

**THE INFLUENCE OF STUDENTS' MASTERY OF
ADJECTIVES ON THEIR ABILITY IN WRITING
DESCRIPTIVE TEXT**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree of English Language
Education



by:

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ABSTRACT

Via Tantika (1703046121) viatantika@gmail.com. The Influence of Students' Mastery of Adjectives on Their Ability in Writing Descriptive Text.

Adjectives had already received special attention in the literature. The existence of an adjective in the formation of a clause and the formation of a sentence is an absolute matter. At least one subject (subject) and verb are required to form a clause or sentence (verb). The phenomenon of using adjective clauses is very common in writing. Writing sequences are the most problematic in learning English because writers should transform the conception of designing various clauses and choosing the appropriate sentence for a written text, and in writing, we are repeatedly acquainted with complex grammar and therefore become skilled in it. The goal of this study is to determine the influence of students' adjectives mastery on their ability in writing descriptive text. This research using a quantitative approach to find out the impact of students' mastery of adjectives on their ability in writing descriptive texts, with correlational analysis Pearson product-moment to analyzing is there any correlation between the students' mastery of adjective (independent variable) and students' ability in writing descriptive text (dependent variable) and using simple linear regression to calculate the relationship between the two variables' score. This study uses two tests, test multiple choice for adjective mastery and ability in writing descriptive text. This research implemented 30 samples and was conducted at the tenth grade of MA Mazro'atul Huda Karanganyar Demak in the academic year 2020/2021, it has a population of 90 students. Researchers took 30 students for validity testing and 30 students for

reliability testing. Findings show that the quality of students' adjective mastery is sufficient with a score of 0.529, the quality of students' writing ability in the descriptive text is sufficient too with a score of 0.529, In this research, the significant difference is 0.003, which is less than 0.005 and indicates that there is an effect, as well as the outcomes students' adjective mastery, has a 28% influence on students' writing ability in descriptive text, with the remaining 72% coming from another factor. According to these findings, research indicates that mastery of adjectives plays a role in the ability to write descriptive texts, this indicates that the hypothesis has been accepted. The researcher recommends that teachers take an active role in motivating students to achieve their students study adjectives more actively, for students to be able properly and accurately write a variety of English texts.

Keywords: *adjective mastery, descriptive text, writing ability*

MOTTO

Be good, that good

~Via Tantika~

DEDICATION

The script is entirely dedicated to:

Me, myself

My beloved parents, Sutami and Tati Masroatun, for their never-ending love, prayers, financial and emotional support

My beloved brothers, Ristiadi Pradipta and Renaldi Agus for their support never stop caring wherever they are

All of my friends, who are always being for me

My lovely University, UIN Walisongo Semarang.

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In the name of Allah, the most gracious and the most merciful, praise is always given to Him. *Sholawat* and *salam* are always upon to the light of the darkness, Prophet Muhammad SAW. May we be acknowledged as his disciple!

The researcher realizes that a lot of people have been willing to help to complete and finish this thesis so that the researcher would like to express gratitude and appreciation to:

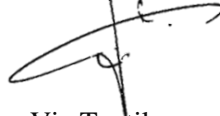
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9. My friends that I cannot mention one by one for always being my side

10. Last but not least. I want to thank myself for believing in me, for putting in all this hard work, for not taking any days off, for never giving up, and for always being myself.

At last, the researcher believes that this research is far from perfection. The researcher would be glad to gain constructive suggestions to make this thesis better.

Semarang, 25th June 2021

Writer

A handwritten signature in black ink, appearing to be 'Via Tantika', written over a vertical line that serves as a separator between the text above and below.

Via Tantika

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, research questions, objectives of the research, and significance of the research.

A. Background of Study

In the regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud) number 36 of 2018 concerning changes to the regulation of the minister of education and culture number 59 of 2014 concerning the 2013 senior high school curriculum or *Madrasah Aliyah*. Because English language skills are considered important for achieving quality education that is in line with harmony, schools are required to establish English lessons in high school based on this decision. Student success depends not only on the students themselves but also on the components that are in place to support it. Such as Ministry of Education and Culture of the Republic of Indonesia (Permendikbud) regulations, curriculum, students, funding for implementation personnel, and infrastructure. The target for completion in English subjects students must master 4 language skills: listening, speaking, reading, and writing.¹ Writing is like we give birth to thoughts or feelings because in writing we are required to compose and explore ideas that exist in our

¹ Kementerian, Pendidikan, and Kebudayaan, 'Permendikbud No.36 Tahun 2014', *Permendikbud*, 2014, 1–12.

imagination, writing also involves language production and is therefore often referred to as productive skills. On the other hand, listening and reading involve receiving messages and therefore often occurs refer to receptive skills. Likewise, with production it means the process of producing results or also has meant producing something, that is writing.²

An important factor in learning English is written as one of the English skills. Students are more willing to learn when they feel at ease in their learning environment, and therefore they are more likely to succeed in that school. Each teacher's objective is to keep their students in the schoolroom learning.³ Writing is the procedure of obtaining ideas and arranging them into a piece of literature that is worthy of publication. Writing sequences are the most problematic in learning English because writers should transform the conception of designing various clauses and choosing the appropriate sentence for a written text, and in writing, we are repeatedly acquainted with complex grammar and therefore become skilled in it.⁴ mastering writing skill in English is really important

² Ma'rifatul Fadhilah, 'The Effectiveness of Written "Peer Review" Towards English 3 Students' Writing Skill', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 61 <<https://doi.org/10.21580/vjv6i11585>>.

³ Alla Shegay, Firyuza Orazova, and Galina Krivosheeva, 'Possible Writing Techniques While Teaching for Students Whose English Is a Foreign Language', *European Journal of Research and Reflection in Educational Sciences*, 8.6 (2020), 69–72 <www.idpublications.org>.

⁴ Nadiah Ma'mun, 'Grammatical Intricacy on Students' Writing', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 30 <<https://doi.org/10.21580/vjv6i11619>>.

and essential for students. Then, giving them many practices in writing from the early learning stages will help students to write easily later. So that, students should learn about writing because they can explore their thoughts and ideas in written form and increase their creativity, imagination, and knowledge. Students are required to state meaning in several short functional texts at this school level, and one of the texts is descriptive text. In this topic, students are required to be able to describe several topics, for example, describing their favorite idol, their pets, and things around them in written and oral form based on their own experience and what they have already learned at school.

Moreover, writing in a foreign language, such as English, can be more challenging. There are several variations between Indonesian and English language writing, including differences in the use of suitable grammatical structures and vocabulary. Learning to write in English can be a difficult experience for students because of these variations. As a result, achieving the learning goal remains challenging. The outcome, classroom writing instruction should provide students with a set of planned learning opportunities to help them comprehend the essence of the writing process.⁵ Writing descriptive text mastery is shaped by a multitude of factors. According to Barnet and Stubbs “Writing is a physical act that necessitates both material and energy, and like most physical acts, it takes preparation to perform entirely and

⁵ Efrini Panjaitan and Elga Elga, ‘The Correlation Between Adjective Mastery And Students’ Writing Descriptive Text At SMA Swasta Persiapan Stabat’, *English Teaching and Linguistics Journal (ETLiJ)*, 1.1 (2020), 16–26 <<https://doi.org/10.30596/etlij.v1i1.4122>>. p. 6

bring joy to both the person and the audience.”⁶ Descriptive text is one of the types of texts that students can study and comprehend. This text is used to describe a human, an animal, or any other object by elaborating on its physical characteristics. A writer or speaker often uses adjectives in giving explanations since adjectives are often used to explain the state of nouns such as people, objects, or things. Descriptive text and adjectives should be familiar to students. To put it another way, adjective and descriptive text are strongly connected since adjectives are used to describe nouns.

Furthermore, writing is a skill taught in secondary schools in Indonesia, According to the Ministry of Education and Culture's 2013 curriculum for senior high schools. These goals are related to syllabus indicators in the 2013 curriculum. Students can complete short essay texts in descriptive form. Like other text types, descriptive text is not only constructed using some rigid sentence rules but also by its purpose and the importance of each structure, the teacher needs to know how the clauses make sense.⁷ Arrange random sentences into meaningful short texts in descriptive form, and write simple texts in descriptive form. In short, students in the tenth grade must write simple descriptive texts to make students aware of relating tourist attractions and famous historical buildings. Writing can be distinguished from other skills as the most difficult one, based on the descriptions above.

⁶ Barnet and Stubbs's, *Practical Guide to Writing*, (Brown Company : Canada, 4th edition 1983), P.3

⁷ Eko Noprianto, 'Student's Descriptive Text Writing in SFL Perspectives', *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, Vol 2(1) (2017), < <http://www.ijeltal.org/>>, P, 68.

The factor of writing descriptive text are vocabulary, grammatical, punctuation, spelling, and adjectives. As mentioned above, there are some factors, but the researcher is only interested in the adjectives aspect. Since studying adjectives is the first step in mastering the art of writing descriptive text. And Efrini said classroom writing should give students a series of planned learning opportunities to understand the essence of writing.⁸

There are eight parts of vocabulary, one of which is adjective. According to Richard C. Jack, an adjective is a describing word whose primary syntactic function is to qualify a noun or noun phrase by providing additional details about the object signified. A set of words with a subject and a verb may also be used as an adjective instead of just one word. The set of words is known as an adjective clause when this occurs. Adjectives must be thoroughly taught; students must understand the types, forms, and applications of adjectives. Since studying adjectives is the first step in mastering the art of writing descriptive text.⁹ On the other hand, students must pay attention to the adjective as one of the aspects in scoring writing descriptive texts to compose a good descriptive text. The adjective is one of the most critical parts of grammar. It is used in arranging good sentences with complete meaning, particularly in writing descriptive text, where we need to know adjectives well to describe someone, something, or a location. As we all know, adjectives are often used in descriptive text. An adjective is a

⁸ Panjaitan and Elga. P. 6

⁹ Mallombasi, 'Developing Students' Mastery of Adjective by Using Systemic Approach', *Repository Universitas Negeri Makassar*, 2018 <<https://core.ac.uk/reader/232130118>>. P. 3

word that describes a noun by providing additional details about the person, location, or object. Adjective and descriptive text, in reality, should be studied and mastered by students. The writer claims that adjectives are extremely important when writing English. Especially in the writing of descriptive texts, since mastering adjective allows English students to combine words or phrases into sentences, or sentences into a good paragraph. An adjective is a descriptive term that alters the meaning of a noun or a pronoun. It is important to use adjectives to define word order so that it is simple and easy to understand.¹⁰

Adjectives refer to features that are not perceived by the senses and are used to describe the outcome, comparison, and conclusions. Rational adjectives are divided into four types based on compatibility: adjectives indicating human characteristics, adjectives indicating animal signs, adjectives indicating object features, and adjectives indicating animal subjects estimated by a human.¹¹ This allows for a thorough understanding of the language's rule systems, particularly the rules governing the placement of words within sentences and the rules governing the use of verbs and other

¹⁰ Nur Sahara Dongoran, 'The Correlation Between Adjective Mastery and Writing Descriptive Text Mastery at Grade VII Students of SMP N 11 Padangsidimpuan', 2020, *Repository IAIN Padangsidimpuan*, <[Http://Repo.Iain-Padangsidimpuan.Ac.Id/](http://Repo.Iain-Padangsidimpuan.Ac.Id/)>.,

¹¹ Natalya Zerlina and N Kostina, 'Axiological Role of English Adjectives in English Language Teaching', *International Journal of Environmental and Science Education*, Vol. 11 no (2016), 5146–54 <<https://eric.ed.gov/?id=EJ1115601>>. P, 5049.

parts of speech.¹² Because adjectives represent different levels of vision and understanding of the world, such as universal, cultural, historical, ethnic, and social, adjective semantics can reflect human cognitive practices. The adjective has a useful meaning, it is an important factor in creating and modifying estimated values because it includes an evaluation component. The topic is being assessed based on its practical importance. As a function, the adjective in writing descriptive text has a close relationship with the two because an adjective is essential in the structure of writing descriptive text to provide information, describe, and explain the topic being shown in particular to provide a more detailed and clear picture.

