sup>5</sup>. Each language has its own distinctive structure. Structure can vary greatly from one

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<sup>3</sup>Henry Guntur Tarigan, *Prinsip-Prinsip Dasar Metode Riset Pelajaran Pembelajaran Bahasa* (Bandung: Angkasa, 1993) p. 3

<sup>4</sup>Jack R. Fraenkel, Norman E. Wallen, *How to Design and Evaluate Research in Education* (San Fransisco, McGraw-Hill Inc,1993) p. 7

<sup>5</sup>Graeme Kennedy, *Structure and Meaning in English*, (Great Britain, Graphicart Limited, 2003) p. 3

language to another. This is particularly true among languages that do not belong to the same family<sup>6</sup>. Each language has a different structure of language.

In English grammar, grammars can be defined more widely to include description of English sound, vocabulary, text types and text structures, as part of a 'description of English'<sup>7</sup>. Grammar is still considered as the most important thing in English lesson because we would not be able to understand or speak or read or write if we did not know the grammar of English. There are many lesson about English grammar, and parts of the English grammar lesson are adjective and adverb.

Adjective and adverb are both of parts of speech, and the others are verb, noun, pronoun, preposition, conjunction and interjection. Each of them has the function itself. Adjective has a function as a word that describes or gives information about a noun or pronoun, while adverb has a function as a word that adds to our information about verb; about an adjective; or about another adverb. In these adjective and adverb, the writer wants to conduct a research.

There are many previous research about adjective and about adverb. In this writing, the writer chooses the topic about the differences of adjective and adverb of manner. The writer is interested to conduct this research because this topic is rarely researched, and the writet argues that the use of adjective and adverb of manner in sentences sometimes still confusing for us to differentiate which one the sentence uses an adjective and which one the sentence uses an

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<sup>6</sup>*Op.cit.* Luis Carrillo, p. 21

<sup>7</sup>*Loc. cit.* Graeme Kennedy, p. 3

adverb. The knowing about this topic is important for students because it is the basic lesson for them. As we as know, most adverb of manner come from adjective which is added the suffix ‘-ly’ after the adjective, like rapid – rapidly, serious – seriously, etc. Adverb of manner have a meaning “way to do something”, its means that the use of adverb of manner is explaining the way of someone activity. In the holy Quran, there is also the term to state adverb of manner. It can be seen in the holy quran, An-Nahl sura, verse 125.



In that sura, the term “*bil hikmah wal mau'izhatil hasanah*” means that we have to do wisely if in giving advice, and it is can be applied by teacher in every teaching. The term “wisely” is a sample of adverb of manner from the adjective “wise”.

The adjective and adverb of manner lesson has taught in Junior High School. Because of that, the writer chooses MTs Kebun Bunga as location for this research and chooses the ninth grade students as a subject in this research.

Based on the problem above and the importance of adjective and adverb, especially in making a sentence, the researcher will write in a paper entitled: **The Ninth Grade Students’ Ability in Differentiating Adjective and Adverb of Manner (Study of MTs Kebun Bunga Banjarmasin)**”.

**B. Problem of the Research**

Concerning with the topic, the problem of the research can be formulated as: How is the ninth grade students' ability in differentiating adjective and adverb of manner?

**C. Reason for Choosing the Title**

There are some reasons for choosing this title, they are:

1. Grammar is essential part in learning English
2. Adjectives and adverbs are important thing in English and both of them are parts of speech.
3. The use of adjectives and adverbs in English lesson sometimes confuse, the students often have problem when they use them in the sentences.
4. As far as the writer knew, the students' ability in differentiating adjective and adverb of manner has never been previously investigated.

**D. Purpose of the Research**

Related to the statement of the problem above, the purpose of the research is: To better understand the ninth grade students' ability in differentiating adjective and adverb.

**E. Significance of the Research**

1. As an input for students to improve their ability in mastering adjective and adverb on English sentences.

2. As an information and input for the teacher, especially English teacher to develop English teaching and learning process.
3. As an additional knowledge for the writer.

## **F. Definition of Key Terms**

To make this research clear and to avoid misinterpretation at adopted title, the writer hereby explains some terms in regard of the title as follows:

### 1. Ability

Ability is the quality or state of being able; power to perform, whether physical, moral, intellectual, conventional, or legal; capacity; skill or competence in doing; sufficiency of strength, skill, resources, etc.; in the plural, faculty, talent.<sup>8</sup> Ability can also be defined as competence in activity or occupation because of one's skill, training or other qualification, talents, special skill or aptitudes, capability, proficiency, expertness, or dexferity<sup>9</sup>.

### 2. Differentiating

Differentiating comes from the verb differentiate + ing, which has the meaning show the difference between two or more things distinguish one thing from others.<sup>10</sup>

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<sup>8</sup>Asad Niazi, [http:// www.ardictionary.com/ability/293](http://www.ardictionary.com/ability/293). Retrived, 1 April 2011

<sup>9</sup> William Collins Sons, [http:// www.dictionarreference.com/browse/ability](http://www.dictionarreference.com/browse/ability). Retrived 1 April 2011

<sup>10</sup>Oxford University, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 2000) p. 120

### 3. Adjective

Adjective is a word which has a function as a word that describes or gives information about a noun or pronoun.<sup>11</sup>

### 4. Adverb of Manner

Adverb of Manner is one of the adverb parts, which has a function to answer the question how? or how well? Many adverb of manner are closely related to adjective by adding the suffix –ly at the end of the adjective.<sup>12</sup>

## **G. Organization of Writing**

To make the study easier, the writer makes organization of content that includes five chapters as follows:

The first chapter contains of introduction, which consist of rationale, statement of problem, reason for choosing the title, purpose of the research, significance of the research, definition of key terms and organization of writing.

The second chapter contains of theoretical review, which consists of definition of adjective, definition of adverb, and adjective and adverb have similar form.

The third chapter contains of method of research, which consists of subject and object of research, data and source of data, design of measurement,

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<sup>11</sup>David Dale House, *Spelling Grammar and Usage* – Webster's Reference Library (Scotland, Geddes & Grosset, 2002) p. 206

<sup>12</sup>Alice Maclin, *Reference Guide to English*, (Washington: CBS College Publishing, 2001) p. 32



technique of data collecting, technique of data precessing and analysis and research procedure.

The fourth chapter contains of report of research result, which consists of data presentation and data analysis.

The fifth chapter contains of closure, which consists of conclusion and suggestion.