

An Error Analysis in Using Adjective Order at English Education Study Program Students of IAIN Manado

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ABSTRACT This study aims to determine the proportion (frequency and percentage) of errors and dominant errors in the composition of adjectives. This study focused on the analysis of misordering errors based on the Surface Strategy Taxonomy by Dulay in the use of adjective order. The research methodology in this study was a quantitative descriptive method. The respondents of this study were 20 second semester students of the English Education Study Program at the Manado State Institute of Islamic Studies with the academic year 2021/2022. The researcher used a test as an instrument to collect data. The following test was in the form of; Rearrange Words and Multiple Choices. In the meantime, the data analysis procedure applied in this study was collecting a sample, identifying error based on the sequence of adjectives by Frank theory, describing the results, and evaluating the errors. The research findings show that students at second semester of English Education Study Program have errors to identify the appropriate order of adjectives in the sentence. In addition, researcher found that there were 520 frequencies of misordering errors with an error percentage of 50.0%. Rearrange words test have 272 frequency of errors (52.3%) and Multiple Choices test have 248 frequency of error (47.7%). In short, the dominant error based on the test is Rearrange words, with a total misordering error which is 272 errors and its' percentage 52.3%. The most dominant errors in adjective order item is Shape with a total frequency of 52 out of 80 total errors with 13% error percentage. The research implications is students can be aware in using more adjectives with correct ordering especially when use adjective shape.

Keywords: Error Analysis, Adjective, Adjective Order.

A. INTRODUCTION

Adjectives are one of the word classes that are most frequently used in English that is because the function of adjectives is expressions to alter, or adjust the meaning contributions of nouns or pronouns. It is possible to use nouns alone for the expression of finer gradation of meaning (Huddleston, R. and Pullum 2000). Azar stated that adjective is a word that indicates a quality of the person or thing referred to as a noun or pronoun (Azar 1993).

In linguistics field, there are many features that used to build an evaluative sentence but the most frequently used and being important tool for evaluating a sentence is adjectives (Marza 2011). Kartal (2017) added based on the finding in his study, 17 % of the most frequent 5000 words in COCA were adjectives and the corpus analysis revealed that 40% percent of the most frequent adjectives were in academic text.

Due to its very frequent use in English, students still face problems to use adjectives especially in forming two or more adjectives to describe a noun. This is caused by students who do not know the pattern in setting adjectives and students get interference from the mother tongue which is very different in the pattern of English sentences.

The errors that are often made by students are in arranging adjectives in a sentence. It shows in the research conducted by Liasari et al. This research was found that there were 14 errors in misordering adjectives. The error sentence in this research for example is Birds have sound melodious. The correct order of this sentence is Birds have melodious sounds (Liasari and Sutarsyah 2017).

The same problems came from research by Konder et al (2022) 1. The result of research was found that the most common errors made by students were misordering. The students made misordering errors when they put the adjective come after the noun. They do not know how to form the adjective order. Kocak (2020) noted that some students face difficult when they want to order the adjective. Ramadhan et al (2019)., argued that it is difficult for students understand adjective clause in the reading text.

This problem has to be considered seriously, because an adjective is one of the parts of speech that are usually used in English. It is not only used in writing and speaking but also reading and listening. Therefore, this study seeks to identify the students' error in using adjective order and the dominant error in using adjective order. Findings in this study are expected to be references for students to improve the form of sentence especially in adjectives and for teacher to improve appropriate method and technique for teaching adjective order.

B. REVIEW OF LITERATURE

Error Analysis

Mistake and Error are always known as the same meaning by people. That is because error and mistake are something that has been done inaccurately. Although they indicate something faulty, there is a difference between them. According to James (1998), a mistake is an unsystematic error that is related to the students' performance. Error is a systematic error that indicated the learners' competence. Brown (1987) said that a mistake indicates to performance error which is a failure to utilize a correct known system. An error refers to a noticeable deviation that reflects the competence of the learners itself.