Several studies have been shown that students' adjective mastery and writing skills, for instance, according to Ali and Mustofa's research "*The Role of Vocabulary Breadth and depth in predicting second-language descriptive writing performance*". This study seeks to discover the interaction between students' vocabulary breadth and depth when writing descriptive text. a quantitative approach and a correlation study with multiple regression calculations The findings of this study confirmed the significance of vocabulary breadth in general, and knowledge of vocabulary in the lower word-frequency band, particularly in assessing L2 descriptive writing. Vocabulary depth, on the other hand, was only related to, but not predictive of, Second language learners' writing

¹² Cecilia Quansah and Uriah Tetteh, 'An Analysis of The Use of Adverbs and Adverbial Clauses in The Sentences of Junior High School Pupils in The Ashanti Region of Ghana', *British Journal of English Linguistics*, Vol. 5 no. (2017), 44-57 <<https://www.eajournals.org/>>. P, 45.

performance.¹³ Thereafter research by Efrini (2020) et al after analyzing the data, the author concludes that this is a significant correlation between SMA Swasta Persiapan Stabat students' adjective mastery and writing skills for text in 2017/2018. This has been demonstrated by the analytical students' coefficient of correlation with the skill of writing text is 0.78. It is classified as a strong and significant correlation compared to the degree of correlation. This is why the study's hypothesis is accepted.¹⁴ Then from Dongoran (2017), the fact that students have adjective teaching and descriptive text problems. She has identified many issues, such as speech, grammar, points, spelling, adjectives, and numerous factors affecting descriptive text writing. She was finished by examining the correlation of adjective mastery with descriptive text among the students in SMP N 11 in Padangsidempuan. In this study, the investigator wanted to know the importance of the correlation between adjective mastery and writing ability in descriptive text. It was found from the data analysis that r_{xy} was 0.393 and the table was 0.235. This means that $r_{count} > r_{table}$ (0.393 > 0.235) means that the assumption is accepted. However, it means that the seventh grade SMP N 11 Padangsidempuan students had a major correlation between adjective mastery and text mastery.¹⁵

¹³ Ali Dabbagh and Mostafa Janebi Enayat, 'The Role of Vocabulary Breadth and Depth in Predicting Second Language Descriptive Writing Performance', *Taylor and Francis Online*, 47.5 (2017), 1–17 <<https://www.tandfonline.com/doi/full/10.1080/09571736.2017.1335765>>. P, 11.

¹⁴ Panjaitan and Elga. P 15.

¹⁵ Dongoran. P 60.

In this research, the researcher wanted to know the extent of students' mastery in knowing adjectives and students' writing skills in descriptive texts in the tenth grade at MA Mazro'atul Huda Karanganyar Demak, so the researchers focused on the results of tests given to students. There are two: for mastery of adjectives, the researcher distributes a multiple-choice test, and for descriptive text, the researcher asks students to write essays on the topic of interest. The researcher hopes to discover a relationship between adjective mastery and students' ability to write descriptive text in the tenth grade of MA Mazro'atul Huda Karanganyar Demak during the second semester of the 2020/2021 academic year.

In the light of what was the previous research, the objectives of this present research were to describe the relationship between variables under study. Thus, the purpose of the present research aimed at describing whether there was any statistically significant relationship between adjective mastery and descriptive text writing ability, the study intends to conclude a study titled **“The Influence of Students’ Mastery of Adjectives on Their Ability in Writing Descriptive Text”**

B. Reason for Choosing Topic

They are some reason for choosing the topic. Those are as follows:

1. Adjectives are the most widely used words in daily life, whether in conversation or writing; thus, mastering adjectives allows us to better and accurately understand and describe people, places, animals, objects, emotions, and many other things.
2. Writing is one important skill in learning English and descriptive text is a type of text that

is very commonly used in every life whether it's when we have advanced to the next level, therefore understanding the descriptive text is important for ourselves and when we enroll for work.

C. Research Question

1. How is students' mastery of adjectives at the tenth grade of MA Mazro'atul Huda Karanganyar Demak in the academic year of 2020/2021?
2. How is students' ability in writing descriptive text at the tenth grade of MA Mazro'atul Huda Karanganyar Demak in the academic year of 2020/2021?
3. Is there any significant influence of the students' mastery of adjectives on their ability in writing descriptive text at the tenth grade of MA Mazro'atul Huda Karanganyar Demak in the academic year of 2020/2021?

D. Objectives of The Study

This research proposal is intended to meet the following objectives:

1. To describe the students' mastery of adjectives at the tenth grade of MA Mazro'atul Huda Karanganyar Demak in the academic year of 2020/2021
2. To describe the students' ability in writing descriptive text at the tenth grade of MA Mazro'atul Huda Karanganyar Demak in the academic year of 2020/2021
3. To analyze the significant influence of students' mastery of adjectives on their ability in writing descriptive text at the tenth grade of MA

E. Significance of The Research

The result of this study expected to be significant theoretical and practically:

1. Theoretically

The researcher hopes that the findings new information about this study will contribute to the advancement of English teaching by informing readers about the relationships between different adjective mastery and their ability in writing descriptive text.

2. Practically

a. Researcher

The result of this research will help the researcher to get some knowledge information about the adjective mastery and their ability in writing the descriptive text for her study and it is useful for future research.

b. Teacher

The teacher can evaluate the result of the adjective mastery and their ability in writing the descriptive text for the student. This study can be given to the teacher as a variation in teaching English writing.

c. Students

The researcher hopes this research can be useful to increase students' motivation in learning writing especially descriptive text. By using this strategy, the researcher also hopes it can make students understand more in descriptive text and make students have fun in learning English.

d. Other Researcher

The result of this research is expected to be used as a reference for the next researchers who are interested in similar research to be discussed more deeply.

The researcher also hopes that this study will benefit everyone who reads it, including teachers, students, researchers, and the environment.

CHAPTER II

RELATED LITERATURE

In this chapter, the researcher presents, previous research, literature review, conceptual framework, and hypothesis.

A. Previous Research

Some relevant previous research studies were used to support the research, and they are as follows:

The first research study was taken from Efrini's research with the title '*The Correlation Between Adjective Mastery And Students' Writing Descriptive Text At SMA Swasta Persiapan Stabat*' (2020). The purpose of this study is to determine whether there is a correlation between mastery of adjectives and students' ability to write a descriptive text at Senior High School Swasta Persiapan Stabat in the academic year 2017/2018. Using quantitative design to see if there was a correlation between adjective mastery and students creating descriptive texts in tenth grade at SMA Swasta Persiapan Stabat, and the product-moment formula was used to analyze the data collection the adjective mastery test and the descriptive writing test are two types of tests which were used. The study was conducted at the tenth grade in SMA Swasta Persiapan Stabat, with a population of 244 students, and a random sample of 44 students was selected. This study discovered that there was a significant relationship between adjective mastery and the students' ability to write descriptive text, as evidenced by the results of the coefficient 0.78 analysis, and thus the research hypothesis was accepted. The similarities between this research and

mine are that they use adjective mastery as an independent sample and the ability to write descriptive text as a dependent sample. What differentiates this research from mine is that the researcher uses an eleventh-grade research sample, and the location is also different.¹⁶

The second previous study was taken from Sri Siregar with the title '*Students' Ability in Writing Descriptive Text*' (2020). The purpose of this study was to find the seventh-grade students' ability of Junior High School 11 Padangsidempuan in writing descriptive texts. Quantitative descriptive analysis was chosen design to point of the study is to see how far seventh-grade students at SMPN 11 Padangsidempuan can write descriptive texts, the data was provided from a writing test given to the students, there are generic structural and grammatical aspects in writing tests. A seventh-grader at SMPN 11 Padangsidempuan was chosen in this study with a population of 70 students and the samples were taken from three classes. The results of this study can be seen in the students' ability to write descriptive text, which has a mean score of 78.5 and research shows that students have a good ability to write descriptive texts. The researcher used quantitative methods and descriptive text to determine the level of student's writing skills in this study, and the difference between this study and mine is that the researcher used junior high school students for their research samples, whereas my study used 10th-grade high school students.¹⁷

¹⁶ Panjaitan and Elga. P, 16.

¹⁷ Sri Siregar, 'Students' Ability in Writing Descriptive Text', *English Journal for Teaching and Learning*, Vol. 08 no (2020), 81-90

The third study is ‘*An Analysis of Students’ Ability in Applying for Adjective Order in Descriptive Text*’ (2020). This study was conducted by Rachel Ginting. The researcher discovered that the students had difficulty describing a topic, so the researcher was motivated to investigate students’ writing skills in descriptive text. The researcher used a qualitative approach to conclude that the problem of students’ ability to write descriptive texts needed to be developed, particularly in the learning model, the details of the material being studied, understanding of a vocabulary, and grammar knowledge related to the sequence of adjectives. The similarities between this research with mine are used descriptive text to determine the level of students’ ability to master writing skills, but the difference is that the researchers used qualitative methods to describe students’ difficulty levels in writing skills.¹⁸

Furthermore, the study conducted by Rashad and Hazaea entitled ‘*EFL Students’ Achievement and Attitudes Toward Flipped Pronunciation Class: A Correlational Study*’ (2020) is the fourth previous study. The purpose of this study is to compare the level of achievement of Yemeni EFL students to reverse pronunciation classes, this study also examined the relationship between achievement and attitudes toward new experiences. This research using a mixed approach to assess Yemeni EFL students’ levels of accomplishment and attitudes toward flipped

<<http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>>. P, 85.

¹⁸ Rachel Ginting, ‘An Analysis of Students Ability in Applying Adjective Order in Descriptive Text’, *English Education Journal*, Vol. 11 no 2 (2020), 117–30 <<http://www.jurnal.unsyiah.ac.id/EEJ/article/download/15287/11568>>. P, 117.

pronunciation classes, and the correlational study design method to correlates between achievement and attitudes towards this new experience, as well as data collection in the form of tests, questionnaires, and interviews, which are then processed quantitatively and qualitatively. This study used a sample of 40 students in the first semester in the English department at Socotra College of Education, Hadhramout University. The researcher discovered a correlation that demonstrated a positive relationship between the high level of students' learning achievement and their attitudes, with $r = 0.779$ and $p < 0.001$, on both sides. The researcher uses the same method as my research, which is a correlational study to determine the relationship between two variables, the difference is that the researcher uses different dependent and independent variables, namely the motivation and attitudes of language learners associated with their learning achievement, in this study.¹⁹

The fifth previous study, '*A Correlational Study Between Some Motivational Constructs and EFL Writing Performance in a Blended Learning Environment*' (2019). Was conducted by Eman Raheem. The writer wished to investigate the relationship between motivation and the writing performance of EFL students in his study. This research using a quantitative assessment to find out if motivational constructs have any influence on EFL university students' writing performance, the researcher employ correlation Pearson's Product Moment analysis to examine the relationship between

¹⁹ Wagdi Rashad and Abduljalil Hazaea, 'EFL Students' Achievement and Attitudes Towards Flipped Pronunciation Class: Correlational Study', *Emerald Insight*, 2020 <<https://www.emerald.com/insight/>>. P, 3.

writing performance and four motivational constructs: intrinsic motivation, extrinsic motivation, self-efficacy, and effort, and for data collection using questionnaire data for Motivational Writing and writing performance tests (a writing performance test and a writing performance rubric). In this study, the researcher used a sample of 60 students in the sixth semester at the English Language Department in Zulfi College of Education, Majma'ah University, Saudi Arabia. The results show that there is a significant and positive relationship between writing motivational constructs and performance in a mixed learning environment. And this research shares some similarities with my research in the methodology section, namely the use of Correlation Pearson's product-moment to determine the level of relationship between two variables, but what distinguishes it from my research is that my research uses adjective mastery and students' ability to write descriptive texts, whereas this research seeks to discover the relationship between some motivational constructs and EFL writing performance in a blended learning environment.²⁰

The sixth previous was conducted by Zaitolakma and Zali, entitled '*A Correlation Study on Achievement of English Learners*' (2018). The purpose of this study was to measure the relationship between students' motivation and attitude toward English language learning and their English language achievement. This study implemented a quantitative approach and a correlation research design, in

²⁰ Eman Abdel Reheem, 'A Correlational Study Between Some Motivational Constructs and EFL Writing Performance in a Blended Learning Environment', *International Journal of English Linguistics*, 9, no. 3 (2019) <ijel.ccsenet.org>. P, 238.

addition to looking at the correlation between students' motivation and attitude toward English language learning and their English language achievement. With a total population of 1200 people, the researcher randomly selected 329 samples using a stratified random sampling technique. The findings show that study participants had the higher integrative motivation (8,07) and a sufficient attitude toward learning English (6.81). The correlation test, on the other hand, reveals a low correlation ($r=0.111$) between student motivation and the English achievement test. There is a relatively low correlation ($r=0.224$) between students' attitudes and English achievement test results. This research is similar to my research in terms of methods, namely the use of a comparison test between two variables. The difference is that researchers continue to use questionnaires to describe the level of motivation and attitude of students, and this research was conducted in Yemen, whereas my research was conducted in Indonesia.²¹

B. Literature Review

The literature review includes several theories related to adjective mastery and writing skills of descriptive texts as follows:

1. Writing

a. Definition of Writing

Writing is one of the skills in English teaching and learning. It is a productive skill. Writing can be very useful for the students because it helps

²¹ Nor Zaitolakma, N Husin, and Et Al., 'A Correlation Study on Achievement of English Learners', *Modern Journal of Language Teaching Methods (MJLTM)*, vol. 8 no. 3, 2018 <<http://mjltm.org/>>. P, 5.

students to convey their message or ideas through their minds in written form. Harmer (2004: 31) states that writing is a way to produce language and express the feeling, opinion or ideas. Writing is a process that is often influenced by constraints of genres than these elements have to presented in learning activities. Writing has a significant function as a medium of communication to express our mind, opinion, or ideas, and share some knowledge and exchange information. Related to the opinion, Raymond points out that, writing is more than a medium of communication, but it is way of thinking and a way of remembering. Writing is also a tool for communication and learning, a way of sharing observation, information, feeling, or ideas with others.²²

According to Brown (2001: 336), writing defines writing ideas down on paper to transform thought into words, sharpen the main ideas or feeling to give them structure and organization. Furthermore, Heaton (1989: 135) states that writing is complex and difficult to teach and to learn requiring mastery of grammatical and rhetorical devices and judgmental and conceptual elements. Writing is about more than making our thoughts, ideas visible, concrete and involves more than making appropriate

²² Ma'mun, N. *The Grammatical Errors on The Paragraph Writing of The English Department Students*. (Semarang: UIN Walisongo Semarang, 2015). p.48-49.

word choices, or using appropriate grammar, syntax, and also mechanics.

Based on theories of writing, it can be concluded that writing is a communicative act, a way of producing language and sharing ideas with appropriate word choice, or using appropriate grammar, syntax, and mechanics. Moreover, writing is complex and difficult to teach and learn. Writing can also be a tool for sharing observation, information, thought or ideas with ourselves and others in written form through the writing process.²³

b. The Purpose of Writing

Writing also helps the students develop their ideas, feeling, and information. It trains them to organize the ideas systematically and express them consciously and help students think and speak orderly. Akhaidah states that there are some functions of writing for students. Through writing, students will recognize themselves more and their potential. And how to make the students enjoy writing: a. Start this activity by modeling the first journal entry as a class, b. Ask students to write a journal based on various themes they like (hobbies, work-related themes, observations of

²³ Wulandari, A.S. (13.32.21.093).An Analysis of Teacher's Corrective Feedback in Writing Skills at Eight Grade Students of MTSN Sumberlawang in Academic Year 2016/2017. *Thesis*. (Islamic Education and Teacher Training Faculty the State Islamic Institute of Surakarta), 2017. p. 9.

family and friends, place, etc.). c. Help the students while the writing process happened.²⁴

c. The Process of Writing

The writing process is the ways or stages someone writes. According to Oshima and Hogue, there are four steps in the writing process: 1.) prewriting. Prewriting is the way to get some ideas, in this step, you must choose the topic and collect the ideas to explain the topic. 2.) Organizing. In this step, the idea is organized into a simple outline to choose the specific part to develop into a paragraph. 3.) Writing. After getting a specific idea, the students can start writing, this step can be called a rough draft because the students probably make some errors in grammar, spelling, punctuation, and so on. 4.) Polishing. This is the last step because the students have finished the writing by edit and fix the rough draft into a good draft. Polishing consists of two parts. First, lack the big issues of content and organization (revising). Then, work on the smaller issues of grammar, punctuation, and mechanics (editing).²⁵

Boardman and Frydenberg argue there are six steps in the writing process:

²⁴ Ma'mun, N. *The Grammatical Errors on The Paragraph Writing of The English Department Students*. (Semarang: UIN Walisongo Semarang, 2015). p.51

²⁵ Ma'mun, N. *The Grammatical Errors on The Paragraph Writing of The English Department Students*.p. 63-64.

1.) Analyzing the assignment. This is the most important step because the students must know the topic and the purpose of the assignment. 2.) Brainstorming. It means to write down ideas of all kinds good or bad on a piece of paper. It is very helpful to work with a group, for example using a mind map. 3.) Organizing your ideas. There are three stages: write your topic sentence, eliminate irrelevant ideas, make an outline and add relevant ideas. 4.) Writing the first draft. Turn the ideas in your outline into complete sentences. Write the sentences into a good paragraph format, don't worry too much about grammar or punctuation. 5.) Rewriting the first draft. This step consists of two parts: revising (check the organization of your paragraph and look at the ideas) and editing (focus on the grammar, spelling, word form, and punctuation). 6.) Writing the final paper or next draft. Write a good paragraph with all the revisions and editing carried out.

d. The Principle of Writing

Boardman and Frydenberg argue there are three principles of writing. a.) Coherence. The paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put to make the reader understand your ideas easily. There are three main types of a paragraph, narrative paragraph tells a story,

descriptive paragraph tells what something looks like physically, and expository paragraph explains something. b.) Cohesion. A paragraph has cohesion if all of the supporting sentences connect to the paragraph. c.) Unity. All of the supporting sentences should be related to the topic sentence. A sentence that does not belong in a paragraph is called an irrelevant paragraph.²⁶

Based on Dietsch's book there are distinctive features of principles writing in order the paragraph to be effective, those are 1.) Interest. The writer should choose a good topic, it can make the reader eager to continue their reading. 2.) Unity. Unity is the paragraph that explains one idea. Its means the supporting sentences correlate the major idea in the topic, so the paragraph has unity. 3.) Completeness. A paragraph must be complete information. 4.) Coherence. It can be summed up that coherence is to connect one paragraph to the next paragraph smoothly. The writers can use the transition to coherent sentences in the paragraph. 5.) Clarity. Clarity is the result of knowing your purpose, correctly assessing the audience and occasion, selecting appropriate

²⁶Cynthia A. Broadman and Jia Frydenberg, *Writing to Communicate Paragraph and Essays*, (USA: Pearson Education, Inc, 2008), p. 31-40.

words, being complete, and connecting details to the central idea.²⁷

2. Writing of Descriptive Text

a. Definition of Descriptive Text

A descriptive text is a piece of writing that describes a specific event, person, location, or thing. It mentions the features, components, quantities, or qualities of a specific object, entity, or location. Everything being presented is thoroughly explained so that the readers can visualize the subject in their minds. For example, if you're writing a detailed text about a friend, you'll need to include details about her nose, lips, body, hair, skin, and other physical characteristics. According to Broadman a piece of writing that describes a specific event, person, location, or thing. It mentions the features, components, quantities, or qualities of a specific object, entity, or location. Everything being presented is thoroughly explained so that the readers can visualize the subject in their minds.

A description is a text that is composed of multiple parts: identification and description. The purpose of the identification is to classify the entity to be described, while the purpose of the description is to define the

²⁷ Ma'mun, N. *The Grammatical Errors on The Paragraph Writing of The English Department Students*. p. 68-69

parts, attributes, and features of the part.²⁸ The primary goal of descriptive writing is to provide an accurate representation of something true or to create an image that shows the authors' feelings or beliefs. When learning a language, one of the language skills that should be learned is writing. Writing is important in that it must be delivered in a way that informs the reader. The ideas can be expressed in a variety of ways, including narrative text, descriptive text, recount text, and so on.²⁹

To summarize, descriptive text is a text that describes something, an object, or an individual. The descriptive text aims to explain or expose something unique about an item, individual, or thing.

b. Generic Structure of Descriptive Text

The structure of a descriptive text is generic, and the student should be able to understand it. When writing a descriptive text, there are two basic structures to consider. The generic structures of a summary document are:³⁰

²⁸ S Sanggam and Kisno, *The English Paragraph* (Yogyakarta: Graha Ilmu, Yogyakarta, 2008). P. 90.

²⁹ John Langan, *Writing Skills* (Mc Graw Hill, 2006). P. 175.

³⁰ Artono Wardiman, Masduki B. Jahur, M. Sukirman Djusma, *English in Focus: for Grade VII Junior High School (SMP/MTS)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p. 16.

1). Identification

This section begins with identifying a specific item that is being described. The identification section, in general, addresses two questions: What is the subject of the subject? What is the topic of the text?

2). Description

This section describes the sentence that defines and includes the unique features of the object, location, or person being described. For instance, properties, physical appearance, height, color, and other explicitly written items.

The following text is an example of the generic structure of the descriptive text:

Table 2.1
The Example of Generic Structure
Descriptive Text

Identification	Borobudur Temple is one of Indonesia's most stunning tourist attractions. It is located in the heart of Java. Borobudur Temple is one of the world's seven wonders, and it must be preserved in its current state.
Description	People all over the world recognize Borobudur as one of the greatest artworks ever made, thousands of years. The

	<p>Syailendra Dynasty founded Borobudur Temple in the eighth century. More than two million river stones were needed. It is the world's largest temple.</p> <p>Borobudur is being visited by an increasing number of visitors, both domestic and foreign, after undergoing some restorations. The majority of them admire Borobudur Temple for its beauty, elegance, and the story told in the reliefs that adorn its walls. Domestic tourists usually travel there by bus or private vehicle, while international tourists prefer to use a travel agency so they don't have to worry about transportation, lodging, or itinerary. There are a few money changers in the area. It makes it easier for them to exchange currency. However, some of them choose to carry credit cards and checks with them.</p>
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c. Language Features of Descriptive Text

- 1). Use of adjectives and compound adjectives

Adjectives are modifiers of nouns that belong to a nominal group, the

interpretation of an adjective is determined by the sort of noun it modifies or predicates, for example, “a good man, a wise man, big, old, etc”. Many adjectives are created from nouns, and this process is usually accomplished by adding suffixes “-ful, -less, -some, and -like”, most frequently.

Compounding is a frequent method of designating or naming new objects in people's life. And compound adjectives are an important element of the English lexicon and are essential for students who want to grasp the language. Compound adjectives require hyphenation, which is a special type of punctuation. Compound adjectives are adjectives made up of two or more free morphemes, such as “oven-cruste d, open-ended, starry-eyed, and happy-go-lucky”. To continue to grow in English vocabulary over time, the ability of these words to be combined and to collogue with certain substances extends both their significance and their importance. A compound adjective points out that if a compound part is misplaced and the hyphens join the two or more parts of the compound, the meaning of the word will change.

Adjectives are essential in writing for preparation school, college, and work, from writing literature and nonfiction texts to writing essays and compound adjectives are far too numerous and varied to be taught in a

year or two because that students' were supposed to aware of it. Teachers are encouraged to use good tutoring texts to explore the use of hyphens in the use of compounds and to maintain a reference diagram on the school wall. It enables student writers to take risks with their compound adjectives by enabling them to make their own hyphenated combinations and this risk sends to students a message that English compound adjectives are dynamic and innovative because it is productive.³¹

2). Use of linking verbs

A linking verb is a verb (such as appear, look, be, become, feel, grow, and seem) that connects a subject with an adjective or noun that describes or identifies the subject.

3). Use of attributive “has” and “have”

Both “has” and “have” mean the same thing. But has is used to singular pronoun or noun, while have is used to a plural pronoun or noun. Then attributive “has” and “have” are used in a simple present tense form.

4). Focus on specific participant

A particular and uncommon entity belongs to a specific participant (only one). Since the sentence's object is

³¹ Jacqueline Nenchin, ‘Teaching Compound Adjectives’, *The TESOL Encyclopedia of English Language Teaching*, 2018, 1–6 <<https://onlinelibrary.wiley.com/doi/full/10.1002/9781118784235.eelt0781>>. P, 4.

"mother," the writer should concentrate on that term.

5). Use of simple present tense

The details of object description are told in the simple present tense in descriptive text.