As stated by Jeremy Harmer (1983) mention errors can be defined as part of students' interlanguage which is the stage of improvement on students' mastery of the language. Brown, et al (2010) emphasises that error analysis is a way to analyze the extent to which students understand a skill that has been learned. It means that with every step to the master language, students face errors in learning. So, it is called the natural process of language learning. If students understand the errors of something, they can develop their knowledge.

In the linguistic field, analysis of errors is used to analyse the English knowledge of the second and foreign language learners for the purpose of discovering what extent students learn a language. It is from finding out the process of acquiring language, gaining information on common difficulties in language learning, and assisting the teaching material (Jabeen, Kazemian, et al 2015). The result of error analysis could inform the teachers about the errors and difficulties faced by the students in their language learning (Kelechi Nzerem, J.-K., & Bob 2021). Therefore error analysis is essential in learning the language because it can build the best way to teach the student by making a new approach, method, and technique of teaching language, especially English.

There are some types of classification error namely linguistics taxonomy, the surface strategy taxonomy, the comparative analysis taxonomy and the effective communicative taxonomy. (1) Linguistic taxonomy refers to the error that contain language components; phonology, syntax, and morphology, semantic and lexicon (meaning and vocabulary) and discourse (style). (2) Surface Strategy taxonomy concerns with how identifying cognitive process of learners' language reconstruction. (3) Comparative analysis is analysing error based on the comparison between the structure of the mother language and the target language. (3) Effective Communicative taxonomy defines as a error from the perspective of the effect to the listener. It refers to the error cause of miscommunication. (Dulay 1982)

Surface Strategy Taxonomy divided into four categories to discover what types of error that frequently students do in the process of reconstruction language. (1) Omission errors are characteristic of the absence of an item that must appear in a well-formed utterance, although any morpheme or word in a sentence is still correct. (2) Addition errors are the opposite of omissions. These errors are when the learners put elements that are not necessary for the sentence. There are three types of addition errors, namely regularization, simple addition, and double marking. (3) Misformation error is an error that uses the wrong form of the morpheme or structure. If omission errors the item is not a complete word, misformation errors students supply something incorrect morpheme. (4) Misordering is an error that is a result of learners' mother language or native language interference. This error is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

The procedure of error analysis must go through the following steps; (1) Collection of a sample. (2) Identification of error. (3) Description of Error. (3) Explanation of Error. (4) Evaluation of Error. (Rod 2003)

Adjective Order

The adjective has many definitions for every expert. According to Azar (1993), an adjective is a word that indicates a quality of the person or thing referred to as a noun or pronoun. An adjective comes in front of a noun. Huddleston and Pullum (2002) added the definition of the adjective as expressions that are clarifying, explaining, and altering the meaning of the noun. Adjectives are content words that provide imagery and character to discourse by describing the nouns in a sentence (Decapu 2008). “Another definition is that adjectives describe nouns and pronouns. They give more information about people, places, and things.(Elga 2020) Therefore, the adjective is all of the words that can provide more information about noun and pronoun sentences. This adjective can come before nouns and pronouns such as the examples above.

Quirk, et al (1985) stated that an adjective has four common features. The first one is the attributive function. This adjective acts to pre-modify a noun such as an article a, an, and the. The second one is the predicative function. This function of an adjective is subject complement or object complement. For example, the girl is beautiful. The third is the intensifier function. This adjective is modifier another adjective as an intensifier. For example, the children are very happy. Very in that sentence is the intensifier function. The fourth is comparative and superlative form. For example, the tree is bigger now. Khamying (2007) added that adjectives in English have eleven classes based on the specific function and their places in the sentences to modify. There are Demonstrative adjective, Descriptive adjective, Proper adjective, Quantitative adjective, Numeral adjective, Interrogative adjective, Possessive adjective, Distributive adjective, relative adjective, Emphasizing adjective, and Exclamatory adjective.

When two or more adjective comes in a sentence, the adjectives have to follow the rule of adjective or called as the sequence of adjective or adjective order (Frank 1972). In adjective order, each adjective has a place in building sentences giving information about the noun. Based on Mark (2013), he defines this order of adjectives with the mnemonic ‘OSASCOMP’. This is from Opinion, Size, Age, Shape, Colour, Origin, Material, and Purpose. Abidin (2018) gave another way to make Indonesian Learners can easily memorize the sequence of adjective order. He called as The Flash way. It was Detail OrderanQu Ada di OpSi A, the shafa COBa-coba hOrMati Pose Noni. It means determiner, Order, Quantifier, Adverb, Opinion, Size, Age, Temperature, Shape, Colour, Origin, Material, Purpose, and Noun.