6). Action verb

A verb that shows activity, for example, run, walk, sleep, etc. Example of descriptive text.³²

d. Writing Descriptive Text

Writing descriptive text is the process of describing a place, object, animal, or other entity. The descriptive text aims to help the reader visualize a person, location, event, circumstance, or another object through the use of adjectives that enhance the text's vividness. There are three steps to writing a descriptive text that will serve as a guide:

1). Introduction

The student writes the name of the location or site, as well as the reasons for choosing it, in the first paragraph.

2). Body paragraphs

In the second paragraph, students normally describe the appearance of the place or site. The student explains the position or location in detail in the third paragraph. Stuff we can see, smell,

³² Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sudney, Australia: ipodean Educational Enterprises (AEE), 1994). P, 208-209.

sound, hear, and taste can all be included.

3). Conclusion

In the final paragraph, we express our emotions, thoughts, or personal observations. Magazines, letters, novels, and other literary works include narrative descriptions of locations.³³

e. Descriptive Text at Tenth Grade of Senior High School

The Curriculum 2013 has been implemented at MA Mazro'atul Huda Karanganyar Demak. According to the Kemendikbud Curriculum 2013, the stated competency definitions in the National Education System Law are an integration of three dimensions: attitudes, knowledge, and skills. Curriculum 2013 takes a scientific approach that is more in line with natural human learning processes in the real world.³⁴

According to the 2013 curriculum, Descriptive text is taught in grade 10 in the first semester. English teaching in the competencies mentioned by students Identifying social functions, text structure, and elements of the language of the short text in everyday life and activities everyday learners Furthermore, it is stated in the scope of the material that students must

³³ Evans, V and Dooley, J. *Upstream Intermediate Student's Book*. (UK: Express Publishing: 2002).

³⁴ Kemendikbud, *Pedoman Guru Mata Pelajaran Bahasa Inggris* (Jakarta, Indonesia: Kemendikbud, 2014). P, 7.

know short texts in interpersonal discourse, transactional, special functional, and functionally shaped descriptive, recount, narrative, factual report analytical exposition, news item, and procedures at the literacy informational level.³⁵ As a result of the presence of descriptive text, students become more aware of their surroundings, such as people, objects, plants, tourist attractions, historical buildings, and so on. Not only are students trained to be more critical because they inquire about the differences in the structure of the descriptive text and other texts, but they are also trained to explore, such as finding the main ideas and objectives of descriptive text.

f. Assessment of Writing Descriptive Text

Based on the Ministry of Education and Culture's Curriculum 2013, the Curriculum 2013 uses authentic assessment to assess students' learning, progress, including; attitudes, knowledge, and skills. It is a five-tool for assessing the writing skill of descriptive text: content, organization, vocabulary, language use, and mechanic.³⁶ The following is the assessment for the ability to write descriptive text:

Table 2.2
The Assessment of Writing
Descriptive Text

³⁵ Kemendikbud. P, 18

³⁶ Kemendikbud. P, 57.

SCORE	LEVEL	CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas relevant to an assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of the subject, adequate range, limited development of ideas, mostly relevant to the topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of the subject, little substance, inadequate development of ideas
	16-13	VERY POOR: does not show knowledge of the subject, non-substantive, not pertinent, or not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, Cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized, but main ideas stand out limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent, ideas confused or

SCORE	LEVEL	CRITERIA
		disconnected, lacks logical sequencing and development
	9-7	VERY POOR: does not communicate, no organization, not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice, and usage, word form mastery, appropriate register
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, Number, word order/function, articles, pronouns, preposition
	21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions,

SCORE	LEVEL	CRITERIA
		several errors of agreement, tense, Number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, Number, word order/function, articles, pronouns, preposition and fragment, run-ons, deletions, meaning confused or obscured.
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization,

SCORE	LEVEL	CRITERIA
		paragraphing, poor handwriting, meaning confused or obscured
	2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

3. Adjective Mastery

a. Definition of Adjective

The word "adjective" comes from the Latin and Jacere, which means "to throw to" or "to add." This means to incorporate the characteristics of something, i.e. to qualify it" in a grammatical context. "Adjectives represent nouns and pronouns, according to another description. They include additional details about people, locations, and things." This shows that nouns and pronouns are words that are often defined with adjectives. Nouns and pronouns become more distinct when adjectives are used. Furthermore, "an adjective is a term that is used to limit the use of a noun or pronoun by adding something to its context."³⁷

According to this definition, the adjective clarifies and defines the

³⁷ Panjaitan and Elga. P, 17.

characteristics of a noun or pronoun by providing additional detail. In the following examples, the highlighted words are adjectives: She wore a lovely gown, and he writes incomprehensible documents.

b. Function of Adjectives

These five categories illustrate not only the different forms of adjectives but also how they function in the adjective. They are as follows:

- 1) To define the characteristics of individuals, animals, items, or places by attributing or grading them.
- 2) To convey someone's or something's possession of a noun.
- 3). To measure specific facts by modifying nouns.
- 4). To add a noun modifier to a noun in either singular or plural form
- 5). To modify nouns for specific information in a reasonable time – frame.³⁸

To summarize, an adjective is a word that is used to describe nouns by providing details about the object, person, or location.

³⁸ Jutharat Jitpranee, 'A Study of Adjective Types and Functions in Popular Science Articles', *International Journal of Linguistics*, 9, no 2 (2017), 63 <<https://doi.org/10.5296/ijl.v9i2.10811>>. P, 63.

c. Position of Adjectives

When an adjective is used with a noun, the usual order in English is adjective + noun:

a **yellow** balloon

1). Adjectives with nouns and verbs

Adjectives can go before the noun (attributive) or after linking verbs such as be, become, seem (predicative):

What a **beautiful** flower!
(attributive)

This bridge looks **unsafe**.
(predicative)

2). Words and phrases that go before and after adjectives

The most typical words and phrases that go before adjectives (premodifiers) are adverb phrases expressing degree:

This cake **tastes** a bit strange.
(premodifier)

The degree adverb enough, which comes after the adjective (a postmodifier), is an exception:

I am **strong enough** to face difficulties.

3). When several adjectives are attached to one noun they are general placed after it for emphasis;

The king, **fearless** and **resolute**, at once advanced

4). When some word or phrase is joined to the adjective to explain its meaning, the adjective place after its noun;

He was a man **fertile** in resources.

5). In the certain phrase the adjective always comes after the noun; as, Heir apparent, time immemorial, lord paramount.³⁹

d. Kinds of Adjective

The various types of adjectives are discussed in depth in the following sections:

1). Descriptive Adjectives

Adjectives that identify nouns or noun phrases are known as descriptive adjectives.

2). Possessive Adjective

When a sentence indicates possession or belongingness, possessive adjectives are used. They're similar to possessive pronouns, but they're used as adjectives to modify a noun or a noun phrase in this case.

3). Numeral Adjective

The quantity of the noun being discussed is discussed in the adjectival of quantity, which answers the question "how much". It expresses the quantity or number of items in the sentence.

4). Demonstrative Adjectives

When a need to point out particular items arises, demonstrative adjectives

³⁹ N. D. V. Rao Prasada, *High School English Grammar and Composition by Martin and Wren*, Regular (British, India: S Chand Publishing, 2017). P, 19.

are used. The adjectives are similar to demonstrative pronouns in that they serve to explain something.⁴⁰

e. Form of Adjective

When describing the level or degree of quality present in a person or thing, the shape of an adjective is often modified. Adjective one word, adjective phrase, and adjective clause are examples of these components. The adjectives used in this study are:

1). Adjective one word

The adjective is often used as a noun;

(a). As plural nouns denoting a class of persons: The cautious (cautious persons) are not always cowards

(b). As Singular Nouns denoting some abstract quality; He is a lover of the beautiful (beauty in general)

(c). Some adjectives become a noun and are hence used in both numbers.

2). Adjective phrase

A phrase with an adjective as its head is known as an adjective phrase. “An adjective phrase is a combination of words that performs the function of an adjective,” according to Wren and Martin. It signifies that an adjective phrase is a phrase that has an adjective as one of its constituents, such as exceedingly happy, quite, or enormous. In the creation of simple or complicated

⁴⁰ Mallombasi. P, 6.

sentences, an adjective phrase, which has the same distribution and function as an adjective, plays a significant role.

3). Adjective clause

“Adjective clause is a collection of words that forms part of a sentence and includes a subject and predicate,” Wren and Martin describe. “An adjective clause is a combination of ideas that makes up a sentence and includes a subject and a predicate.”⁴¹

f. Assessment of Adjectives Mastery

A question subject and an answer choice are combined in multiple-choice items. Typically, four answer choices are used at the high school level. The key is the four choices of answers, namely the correct answer or most precisely, and others are referred to as cheaters.⁴² The researcher gave the students 30 questions to answer in this assessment, which included four types of adjectives: descriptive adjective, numeral adjective, possessive adjective, and demonstrative adjective. Based on the Ministry of Education and Culture, the

⁴¹ Intan Wijayanti, Thesis: The Use of Phrases in Writing Descriptive Text by the Students of SMA The Use of Phrases in Writing Descriptive Text by The Students of SMA Negeri 1 Boyolali In 2015/2016 Academic Year (Surakarta, Indonesia: Master Language Studies School, Universitas Muhammadiyah Surakarta, 2016). P, 19.

⁴² Dikdasmen, *Panduan Penilaian Untuk Sekolah Menengah Atas* (Jakarta, Indonesia: Direktorat Jenderal Pendidikan Dasar dan Menengah, 2015). P, 16.

assessment for multiple-choice questions is as follows:

Table 2.3
The Assessment for Adjectives
Mastery⁴³

$$\frac{\text{Total correct score}}{\text{Total question}} \times 100$$

C. Conceptual Framework

One of the parts of speech used to modify, characterize, or quantify a noun or a pronoun is the adjective. By using adjectives, you would be able to paint a better image for the viewer and deliver a more understandable message. All should study and master the art of writing descriptive text. It is a written practice that allows you to share your concepts, emotions, and feelings. The ability to write descriptive text is the ability to create a text that briefly describes a specific type of object, such as an individual, a location, a thing, or an animal.

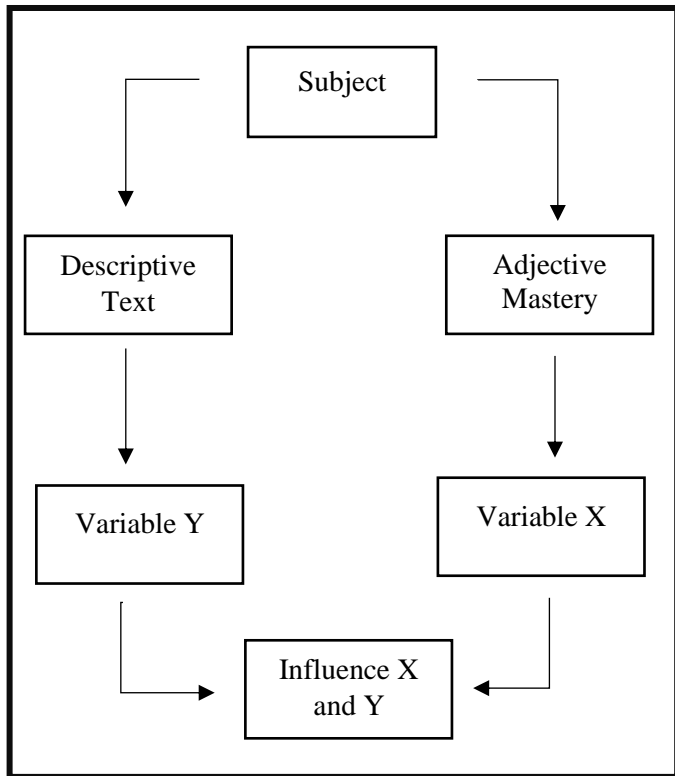
The purpose of an adjective in a descriptive text is to describe a phrase, particularly a noun or a pronoun (a word that substitutes for a noun). It is used in arranging good sentences with complete meaning, particularly in writing descriptive text, where we need to know adjectives well to describe someone, something, or a location. As we all know, adjectives are often used in descriptive text. We

⁴³ Dikdasmen. P, 22.

can't describe a thing or a person in a sentence without using an adjective. It means that adjectives are extremely important in descriptive text.

It can be assumed, based on the above description, that there is a connection between adjective mastery and writing descriptive text mastery:

Table 2.4
The Influence Adjectives Mastery and
Descriptive Text



D. Hypothesis

The writer proposed the following hypothesis based on the above mind frame:

Ho: There is no significant influence of students' mastery of adjectives on their ability in writing descriptive text at the tenth grade of MA Mazro'atul Huda Karanganyar Demak in the academic year of 2020/2021

Ha: There is a significant influence of students' mastery of adjectives on their ability in the descriptive text at the tenth grade of MA Mazro'atul Huda Karanganyar Demak in the academic year of 2020/2021

This research is aimed at testing the following hypothesis: There is a significant influence of students' mastery of adjectives on their ability in the descriptive text at the tenth grade of MA Mazro'atul Huda Karanganyar Demak in the academic year of 2020/2021.

CHAPTER III

RESEARCH METHODOLOGY

The researcher presents, place and time of the research, research design, population and sample, variable and indicator, data collection technique, data analysis technique, and final analysis in this chapter.

A. Place and Time of The Research

This Research was conducted at MA Mazro'atul Huda Karanganyar Demak at the tenth grade in the academic year 2020/2021, which is located in Jl. Navigasi No. 17 Karanganyar Demak 59582, Central Java. Time the research from Monday 24 May 2021 up to Monday 31 May 2021.

B. Research Design

This study employs quantitative studies based on Creswell's findings with a correlational design. Quantitative research is defined as a type of research that explains phenomena by collecting numerical data and analyzing it using mathematically based methods (in particular statistics).⁴⁴ Donald Ary et al report Correlational research methods are used to evaluate relationships and relationship patterns between variables in one individual group of subjects. Correlation research, for example, is used to answer questions.⁴⁵ As a result, the research employs

⁴⁴ John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd edn (California, USA: SAGE Publications. Inc., 2009). P 50.

⁴⁵ Donald Ary, Lucy C. Jacobs, and Christine K. Sorensen, *Introduction to Research in Education*, ed. by

quantitative methods and employs the correlational study technique to determine whether there is a relationship between adjective student mastery and the student's ability to write descriptive texts.

C. Population and Sample

1. Population

According to Gay “The accessible population or available population is the population from which the researcher can realistically select subjects and the population to which the researcher would ideally like to generalize study results.”⁴⁶ It can be assumed from the Gay statement that the population is the same set of data that will be the subject of the study. So, the population of this research is conducted in Tenth Grade MA Mazro’atul Huda Karanganyar Demak, population tenth grade is 90 students’.

2. Sample

According to Gay et al, the purpose of sampling is to define the population to which results can be generalized.⁴⁷ The sample is the small number of individuals who are being observed. It was chosen from a larger group of individuals, items, or events known as the population. The researcher employed simple random sampling in this study. According to

Tangelique William, 8th edn (Wadsworth, USA: Wadsworth Cengage Learning, 2010).

⁴⁶ Creswell. P 150.

⁴⁷ L.R Gay, *Educational Research : Competencies for Analysis and Application*, 10th edn (New Jersey, USA: Pearson Education, Inc., 2012). P, 130.

Arikunto, researchers use simple regression sampling to collect samples from homogeneous populations that contain only one trait. The researcher used simple regression sampling if they take samples from all populations by lottery. As a result, a sample is a subset of the population that was chosen as a respondent in the study.⁴⁸ In this study, the total population of tenth-grade students MA Mazro'atul Huda Karanganyar Demak in the academic year 2020/2021 was 90 students, and the researcher took a sample of 30% of the total, so the researcher took a sample 30 of students from a total population of 90 students.

D. Variable and Indicator

Variables, according to Gay et al, are objects that allow us to feed specific types and forms of data. That is, to see how the computation graph looks after creating and initializing a variable, any of the values can be used. And based on a certain rationale, according to gay, the variable's influence should be selected. Because a score can be made for the variables to be examined.⁴⁹

1. Independent Variable (X)

In this study, variables that may be related to performance on the dependent variable can be removed so that the effect of the independent variable is clear.⁵⁰ In the independent variable, the researcher wants to

⁴⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta, Indonesia: Rhineka Cipta, 2013). P, 15.

⁴⁹ Gay. P, 152.

⁵⁰ Gay. P, 209.

know if students understand adjective mastery. To a certain end, the researcher assigning 40 multiple-choice questions about adjective mastery types such as a descriptive adjective, positive adjective, general adjective, and demonstrative adjective to students, and the students collect the assignments through Google form. The test used as the instrument is as the following:

Table 3.1
The Blue Print of Adjectives Mastery Test
Before Validation

No	Type of Adjective	Indicators	Item Number		Total
			Odd	Even	
1	Descriptive Adjective	Students can apply descriptive adjective properly	1,3,9,13,15, 19,25,27	6,8,14,24,3 4,36,38,40	16
2	Possessive Adjective	Students can apply possessive adjective properly	17,23,31,33	2,22	7
3	Numeral Adjective	Students can apply numeral adjective properly	21	4,10,12,28, 30,32	7
4	Demonstrative Adjective	Students can apply demonstrative	5,7,11,35, 37,39	16,18, 20,26	10

		adjective properly			
Total			20	20	40

The researcher tested the multiple-choice test based on the instruments that had been made, such as the odd number of questions the examiner gave questions about the descriptive adjective, and the even number of questions the examiner gave questions about the possessive adjective, as seen in the table above the researcher gave to question on students with the different type every number of question for each type of adjective for description adjective the researcher gave 16 questions about it and 7 questions for possessive adjective type, then gave 7 questions for numeral adjective and the last the researcher gave 10 questions for demonstrative adjective type and the total of all question is 40.

2. Dependent Variable (Y)

The hypothesized cause of the dependent variable is always the independent variable (also called the criterion variable, the effect, the outcome, or the posttest).⁵¹ In this essay test, the researcher asked students to write a descriptive text of there are approximately 250 words on a topic chosen by the researcher, such as my family, my pet, Portugis Fortress, Pulau Panjang, and patriot R. A Kartini. The scoring scale designed by Heaton is used to assess the

⁵¹ Gay. P, 153.

following aspects: content, organization, vocabulary, language use, and mechanics. The following is the students' writing ability test and the scoring scale:⁵²

Table 3.2
The Writing Test at Tenth Grade

Learning Outcomes	Aspect	Indicator	Item Number
Produce a simple descriptive text about people, animals, and things that concern social function, the text's structure, and the literal context.	Content	Students can make descriptive texts according to the given topic; my family, my pet, the Portugis fortress, Pulau Panjang, and Patriot R. A. Kartini, from the five topics above students, are free to choose the topic they want to make a descriptive text	Essay 250 Words
	Organization	The students can organize descriptive writing using the correct structure.	
	Vocabulary	Students are capable of using various and	

⁵² J.B Heaton, *Writing English Language Test*, 3rd edn (New York, United Stated of America: Longman Inc, 1990). P, 146.

		appropriate vocabulary.	
	Language Use	The students can write the text by using appropriate sentence structure, which is a simple present.	
	Mechanic	The students are capable of correcting, capitalization, punctuation, and other mechanics in the writing	

E. Data Collection Technique

The following tests were used by the researcher in this study to collect accurate data:

1. Test

The test consists of a series of multiple questions and exercises designed to assess ability or individual or group skills. The test is used to determine academic and teaching success. Tests can be beneficial in learning activities. If testing is important, then preparation for it should take precedence over all teaching and learning activities.⁵³ In this study, the researcher used two different types of tests to measure the two variables. The first test is a multiple-choice test that assesses students'

⁵³ Athur Hughes, *Testing for Language Teacher*, 2nd edn (Cambride, United Kingdom: Cambridge University Press, 2003). P, 1.

mastery of adjectives, and the second test is writing descriptive text with a theme (my family, my pet, the Portugis fortress, Pulau Panjang, and Patriot R. A. Kartini) determined by the researcher, and students can choose the theme that concerns them.

a. Multiple Choice Test of Adjective Mastery

The researcher created questions in the form of adjectives, including a descriptive adjective, a possessive adjective, a numeral adjective, and a demonstrative adjective, for this test. The process of testing the results of the adjective mastery test as follows:

- 1). The participant who chooses the correct answer gets 1 point,
- 2). The participant chooses incorrect answers to get 0 points.

The Step of Giving Adjective Mastery Test

1. The researcher sent out the link to the online test (Google Form) of the mastery of adjectives by WhatsApp Messenger into the group of class
[https://docs.google.com/forms/d/e/1FAIpQLSd8vMRpq5jf2oC4iXL3YjL63UbT926_B9YAF3Q38qjFnn8Xg/viewform?usp=sf link](https://docs.google.com/forms/d/e/1FAIpQLSd8vMRpq5jf2oC4iXL3YjL63UbT926_B9YAF3Q38qjFnn8Xg/viewform?usp=sf_link)
2. Before answering the question, students are asked to pray according to their beliefs.

3. Before beginning to answer questions, read the rules listed in the questions.
4. Don't forget to fill in the blanks with your name, class, and attendance number.
5. Students were given 60 minutes to answer the topic of adjective mastery.
6. Students are asked to double-check their work after finishing it to see if there are any unanswered questions before collecting it in the Google form.

b. Essay Test of Descriptive Text

Students were assigned to write a descriptive text essay on the theme of my parent, my pet, Portugis fortress, Pulau Panjang, and patriot R. A. Kartini in this session. Participants are free to choose which of the four themes they want to write about with at least approximately 250 words. As well as a scoring scale to assess students' writing The researcher used the following descriptive text abilities:

Table 3.3

The Measurement Writing Descriptive Text

Aspect	Score
Content	20
Organization	15
Vocabulary	30
Language Use	30

Mechanic	5
Total	100

The Step of Giving Writing Descriptive Test

1. The researcher distributed the questions of descriptive text to the students by WhatsApp Messenger into the class group.
2. The researcher informs students that there are five theme options from which they can choose whichever theme they want to write about.
3. After completing a descriptive text, students can submit their work using the Google Form page that has been provided. https://docs.google.com/forms/d/e/1FAIpQLSf_1ZX5kDaWyp89JuX_oQgpOef5Ktv2m3IIVcgFSLHfJCnpQw/viewform?vc=0&c=0&w=1&flr=0

F. Data Analysis Technique

The quantitative data analysis method was used in this study. Quantitative analysis is concerned with quantity or number.

1. Introductory Analysis

a. The Validity of Instrument

According to Hughes's validity test, the extent to which it assesses only what it is supposed to measure and nothing else.⁵⁴ As an outcome, the validity test this time is to determine the level of

⁵⁴ Hughes. P, 159.

students' knowledge of adjective mastery.
The formula of validity:

$$r = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2 (n \sum y^2 - (\sum y)^2)}}$$

as follows:

r = Correlation coefficient of two variables X and Y

X = Independent variable

Y = Dependent variable

The r_{xy} the calculation result is compared to the r of the product-moment with a 5% level of significance. If r_{xy} is greater than the r table, the item in question is correct. If r_{xy} is less than r table, the question item is invalid.

In this study, the researcher used a lottery to select 35 students at random to test the validity. The validity was calculated using SPSS 22 program by the researcher.⁵⁵

b. The Reliability of Instrument

Reliability indicates that an instrument used as a data collection tool can be trusted because it is correct. Alpha formulas are the instrument used to assess reliability.

$$r_{a=} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum ab^2}{ab^2} \right]$$

⁵⁵ Shodiq, *Aplikasi Statistika Dalam Penelitian Kependidikan* (Semarang, Indonesia: Karya Abadi Jaya, 2015). P, 107.

In this study, the researcher used a lottery to select 25 students at random to test the reliability. The validity was calculated using SPSS 22 program by the researcher.

2. Scoring Adjective Mastery and Descriptive Text Writing Ability

In this study, the results of the students' adjective mastery, referred to as the independent variable (X), and the results of the students' writing ability assessment, referred to as the dependent variable (Y), are classified into classification criteria.

Initially, the researcher entered the collected data into the table distribution. Following that, the student's scores for each variable were entered into the table. Then, in this step, the finding interval and the quality score of each variable are discovered:

- a. Finding out the highest score (H) and the lowest score
 $K = 1 + 3.3 \log N$
K = interval total
- b. Range
 $R = H - L + 1$
R = range
H = highest score
L = Lowest score
- c. Class interval with the formula
 $i = \frac{R}{K} 12$
i = interval
- d. Look for the mean with the formula

$$Me = \frac{\sum fx}{N} 13^{56}$$

- e. Look for the quality of students' adjective mastery and descriptive text writing ability in the tenth grade at MA Mazro'atul Huda Karanganyar Demak in the 2020/2021 academic year.