Moreover, Murphy(1994) explained that adjective order is divided into two parts: Opinion adjective and Fact adjective. Opinion adjective is is an adjective that is always put among articles and facts in a phrase or sentence. For example, In the kitchen, there was a beautiful large round wooden table. “beautiful” in the sentence is an opinion adjective. Fact adjective gives some

information factually. It is about size, age, color, origin, and material. Murphy says in an adjective order, we use two or more fact adjectives very often (but not always). We put fact adjectives in this order. He added with this figure;

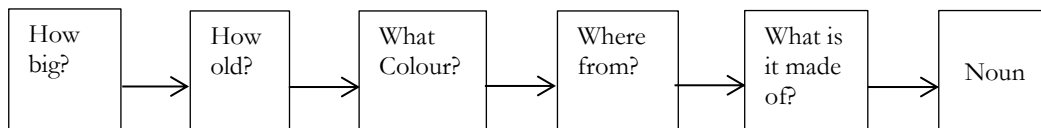


Figure 1 Adjective Order by Murphy

Furthermore, the order for the sequence of adjectives consists of types of an adjective by the degree of generality of each type. The order that comes first is determiners. It can be the other kinds of determiner, cardinal numbers, and ordinal numbers. Then come descriptive adjectives from general to specific description. The sequence of this adjective order is in the table below (Frank 1972):

Table 1 Sequence of Adjective by Frank

	Determiner	Descriptive adjectives			Noun adjuncts	Nouns
1. Pre-determiner	Numerals (ordinal & cardinal)	General descriptio n :	Physical state	Proper Adjective :	Purpose	
2. Article (demon & possessive)		Inherent quality	1. Size 2. Shape 3. Age 4. Temperature	Nationality/ originality		
3. Indefinite adjective		(Opinion)	5. color			

There are different views in ever expert about the sequence or order of adjectives in a sentence. These ordering patterns are not comparable mainly because different semantic categories of adjectives that are employed in different studies.(Jung 2009)

Some researchers have conducted relevant study with this research. The first study was from Marsiadi (2017). This research focuses on how students' ability in using adjective order and what errors are students made in using adjective order according to the data that have been collected by the instrument; test. The findings of the research showed the students' ability in using adjective order is still poor with the average score is 51 and the most errors made by the students were misordering error

Moreover, Nur Alpi Andayani (2018) in her study was conducted to identify the abstract from the undergraduate thesis of English education to analyze students' errors using adjective word order and to discover the dominant type of using adjective order. The findings of the

research showed the students' ability in using adjective order is still poor with the average score is 51 and the most errors made by the students were misordering error.

The research was conducted with title Error analysis on adjective order made by the second-semester students of the English Education Study Program of the State Islamic Institute of Palangka Raya by Syarifuddin (2017). According to the finding of the research of errors on making adjective order there were 605 errors on their adjective order. These were spread out on 5 types of error. There were omission with the frequency 244 (40.33%). The second was substitution with the frequency 211 (34.87%), the third was misordering with the frequency 58 (9.59%), the fourth was misformation with the frequency 56 (9.26), and the last was Addition with the frequency 36 (5.95%). Omission was the most type error of making adjective order. The number of error was 244 (40.33 %). From the result analysis of the students writing, that show students makes wrong or deviation repeatedly or systematic so researcher conclude this is error. In conclusion, the students' still have problem in adjective order because: first, the students' lack of grammar and rules of adjective order so they should learn more the pattern. Second, the Students' lack of vocabulary so they should increase more the vocabulary. Third, the students' need more practice the grammar.