G. Hypothetical Analysis

This analysis is used to know the influence of students' mastery of adjectives on their ability in writing descriptive text:

- a. Ho: $\beta_1 \leq 0$ (Adjective Mastery has no direct effect on students and their ability in writing descriptive text)
- b. H1: $\beta_1 > 0$ (Adjective Mastery has a direct effect on students' descriptive writing ability)

1. The researcher used the correlation product-moment technique to look for a correlation between predictor and criterion.

The formula is as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$\text{Where: } \sum xy = \sum xy - \frac{(\sum x)(\sum y)}{N}$$

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n}$$

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n} 12$$

⁵⁶ Shodiq, P, 58.

Based on the above result, the writer interprets that category as follows:

Table 3.4
Interpretation of Coefficient Correlation from
Sugiyono (2009)

Coefficient Interval	Correlation Level
0,80—1,00	Very strong
0,60—0,79	Strong
0,40—0,59	Strong Enough
0,20—0,39	Weak
0.00—0.199	Very Weak

2. Looking for simple regression

This method is used to calculate what extend the influence on students' mastery of adjective on their ability in writing descriptive text

- a. Using the variable linear regression analysis technique with the following:

$$\hat{Y} = a + bX$$

\hat{Y} = Projection dependent variable

X = Predicted independent variable

a = Constanta value of Y if $X = 0$

b = Predictor⁵⁷

Value a (constantan), and b (regression coefficient for variable X) could be found out using

$$b = \frac{n \cdot \Sigma xy - \Sigma X \Sigma Y}{n \cdot \Sigma x^2 - (\Sigma X)^2}$$

$$a = \frac{\Sigma Y - b \Sigma X}{N} \quad 58$$

b. Looking for the F value

1) Finding out the value a and b

$$b = \frac{n \cdot \Sigma XY - \Sigma X \cdot \Sigma Y}{n \cdot \Sigma X^2 - (\Sigma X)^2} \quad a$$
$$= \frac{\Sigma Y - b \cdot \Sigma X}{n}$$

2) Finding out the regression square ($JK_{Reg[a]}$) using

$$JK_{Reg[a]} = \frac{(\Sigma Y)^2}{n}$$

3) Finding out the regression square ($JK_{Reg[b|a]}$) using

$$JK_{Reg[b|a]} = b \left\{ \Sigma XY \frac{(\Sigma X)(\Sigma Y)}{n} \right\}$$

4) Finding out the residue square JK_{Res}

$$JK_{Res} = \Sigma Y^2 - JK_{Reg[b|a]} - JK_{Reg[a]}$$

5) Finding out the average of regression square ($RJK_{Reg[a]}$) using

$$(RJK_{Reg[a]}) = JK_{Reg[a]}$$

6) Finding out the average of regression square ($RJK_{Reg[b|a]}$) using

$$(RJK_{Reg[b|a]}) = JK_{Reg[a]}$$

⁵⁷ Shodiq, P, 171.

⁵⁸ Shodiq, P, 172

- 7) Finding out the average amount of residue square (RJK_{Res}) using

$$RJK_{Res} = \frac{JK_{Res}}{n-2}$$

- 8) Finding out the significance (F_{Reg})

$$F_{Reg} = \frac{RJK_{Reg(b|a)}}{RJK_{Res}}$$

- 9) Finding out the level of significance (t)

The level of significance in this research is $\alpha = 5\%$ with

$$t_{table} = 1,671.$$

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

- 10) Finding out the contribution of variable X and Y (R square)

$$R = r_{xy} \times r_{xy}^2 \times 100\%$$

H. Final Analysis

After acquiring F_{Reg} the next step is to compare the price of F_{Reg} the value. The percentages on the table are 1% or 5%. It is significant if $F_{Reg} > Ft$ is greater than 1% or 5%. Students' mastery of adjectives has a positive influence on their writing ability. It makes no difference whether F_{Reg} Ft is 1% or 5%. There is a correlation between the students' mastery of adjectives and their ability in writing descriptive text.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the research description, result of instrument test, data analysis, hypothesis analysis, discussion, and limitation of the research.

A. Research Description

The researcher conducted this research at tenth-grade students' of MA Mazro'atul Huda Karanganyar Demak in the Academic Year of 2020/2021. After the researcher observed and collected some data, the researcher analyzed this chapter, which refers to statistical data analysis, to determine the influence of students' mastery of adjectives on their ability in descriptive text. The researcher used a test to measure students' mastery of adjectives, and a written test to measure students' writing ability, which was given to the student as the research sample, collect data, and calculate students' scores.

The test had previously been performed in class X-A for validity test. Following that, the test results were analyzed using the SPSS 22 application's validity and reliability tests. Its goal was to obtain instruments that were both valid and reliable. The researcher discovered 10 invalid questions after doing the validity test, thus he chose the remaining 30 questions to be assessed for reliability. The researcher then administered the valid 30 question questionnaire test to the students of X-B as the sample class at MA Mazro'atul Huda Karanganyar Demak students. The highest score on the adjective mastery test is 97, and the lowest score is 73. The examination consists of 30

questions appendix 3 contains the questions of the test. Each question is worth 1 point if students can correctly answer the question, and 0 points if students cannot correctly answer the question. While the highest written test score is 93, the lowest score is 63, appendix 2 contains the written test guidelines. The researcher collected data after obtaining a valid and reliable instrument.

The researcher then performed a correlation test to determine whether there was a relationship between the two variables, and finally, the researcher performed a simple regression test to determine whether the two variables had an influence or not on the hypothesis.

B. Result of Instrument Test

1. The Validity of Instrument

The researcher used SPSS 22 application to analyse the validity of the instrument used to test the students' mastery. The results are as follows:

Table 4.1
The Validity of Instrument to Test Students' Mastery of Adjectives

No	Item	r-table	Validity
1.	Q1	0.619	Valid
2.	Q2	0.466	Valid
3.	Q3	0.179	Invalid
4.	Q4	0.562	Valid
5.	Q5	0.179	Invalid
6.	Q6	0.551	Valid
7.	Q7	0.380	Valid
8.	Q8	0.556	Valid
9.	Q9	0.619	Valid

10.	Q10	0.617	Valid
11.	Q11	0.719	Valid
12.	Q12	0.526	Valid
13.	Q13	0.473	Valid
14.	Q14	0.677	Valid
15.	Q15	0.179	Invalid
16.	Q16	0.581	Valid
17.	Q17	0.459	Valid
18.	Q18	0.661	Valid
19.	Q19	0.441	Valid
20.	Q20	0.343	Invalid
21.	Q21	0.588	Valid
22.	Q22	0.386	Valid
23.	Q23	0.523	Valid
24.	Q24	0.426	Valid
25.	Q25	0.246	Invalid
26.	Q26	0.671	Valid
27.	Q27	0.441	Valid
28.	Q28	0.263	Invalid
29.	Q29	0.325	Invalid
30.	Q30	0.449	Valid
31.	Q31	0.671	Valid
32.	Q32	0.588	Valid
33.	Q33	0.661	Valid
34.	Q34	0.300	Invalid
35.	Q35	0.459	Valid
36.	Q36	0.179	Invalid
37.	Q37	-0.068	Invalid
38.	Q38	0.619	Valid
39.	Q39	0.446	Valid
40.	Q40	0.730	Valid

According to the data table above, the researcher supplied 40 questions to test the validity but only left 30 valid questions,

meaning that only 10 of the 40 questions examined were not valid, and the researcher only utilized 30 valid questions for the next test on the reliability test for students.

Table 4.2
The Blue Print of Adjectives Mastery
Test After Validation

No	Type of Adjective	Indicators	Item Number		Total
			Odd	Even	
1	Descriptive Adjective	Students can apply descriptive adjective properly	1,9,13, 19	4,6,8, 14,24,36	10
2	Possessive Adjective	Students can apply possessive adjective properly	17,23,3	2,22	5
3	Numeral Adjective	Students can apply numeral adjective properly	9,21	4,10,12 30,32	7
4	Demonstrative Adjective	Students can apply demonstrative adjective properly	5,7,11,35, 37	16,18,26	8
Total			14	16	30

The table above shows that the validity test instrument changes before and after the validity test: after being tested for validity for the descriptive adjective type, there are only 10 valid questions left from the previous 16

questions, and there are only 5 valid questions left for the possessive adjective type question. There are 7 valid questions in the validated section, 7 valid questions in the numeral adjective section and 8 valid questions in the demonstrative adjective section from the previous is 10 questions. The table for the instrument adjective test before the validity test can be found on page 31 of chapter 3 table 3.1.

2. The Reliability of Instrument

The researcher used SPSS 22 to test the reliability of the instrument with 30 samples. Here is a summary of the reliability level of the as follows:

Table 4.3
The Table of Reliability Level

0.80 – 1.00	Very reliable
0.60 – 0.80	Reliable
0.40 – 0.60	Sufficient
0.20 - 0.40	Less reliable
0.00 - 0.20	Poor

a. Reliability of students’ mastery of adjective

Reliability Statistics

Cronbach’s Alpha	N of Items
.921	30

Based on the calculation of the reliable test using the SPSS 22 application, the table above explains that reliable in this test proved that it is very reliable because it ranges between more than > 0.80 and less than 1.00 , and the reliable test on adjective mastery receives a value of 0.921 , indicating that it had a very reliable value.

b. Reliability of Students' writing ability in descriptive text

Reliability statistics

Cronbach's Alpha	N of Items
.831	5

Based on the table above, the students' ability to write descriptive tests received a score of 0.831 in the reliability test this time, indicating that they are very reliable because it exceeds 0.80 but is less than 1.00 the item was said to be less reliable.

C. Data Analysis

1. The Score Students' Mastery of Adjectives

The researcher used the mastery of adjective test (adjective structure identification) in this study to assess students' mastery of adjectives. The highest (H) and lowest (L) scores on the students' mastery of adjective

tests are 93 and 73. And the number of participants (N) is 30. The next step is to determine the frequency distribution of the students' adjective mastery. The frequency distribution of the students' mastery of adjectives is shown in the table below:

Table 4.4
Frequency Distribution of Students'
Mastery of Adjectives

Statistics		
Adjective Mastery		
N	Valid	30
	Missing	0
Mean		82.57
Std. Error of Mean		.942
Median		83.00
Mode		83
Std. Deviation		5.157
Variance		26.599
Range		20
Minimum		73
Maximum		93
Sum		2477

According to the table above, the student's mastery of adjectives has the highest score of 93 and the lowest score of 73, with an average value of 82 and a median value of 83 on a scale of 1/100, and the interval range is 20.

2. The Score of Students' Writing Ability in Descriptive Text

In this study, the researcher used a writing descriptive text test and Heaton's writing scale to assess students' writing ability.

The highest possible score for students' writing ability is 93, and the lowest possible score is 62. And the number of participants (N) is 30. The following step is to determine the frequency distribution of the students' descriptive text writing ability:

Table 4.5
Frequency Distribution of Students' Writing Ability in Descriptive Text

Statistics		
Writing Descriptive		
N	Valid	30
	Missing	0
Mean		79.03
Std. Error of Mean		.953
Median		79.50
Mode		80
Std. Deviation		5.223
Variance		27.275
Range		24
Minimum		64
Maximum		88
Sum		2371

According to the table above, the students' ability to write descriptive text has the highest score of 88 and the lowest score of 64, with an average value of 79 and a median value of 79 on a scale of 1/100 and the interval range 24.

D. Hypothetical Analysis

In this hypothetical analysis, researchers were still using the SPSS 22 application to determine whether or not there was a relationship between

variable X (word mastery) and variable Y (writing descriptive text).