Furthermore, Saputra, et al in his journal. The researchers found in the Journal of Physics: Conference Series. The title of this study is "English department students Error in the use of Adjective Clause". The main purpose of this study was to investigate the type of errors and factors that cause errors in using adjective order. The method of this study was a descriptive quantitative method which used to describe the factor of the causes' error. The result of this study showed the types of error made by First Semester students of English Department of STKIP Muhammadiyah Sampit in using adjective clauses classified into four categories. The highest error made by the students was misordering with frequency 85 (80,95 %). The second error made by the students was omission with frequency 9 (8,57 %). The third error made by the students was misformation with frequency 9 (8,57 %). The fewest error made by the students was addition with frequency 2 (1,90 %). Based on the analysis of the data, the factors that cause error in using adjective clauses classified into two factors. They are teacher and students' factor. Teachers' factor is caused by the competence of the teacher. Students' factor is caused by overgeneralization and translation. It is suggested that for the students, they should learn and practice more how to use adjective clauses in sentences. For the teachers, they are suggested to explain more intensively about adjective clauses and provide additional teaching hours for the students who face difficulties and also, they are suggested to give the students

more practice and exercise to add their knowledge about the kinds of adjective clauses sentences.

This result of this study gives information about adjective order that can help students to understand the theory of adjective order. It can help lecturer in solving students' problems in using adjective order.

C. METHOD

The research approach used was the Descriptive Quantitative Approach. This study was conducted to analyze the error of adjective order using Dulay theory to identify the misordering error. Based on Creswell, quantitative research is methods to examine some particular theories by studying about some variables. The variables quantified with research instruments using statistical procedures. Quantitative research used the process of collecting, analyzing, interpreting and writing the result of a study. Descriptive analysis is the analysis of the data that involve identifying the mean, standard deviation, and range from the lowest and the highest.

Respondents

The respondent of this study is students at second semester of English Education Study Program of Manado State Institute of Islamic Studies academic year 2021/2022. The research sample of this study was taken by the technique purposive sampling that is also known as judgment sampling. This technique allows choosing a sample from the population and judgment that the sample was representing and is typical of the population. The researcher analysed the students at second semester of the English Education study program. They had learned the Subject 'Bahasa Inggris' one of the chapters in that subject is learning about a part of speech and adjective order.

Instruments

Research Instruments are tools to measure the research data. In this case, the researcher used a test to collect the data

Procedures

In collecting the data, the researcher used tests as an instrument in collecting the data. In this case, there are two kinds of test types that were given by the researcher. They were rearranging sentences and multiple choices. The number of tests was 45 items which consist of 20 items of the rearranged sentence, and 25 items of multiple choices. This test was taken from 2 English course books and 1 English teaching and learning website. This test had been distributed using Google Forms via Whatsapp to all participants. After the participants answering all the test, the researcher analyzed the students' error to all the type of tests. The last

procedure was giving identification, description of error based on the theory of adjective order by Frank and evaluation the error.

Data analysis

In analysing the data, the researcher employed some step adapted from Rud (2003) they are (1) collecting sample, (2) Error Identification is the researcher compared the sentences of the students' procedure with what seemed to be normal ones or the correct sentence in the target language. (3) Error Explanation defines, (4) Error Classification), and (5) Evaluation on Error. Data analysis in this study had calculated by using these formula:

$$M = \Sigma x / N$$

Note: M: Mean score

Σx : Accumulative score

N: Number of respondents

To analyze the student's error in using an adjective, the researcher used a table of percentages by the formula:

$$(P) \% = f/n \cdot 100\%$$

Note : P (%) = Percentage

f = Frequency of the wrong answer

n = Number of samples

D. FINDINGS AND DISCUSSION

The Proportion of Students Error in Using Adjective Order

When some adjectives exist in the sentence, the adjective has to be put into a correct form called adjective order or sequence of adjectives. This order of adjectives consists of adjective kinds by the degree of generality. It is from the general adjective (Forsyth 2013).

In this study, the researcher focused on analyzing an error in adjective order by using two kinds of tasks; Rearrange words and Multiple Choices to the students at the English Education Study Program at IAIN Manado with the total number of students in the second semester is 20 students. In Rearrange words items, the researcher gave some unstructured words that contained the adjective order such as “unusual /ring/ gold/ an”. Most students got errors to answer the questions. From the findings in Rearrange words, the most type of error is misordering. The second types of test are multiple choices. This test provided some blank phrases and to complete this test, students have to choose one option. There is three option

for the multiple-choice, two of which are the wrong option with the unstructured phrase and sentence. The students also got the error in some items in Multiple choice with the error types is a misordering error.

Misordering error is an error that has characterized by incorrect placement of a morpheme or group of morpheme in an utterance (Dulay 1982). In this study focus on misordering error and uses rearrange words and multiple choices test to find out the error.

There are two types of tasks to get the data. The first test is Rearrange words that consist of 20 numbers and the second is multiple choices with a total number of tests of 25 numbers.

The result of the test shows in the following table:

Table 2 Students' Score In Test of Using Adjective Order

No	Samples	Scores	No	Samples	Score
1	Student 1/ GB	91	11	Student 11 / NDG	18
2	Student 2/ KNA	71	12	Student 12 / AM	27
3	Student 3/ VA	62	13	Student 13 / NG	20
4	Student 4/ IAM	75	14	Student 14 / SNA	35
5	Student 5/ FM	57	15	Student 15 / FRAM	38
6	Student 6/ IK	24	16	Student 16 / RD	27
7	Student 7/ NIA	40	17	Student 17 / PRRE	33
8	Student 8 / RYB	69	18	Student 18 / NPM	42
9	Student 9 / WS	64	19	Student 19 / WSU	49
10	Student 10 / CNAP	20	20	Student 20 / LPK	44
Average Score					45
Highest Score					91
Lowest Score					18

The table above provides the students' scores on the test in two tasks (multiple choices and Rearrange words) that were given to students in the second semester of the English Education Study Program academic year 2021/2022. From that table, the average score that students had is 45. The highest score is 91 and the lowest was 25. It can be concluded that students are still quite low to understand the use of adjectives particularly adjective order in a sentence. This showed when students did not use the correct order of adjectives.

To answer the research question what are the proportion of frequency and percentage of misordering error, the researcher analyzed the answer sheet of Students (total students :20).

Table 3 Students' Error in Using Adjective Order Rearrange Word Tests

No	Types of test	Item numbers	Frequency of Error	Percentage of Error
1		Number 1	15	5,5
2		Number 2	13	4,8
3		Number 3	11	4,0
4		Number 4	12	4,4
5		Number 5	13	4,8
6		Number 6	8	2,9
7		Number 7	13	4,8
8		Number 8	16	5,9
9		Number 9	12	4,4
10	Rearrange Words	Number 10	15	5,5
11		Number 11	17	6,3
12		Number 12	20	7,4
13		Number 13	15	5,5
14		Number 14	14	5,1
15		Number 15	8	2,9
16		Number 16	11	4,0
17		Number 17	11	4,0
18		Number 18	18	6,6
19		Number 19	16	5,9
20		Number 20	14	5,1
Total			272	100,0%
Average				5,0%

Based on the table, there are 20 item numbers in Rearrange words with a total frequency error is 272 errors.

The table shows the number of errors that students did in using adjective order in Rearrange words. The lowest error in using adjective order is in items number 6 and 15 with a total frequency of error is 8 with 2,9% errors. Moreover, in the next number, three numbers have some frequency of error: numbers 3, 16, and 17 with 11 frequencies of error 4.0% errors. The next frequency of errors is in item number 4 with 12 frequency 4.4% errors and the numbers 2, 5, and 7 are 13 frequencies of errors with 4.8% errors. It increases in number fourteen and the final number that has 14 frequency errors or 5.1 % errors. It also increased by 0.4% in item numbers 1, 10, and 13 with a total percentage is 5.5% with the frequency of errors being 5.5%. After that, the total frequency of error still rises in numbers 8 and 19 with total errors are 15 frequencies with a percentage is 5.9% error. It is followed by item number 11 with a total error is 17 frequency errors with 6.3%. Furthermore, there is an item that has 18 frequency of error with a percentage is 6.6% at number 18. The highest error was in Rearrange words test that had been given to the students is at number item 12 with a total error of 20 frequency of error with 7.4% as the percentage of error.