1. The researcher used the correlation product-moment technique to look for a correlation between predictor and criterion

As well as the table below:

**Table 4.6
The Hypothetical Correlation**

		Adjective Mastery	Writing Descriptive
Adjective Mastery	Pearson Correlation	1	.529**
	Sig. (2-tailed)		.003
	N	30	30
Writing Descriptive	Pearson Correlation	.529**	1
	Sig. (2-tailed)	.003	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

According to the table above, the correlation of students' abilities in adjective mastery on their ability to write descriptive texts was strong enough, with the value of each correlation being 0.529 for a total variable of 30 students. Why is it strong enough to say that it is based on the Correlation Pearson product-moment from Sugiyono scale below:

Table 4.7

Interpretation of Coefficient Correlation from Sugiyono (2009)

Coefficient Interval	Correlation Level
0,80—1,00	Very strong
0,60—0,79	Strong
0,40—0,59	Strong Enough
0,20—0,39	Weak
0.00—0.199	Very Weak

2. Looking for simple regression

This method is used to calculate the level of the influence of adjective mastery on their ability to write descriptive texts using the SPSS 22 application. The outcomes are as follows:

**Table 4.8
The Significance Analysis**

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	221.590	1	221.590	10.897	.003 ^b
	Residual	569.377	28	20.335		
	Total	790.967	29			
a. Dependent Variable: Writing Descriptive						
b. Predictors: (Constant), Adjective Mastery						

If the significance value is less than 0.005, this indicates that the X variable influences the Y variable. If it exceeds

0.005, the X variable does not affect the Y variable. The table above shows that the F value is 10.897 with a significance level of 0.003, which means that if the F value is less than 0.005, then this simple linear regression model can be used to determine the relationship of students' ability to write descriptive text, or in other words, the effect of students' ability to master adjectives on students' ability to write a descriptive text. The table below shows how strong the influence is between variable X (adjective mastery) and variable Y (writing descriptive text):

Table 4.9
The Influence of X and Y

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.529 ^a	.280	.254	4.509
a. Predictors: (Constant), Adjective Mastery				
b. Dependent Variable: Writing Descriptive				

Based on the table above, the strength of the relationship between variable X (adjective mastery) and variable Y (writing descriptive text) is 0.529 in column R, from the output obtained R square of 0.280, indicating that the independent variable has a 28% influence on the dependent variable. As a result students' ability in adjective mastery has a 72% impact on student's ability in writing descriptive text.

E. Discussion

This study was carried out because writing

skills are a difficult skill in English. Students should have writing skills such as content, organization, vocabulary, language use, and mechanics, as well as mastery of adjectives, as adjectives are used in their writing. Writing knowledge can assist students in writing correct word structure when writing sentences and paragraphs. As a result, this study focuses on the influence of students' mastery of adjectives on their ability to write a descriptive text. Based on earlier research, it was also shown that some students struggled to write descriptive texts, such as students who didn't comprehend the social functions of descriptive texts.

According to earlier research, many descriptive text researchers have employed adjectives as independent variables, but few use adjectives as dependent variables. As a result, the researcher uses adjectives. Since the beginning of time, adjectives had already received special attention in the literature. The existence of an adjective in the formation of a clause and the formation of a sentence is an absolute matter. At least one subject (subject) and verb are required to form a clause or sentence (verb). As a result, the presence of adjectives in clauses and sentences is required. The phenomenon of using adjective clauses is very common in writing, The adjective clause has a different structure in formal and informal situations. This complexity still needs to be explored in greater depth to students' understanding of the adjective clause. Many people are still caught up in capturing the meaning of the text while writing. For some reason, grammar and vocabulary are the parts of a text that most frequently prevent them from breaking through

to understanding.⁵⁹

The researcher provided the students 40 questions for the adjective test in the validation test, but only 30 legitimate questions in the validity test, meaning there were 10 invalid questions, thus the researcher gave test questions for adjective mastery as many as 30 questions from the remaining questions valid in class X-B for reliability testing

From a range of values between 1/100, the highest score is 93 and the lowest is 73 on the student's ability test in adjective mastery, with an average value of 82.57 and a median value of 83.00 with an interval value of 20. The highest score on the student's ability test in essay descriptive text is 88, and the lowest score is 64, from a range of values between 1/100, with an average value of 79.03 and a median value of 79.50, and a value interval of 24.

Based on the data collected and tested previously, the hypothesis revealed that the student's mastery of adjectives had a 0.529 influence on their ability to write descriptive text and that both the mastery of adjectives and writing ability had the same score of 0.529, indicating a "sufficient" or "strong enough" which according to correlation Pearson's product-moment had a sufficient value or is also strong enough with a significance level of 0.003. If the significance is <0.005 between variables X and Y then it had a relationship, but if it is greater than >0.005 ,

⁵⁹ Ni Widisanti Made, 'An Analysis on Adjective Clause in Daniel Defoe's Robinson Crusoe', *Journal Albion Journal of English Literature, Language, and Culture*, 1.2 (2019)
<<https://journal.unpak.ac.id/index.php/albion/article/download/1313/1106>>. P, 6.

between the variables X and Y then had no relationship. If the calculation above yields a significant value of 0.003, then the hypothesis is accepted. And the outcome, the hypothesis is accepted. It means that students' mastery of adjectives and ability to write descriptive text has an impact.

The contribution of variable X to Y is 28%. It means that the variable X (students' mastery of adjective) gave influence 28% toward variable Y (students' ability in writing descriptive text), and 72% that gave influence toward students' writing ability is from other aspects (content, organization, vocabulary, language use, and mechanic).

The conclusion of this research explained that the study mastery of adjectives is important for the student who wants to write a writing product. By using ability in writing descriptive text test (structure text descriptive test and adjective identification test and ask students to write descriptive text is present the contribution to writing ability.

F. Limitation of The Research

The researcher realized that had not been done optimally. There were some obstacles faced during the research process. Some limitations in this research were:

1. The short time of the research process made this research could not be done optimally.
2. The researcher has no idea how serious and focused the students were when taking the test.
3. The researcher does not see measuring the students' honesty in answering the test

until there is a possibility that the students will cheat or guess.

4. Less experience and knowledge of the researcher makes this research is not composed comprehensively.

From some limitations, it is needed to have study more about the influence of students' mastery of adjectives on their ability in writing descriptive text. By considering those limitations, a better study will be gained.

CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter, the researcher presents the conclusion of the study, suggestions, and closing.

A. Conclusion

According to the findings of the research conducted at the tenth grade of MA Mazro'atul Huda Karanganyar Demak, based on the findings, the researcher's previous chapters were discussed.

According to research finding, namely students' mastery of adjectives at the tenth grade of MA Mazro'atul Huda Karanganyar Demak in the academic year 2020/2021 is "average" or "sufficient" on interval 20 with a mean of 82.57. It denotes that they have adequate knowledge of adjectives and made occasional mistakes in adjectives operation (descriptive adjective, possessive adjective, numeral adjective, and demonstrative adjective). As well as occasional misunderstandings about the meaning of words used in demonstrative adjectives.

The result of the research showed that students' writing ability in the descriptive text at the tenth graders of MA Mazro'atul Huda Karanganyar Demak in the academic year 2020/2021 is "average" on interval 24 with the mean of 79.03. This means they had some knowledge of the subject they want to use in their writing product, limited topic development, but most relevant to the topic, loosely organized but prominent main ideas, errors in word selection and occasionally used of words/idioms, minor problems in complex constructions, and some agreement, tense, number, article, pronoun, or preposition, but their

meaning is rare.

At the tenth graders of MA Mazro'atul Huda Karanganyar Demak in the academic year 2020/2021, the influence of students' mastery of adjectives on their writing ability in the descriptive text is 28%. This means that variable X (students' mastery of adjectives) contributes 28% to variable Y (writing ability in descriptive text), while the remaining 72% comes from other factors.

B. Suggestion

Based on the above conclusion, the researcher would like to make some recommendations to students, teachers, and other researchers. The following suggestions were made:

1. Students' were asked to practice adjectives in writing, whether in descriptive text or other types of texts. Students are also advised to practice differentiating several types of adjectives so that if they were faced with writing, they will not be confused and had difficulty distinguishing adjectives because of closely related adjectives in English.
2. English teachers are truly advised to pay close attention to students' use of adjectives, particularly in their writing skills, so that they can assist students in improving their writing skills to be even better than before.
3. Other researchers should try to improve their research on the influence of students' mastery of adjectives on their students' writing ability in the descriptive text through innovations with other texts such as

writing narrative text, recount. They must devote as much time as possible to preparation so that other researchers can achieve the best possible results as well, or procedure to obtain better research than previously. The findings of this study may be considered and used by other researchers conducting additional research in the same field.

C. Closing

Only Allah deserves praise for providing power and health until this final project is completed. The author is confident that this thesis is far from perfect. As a result, suggestions, and criticisms are welcome to improve the following research.

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APPENDICES

Appendix 1

The Instrument for Adjectives Mastery Before Validation

Name :

Class :

INSTRUKSI:

1. Pastikan tulis nama, kelas dan nomor absen anda pada kolom yang disediakan
2. Pilihlah jawaban yang menurut anda tepat dengan memilih jawaban yang tersedia A, B, C & D.
3. Pastikan semua terisi, dan periksa jawaban sebelum mengumpulkan
4. Jangan lupa berdoa terlebih dahulu sebelum mengerjakan

SEMOGA BERHASIL

No	Question	No	Question	
1	<p>She gets parcel and she is</p> <ol style="list-style-type: none"> 1. curly 2. happy 3. slim 4. late 	Questions no 21- 24	<p>I have a (21)... bedroom. My mother and father teach me and ask me to clean (22)... room every day. If the room is neat and clean, I will sleep soundly. (23)... body and (24)... soul will be earned by sleeping well.</p> <p>21.</p> <ol style="list-style-type: none"> a. wild b. cheerful c. comfortable d. trouble 	
2	<p>I love swimming. Sometimes I go to the public swimming pool with ... family.</p> <ol style="list-style-type: none"> a. my b. your c. their d. our 		22	<ol style="list-style-type: none"> a. those b. this c. these d. that
3	<p>I have fallen in love with ... woman.</p> <ol style="list-style-type: none"> a. closed 		23	<ol style="list-style-type: none"> a. loose b. hearty c. healthy

	<p>b. beautiful c. wooden d. handsome</p>		<p>d. strong</p>
4	<p>... boy stole the book.</p> <p>a. that b. these c. he d. she</p>	24	<p>a. calm b. hard c. weak d. rough</p>
5	<p>I have bought ... egg. That should be enough.</p> <p>a. six b. some c. one d. many</p>	25	<p>My older brother is ... years old.</p> <p>a. six b. sixty c. sixteen d. sixth</p>
6	<p>Which of the following contains a demonstrative adjective?</p> <p>a. red apples b. old apples c. stinky apples d. these apples</p>	26	<p>... men are good looking.</p> <p>a. this b. it c. those d. his</p>
7	<p>..... clothes here was made in China</p> <p>a. this b. those c. that d. these</p>	27	<p>She brushed her ... hair.</p> <p>a. long brown b. large blue c. big d. small</p>

8	<p>He drives a bright red sports car. It is a very ... car.</p> <p>a. wild b. shallow c. fast d. tall</p>	28	<p>Yesterday, I asked my father to buy bag, but he rejects it</p> <p>a. This b. These c. That d. Those</p>
9	<p>John has a younger sister. His younger sister is ... years old.</p> <p>a. several b. sixteen c. first d. ones</p>	29	<p>At night time, I sometimes think a ... monster is hiding under my bed.</p> <p>a. red b. happy c. terrifying d. lonely</p>
10	<p>There were ... children in the class.</p> <p>a. nobody b. nothing c. one d. some</p>	30	<p>Prambanan temple has ... temples.</p> <p>a. ninety-nine b. one c. fifth d. thrid</p>
11	<p>I make party special for you. I hope you like it.</p> <p>a. That b. Those c. This d. These</p>	31	<p>... one of us must attend the meeting.</p> <p>a. First b. Several c. Some</p>

			d. Every
12	This is my dearest friend, ... name is Alisa. a. her b. his c. their d. she	32	Dave lives in Germany, but ... brothers live in France. a. her b. his c. he d. she
13	Do not tell ... secret to anyone, or we will kick you out from the group. a. her b. we c. our d. their	33	... is my favorite type of ice cream a. Those b. These c. This d. That
14	My computer is very old, ... keyboard does not work well. a. its b. it is c. her d. his	34	My friends and I like ... new classroom. a. our b. their c. they d. he
15	Bagas is singing a song, so we are concerned about... performance. a. her b. his c. their d. he	35	Josh likes ... coffee. So, he doesn't put a lot of sugar in it. a. sweet b. salty c. bitter

			d. sour
16	There is a lake in the park where you can see people enjoying ... activities. a. one b. first c. many d. much	36	There is only ... solution to every problem written on the board. a. every b. each c. one d. first
17	... issue has troubled us in the past. a. These b. Those c. That d. This	37	Every student has to bring ... box to school. a. big b. bigly c. easy d. difficult
18	She has ... stories to tell. a. interest b. interesting c. pretty d. ugly	38	Cinta is 16 years old. Vania is 17 years old. Cinta is ... than Vania. a. young b. older c. younger d. stronger

19	<p>David and Sara do not go out at night ... father does not let them.</p> <p>a. their b. them c. his d. her</p>	39	<p>Fitria is the ... student in the class.</p> <p>a. smartest b. clever c. laziest d. diligent</p>
20	<p>Betty always likes to sit ..., because it makes her focus on listening to the teacher's explanations</p> <p>a. small b. in the front c. in the hind d. far</p>	40	<p>You have broken ... ruler, do apologize to him.</p> <p>a. her b. his c. my d. he</p>

Appendix 2

The Instrument for Writing Descriptive Text

Nama:

Kelas:

Petunjuk Pengerjaan.