Table 4 Students' Error in Using Adjective Order at Multiple Choices Tests

No	Type of test	Item Numbers	Frequency of error	Percentage of error
1	Multiple choices	Number 1	7	2,8%
2		Number 2	6	2,4%
3		Number 3	9	3,6%
4		Number 4	10	4,0%
5		Number 5	6	2,4%
6		Number 6	8	3,2%
7		Number 7	8	3,2%
8		Number 8	10	4,0%
9		Number 9	12	4,8%
10		Number 10	13	5,2%
11		Number 11	10	4,0%
12		Number 12	11	4,4%
13		Number 13	14	5,6%
14		Number 14	8	3,2%
15		Number 15	10	4,0%
16		Number 16	13	5,2%
17		Number 17	7	2,8%
18		Number 18	5	2,0%
19		Number 19	8	3,2%
20		Number 20	8	3,2%
21		Number 21	15	6,0%
22		Number 22	15	6,0%
23		Number 23	8	3,2%
24		Number 24	11	4,4%
25		Number 25	16	6,5%
Total			248	100,0%
Average				4,0%

In the table, five students made an error in identifying the order of adjectives in item number 18 with a total percentage is 2.0% errors and the frequency of error is 5 errors. Then a slight increase in item numbers 2 and 5 with a total frequency of errors is 6 with a percentage is 2.4% and there are 7 students' errors in item number 1 and 17 with 2.8% error. After that, some items have some total errors that consist of numbers 6,7, 14, 19, 20, and 23 with a total frequency of error are 8 errors with 3.2% error. Moreover, items number 5,8,11, and 15 have ten students who did the wrong answer so the percentage of errors is 4.0%. Eleven students have the same answer also in two item numbers; these are numbers 12 and 24 with a total error of 4.4%. After that, twelve students got wrong answers in item number 9 with a percentage of error is 4.8. In numbers 10 and 16, thirteen students had the wrong answer with a total percentage error is 5.2% and fourteen students got wrong in answer item test 13 with a total percentage error is 5.6%. Furthermore, fifteen students made errors in items number twenty-one and twenty-two with 6.0%. To summarize, the highest error occurred in number 25 or the last number with 16 frequency of error with 6.5% percentage of error.

The total errors from the Rearrange words are 400 and multiple choices are 500 so the total error for all the tests is 900 errors. But in this research, the researcher only found 520 Errors in Rearrange words and Multiple Choices tests.

Table 5 Frequency and Percentage of Error Adjective Orders Tests

No	Kind of Test	Total question	Total Number of Students	Frequency of Errors	Percentage of Error
1	Rearrange Words	20	20	272	52,3%
2	Multiple Choices	25		248	47,7%
Total		45		520	100%
Average					50,0%

The table provided information about overall errors made by students in 2 kinds of the test; Rearrange Words and Multiple Choices test.

However, the Multiple choices tests had 25 numbers but the errors that occurred is low than Multiple choices It was 272 frequencies of errors that students did in Rearrange word with the percentage was 52,3% and 248 is the total frequency of errors that occurred in Multiple Choices with the 47,7% of total errors. Thus, it can be concluded that students are still confused to rearrange the order of words that contained adjective order.

The Dominant Error Made by Students in Using Adjective Order

Errors can be defined as part of students' interlanguage which is the stage of improvement in students' mastery of the language. It means that with every step to the master language, students face errors in learning. So, it is called the natural process of language learning. If students understand the errors of something, they can develop their knowledge (Harmer 1983).

The researcher discovered the result of students' errors in using adjective order in Rearrange Words and Multiple Choices. It can be seen that students could answer multiple choices questions than Rearrange words that should acquire understanding structure and order to make the words into a sentence.

Each kind of test has an objective. Rearrange word is used to identify the students' comprehension in some area of structure or grammar. Rearrange words or ordering tasks is to identify the students' ability to detect cohesion and complex grammar. Besides the Multiple Choices test was used to identify the students' knowledge about the adjective order in some choices or several options and has to answer the correct one (Alderson 2000).

In this case, the researcher used these tests to determine students' understanding in using adjectives on appropriate other based on the Frank Theory. Adjective order has to follow the sequence of adjectives to build a sentence. The sequences as follows (Frank 1972);

Table 6 The Pattern of Adjective Order by Frank

Determiner		Descriptive adjectives					Proper Adjective		Noun adjuncts	Nouns
Determiner	Numerals	Opinion	Size	Shape	Age	Temperature	Colour	Nationality	Originality	Purpose

In Rearrange word test, the highest error numbers were 12 and 18 with the total frequency of error in the item of the adjective being 18 and 20 error with the percentages of 6.6% and 7.4%. Adjective order in numbers 12 and 18 was Determiner (det), Shape (Shap), Age (Ag), Colour (Col), Noun (N) and Determiner (det), Shape (Shap), Nationality (Nat), Colour (Col), Purpose (Purp), Noun (N). The highest errors had 5 words that contained adjectives. The highest error number in Multiple choices was 16 and 25 which had 5 words with a total error was 6.5%. Adjectives that were contained in those numbers were Determiner (Det), Size (Size), Age (Ag), Temperature (Tempt), Noun (N) and Determiner (Det), Number (Num), Opinion (Op), Nationality (Nat), Noun (N).

In brief, the percentage of errors made by students in the second semester of the English Education Study Program at IAIN Manado was 50,0% as average from Rearrange Words with 68% (272 frequency of errors) and Multiple choices with 49,6% (248 frequency of errors). The dominant error in using adjective order based on the test type was in Rearrange words.

To discover the adjective order item that had dominant errors in 2 kinds of tests, the researcher analyzed each item of questions in Rearrange words and multiple choices.

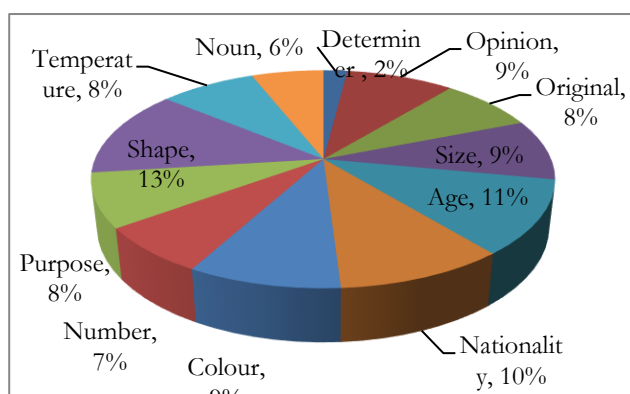


Figure 2 The Dominant Error Of Adjective Order

This figure gave information about the percentage of dominant error in adjective order. The highest percentage is Shape with 13% with a total frequency of 52 out of 80 total errors.

The brief explanation shows that the number of students' errors in using adjective order was high enough. In multiple choices, students could answer the correct order using the choices that were given but to answer Rearrange words, a few students could not answer, omitted some adjectives and many students had misordering words. In conclusion, students are still difficult to make the correct order of adjectives appropriately in a sentence.

This study has some advantage and also disadvantage. This advantage of this study is this study provides theories of error analysis and adjective order to the readers. The research findings can contribute for teacher and also students to develop their knowledge and gain the new technique for teaching adjective order. The disadvantage of this study is this study only focus on what is the students' error in adjective order. This study does not present kind of techniques for teaching adjective order.

E. CONCLUSION

The conclusion of this research is considered as follows: Based on the findings, the researcher discovers the proportion of students who made adjective order errors, especially in misordering errors are 520 frequencies of errors with 50.0%. It can be concluded, that students in the second semester of the English Education Study Program of State Institute of Islamic Studies academic year 2021/2022 make errors in using adjective order. The dominant error of adjective order made by students according to the error of the test is in Rearrange words with the frequency of error that students did being 272 errors or 52% percentage of error. The dominant error based on the use of adjective order is Shape with the total frequency of error being 52 out of 80 total errors with 13 %. This study gives impact for students, teacher and also other researcher to find out appropriate techniques for teaching adjective order. Students can be aware to use adjective order and how to put down them in correct form.

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