1. Tulis nama lengkap anda pada kolom yang disediakan
2. Tulis teks deskriptif berdasarkan kata-kata anda sendiri kurang lebih 250 kata ke dalam bentuk paragraph di kertas kosong.
3. Tulisan anda akan di nilai berdasarkan Scoring Rubric (Content, Organization, Vocabulary, Language Use, Mechanic)
4. Pilihlah satu topik di bawah ini yang ingin anda deskripsikan.
 - a. My family (Keluargaku, Ayah, Ibu, Kakak laki-laki/perempuan dan Adik laki-laki/perempuan)
 - b. My pet (binatang kesayangan)
 - c. Portugis Fortress (benteng portugis)
 - d. Pulau Panjang
 - e. Patriot R. A. Krtini (pahlawan R. A. Kartini)
5. Kumpulkan hasil kerja anda di laman Google Form dalam bentuk FOTO (Jelas dan Tidak Blur) di link berikut ini,
https://docs.google.com/forms/d/e/1FAIpQLSf_1Z_X5kDaWyp89JuX_oQgpOef5Ktv2m3IIVcgFSLHfjCnpQw/viewform?vc=0&c=0&w=1&flr=0

Title

.....
.....
.....
.....

Appendix 3

The Instrument for Adjectives Mastery After Validation

The Influence of Students' Mastery of Adjectives on Their Ability in Writing Descriptive Text at the Tenth Grade of MA Mazro'atul Huda Karanganyar Demak in The Academic Year 2020/2021

Nama :

Kelas :

No Absen :

Petunjuk Pengerjaan!

- a. Pastikan tulis nama, kelas dan nomor absen anda pada kolom yang disediakan
- b. Kerjakan soal dari 1 s/d 30 dengan memilih satu jawaban yang menurut anda benar
- c. Pilihlah jawaban yang menurut anda tepat dengan memilih jawaban yang tersedia A, B, C & D.
- d. Pastikan semua terisi, dan periksa jawaban sebelum mengumpulkan
- e. Jangan lupa berdoa terlebih dahulu sebelum mengerjakan

SELAMAT MENGERJAKAN

- | | |
|--|----------------------|
| 1. She gets parcel
and she is | a. Curly
b. Happy |
|--|----------------------|

- c. slim
d. late
2. I love swimming. Sometimes I go to a public swimming pool with ... family.
- a. my
b. your
c. their
d. our
3. boy stole the book.
- a. that
b. these
c. he
d. she
4. Which of the following contains a demonstrative adjective?
- a. red socks
b. old socks
c. stinky socks
d. this socks
5. clothes here was made in China
- a. this
b. those
c. that
- d. these
6. He drives a bright red sport car. It is a very ... car.
- a. wild
b. shallow
c. fast
d. tall
7. John has a younger sister. His younger sister is ... years old.
- a. several
b. sixteen
c. first
d. ones
8. There were ... children in the class.
- a. nobody
b. nothing
c. one
d. some
9. I make party special for you. I hope you like it.
- a. That
b. These
c. This
d. Those

10. This is my dearest friend, ... name is Alisa.
- a. her
 - b. his
 - c. their
 - d. she
11. Do not tell ... secret to anyone, or we will kick you out from the group.
- a. her
 - b. we
 - c. our
 - d. their
12. My computer is very old, ... keyboard does not work well.
- a. its
 - b. it is
 - c. her
 - d. his
13. There is a lake in the park where you can see people enjoying ... activities.
- a. one
 - b. first
 - c. many
 - d. much
14. ... issue has troubled us in the past.
- a. These
 - b. Those
 - c. That
 - d. This
15. She has ... stories to tell.
- a. interest
 - b. interesting
 - c. pretty
 - d. ugly
16. David and Sara do not go out at night ... father does not let them.
- a. their
 - b. them
 - c. his
 - d. her
- Question for number 17-20
- I have a (17)... bedroom. My mother and father teach me and ask me to clean (18)... room every day. If the room is neat and clean, I will sleep soundly. (19)... body and

(20)... soul will be earned
by sleeping well.

- 17. a. wild
- b. cheerful
- c. comfortable
- d. trouble

- 18. a. those
- b. this
- c. these
- d. that

- 19. a. loose
- b. hearty
- c. healthy
- d. that

- 20. a. calm
- b. hard
- c. weak
- d. rough

21..... men are good
looking.

- a. this
- b. it
- c. those
- d. his

22. She brushed her ...
hair.

- a. long brown
- b. large blue
- c. big
- d. small

23. Yesterday, I asked
my father to buy
.... bag, but he
reject it

- a. these
- b. that
- c. this
- d. those

24. At night time, I
sometimes
think a ...
monster is
hiding under my
bed.

- a. Red
- b. Happy
- c. Terrifying
- d. lonely

25. Prambanan temple
has ... temples.

- a. ninety-nine
- b. one
- c. fifth
- d. thrid

26. ... one of us must
attend the meeting.

- a. First
- b. Several
- c. Some
- d. Every

27. Dave lives in Germany, but ... brothers live in France.

- a. her
- b. his
- c. he
- d. she

28. My friends and I like ... new classroom.

- a. our
- b. their
- c. they
- d. he

29. Josh likes ... coffee. So, he doesn't put a lot of sugar in it.

- a. sweet
- b. salty
- c. bitter
- d. sour

30. There is only ... solution to every problem written on the board..

- a. every
- b. each
- c. one
- d. first

Appendix 4

List Names of Variable Research

NO	INISIAL	NO	INISIAL
1.	AS	31.	AHR
2.	AZW	32.	CADCR
3.	DW	33.	DAR
4.	DZ	34.	DU
5.	IMZ	35.	DPA
6.	IAK	36.	ELA
7.	KN	37.	ETS
8.	MAA	38.	ER
9.	MIKW	39.	EAA
10.	MUK	40.	HKR
11.	MAM	41.	IM
12.	MAN	42.	LA
13.	MFA	43.	LPH
14.	NTS	44.	MAN
15.	NRZ	45.	MFR
16.	NA	46.	MH
17.	NRA	47.	MAH
18.	PDS	48.	MZF
19.	RASP	49.	MFB

20.	RPR	50.	MNQ
21.	RNE	51.	NR
22.	SAL	52.	NA
23.	SSSNL	53.	NCS
24.	SPK	54.	NIS
25.	SAP	55.	NI
26.	SH	56.	PSSFS
27.	TZT	57.	RAS
28.	TWFN	58.	RL
29.	WJ	59.	SM
30.	AS	60.	TCM

Appendix 5

The Score of Adjectives Mastery and Writing Descriptive Before Validation

N0	INISIAL	NILAI	
1.	AR	38	82
2.	AZW	78	82
3.	DW	58	86
4.	DZZJ	80	75
5.	IMA	78	68
6.	IAK	73	77
7.	KN	90	64
8.	MAA	85	62
9.	MIKW	58	75
10.	MUK	98	75
11.	MAM	75	79
12.	MAN	85	92
13.	MFA	45	85
14.	NNS	75	81
15.	NRZ	58	80
16.	NA	95	78
17.	NRAP	95	82
18.	PDS	95	93
19.	RASP	85	71
20.	RPR	68	79
21.	RNE	93	84
22.	SAL	55	68
23.	SSNL	93	74

24.	SPK	95	87
25.	SAP	90	79
26.	SH	60	77
27.	TZT	45	77
28.	TWFN	75	85
29.	WJ	95	84
30.	AS	80	86

Appendix 6

The Score of Adjectives Mastery and Writing Descriptive After Validation

NO	INISIAL	NILAI	
31.	AHR	90	87
32.	CADCR	87	88
33.	DAA	73	82
34.	DU	73	81
35.	DPA	83	80
36.	ELA	77	86
37.	ETS	83	76
38.	ER	83	79
39.	EAS	87	85
40.	HKR	77	80
41.	IM	93	72
42.	LA	87	85
43.	LPH	80	76
44.	MAN	83	75
45.	MFR	77	80
46.	MH	80	64
47.	MAH	80	77
48.	MZF	90	77
49.	MFBA	77	80
50.	MNQ	87	70
51.	NR	77	85
52.	NA	80	76
53.	NCS	80	79
54.	NIS	80	73

55.	NI	83	76
56.	PSSFS	87	83
57.	RAS	87	79
58.	RL	87	81
59.	SM	83	79
60.	TCM	90	80

Appendix 7

The Blue Print of Adjectives Mastery Test Before Validation

No	Type of Adjective	Indicators	Item Number		Total
			Odd	Even	
1	Descriptive Adjective	Students can apply descriptive adjective properly	1,3,9,13,15, 19,25,27	6,8,14,24,3 4,36,38,40	16
2	Possessive Adjective	Students can apply possessive adjective properly	17,23,31,33	2,22	7
3	Numeral Adjective	Students can apply numeral adjective properly	9,21	4,10,12,28, 30,32	7

4	Demonstrative Adjective	Students can apply demonstrative adjective properly	5,7,11,35, 37,39	16,18, 20,26	10
Total			20	20	40

Appendix 8

The Blue Print of Adjectives Mastery Test After Validation

No	Type of Adjective	Indicators	Item Number		Total
			Odd	Even	
1	Descriptive Adjective	Students can apply descriptive adjective properly	1,9,13,19	4,6,8,14, 24,36	10
2	Possessive Adjective	Students can apply possessive adjective properly	17,23,3	2,22	5
3	Numeral Adjective	Students can apply numeral	9,21	4,10,12 30,32	7

		adjective properly			
4	Demonstrative Adjective	Students can apply demonstrative adjective properly	5,7,11,35, 37	16,18,26	8
Total			14	16	30

Appendix 9

The Calculation of Test Instrument Validation for Adjectives Mastery

CORRELATIONS		
	TOTAL	
Question1	Pearson Correlation	.619**
	Sig. (2-tailed)	,000
	N	30
Question2	Pearson Correlation	.466**
	Sig. (2-tailed)	,010
	N	30
Question3	Pearson Correlation	,179
	Sig. (2-tailed)	,343
	N	30
Question4	Pearson Correlation	.562**
	Sig. (2-tailed)	,001
	N	30
Question5	Pearson Correlation	,179
	Sig. (2-tailed)	,343
	N	30

Question6	Pearson Correlation	.551**
	Sig. (2-tailed)	,002
	N	30
Question7	Pearson Correlation	.380*
	Sig. (2-tailed)	,039
	N	30
Question8	Pearson Correlation	.556**
	Sig. (2-tailed)	,001
	N	30
Question9	Pearson Correlation	.619**
	Sig. (2-tailed)	,000
	N	30
Question10	Pearson Correlation	.617**
	Sig. (2-tailed)	,000
	N	30
Question11	Pearson Correlation	.719**
	Sig. (2-tailed)	,000
	N	30
Question12	Pearson Correlation	.526**
	Sig. (2-tailed)	,003
	N	30

Question13	Pearson Correlation	.473**
	Sig. (2-tailed)	,008
	N	30
Question14	Pearson Correlation	.677**
	Sig. (2-tailed)	,000
	N	30
Question15	Pearson Correlation	,179
	Sig. (2-tailed)	,343
	N	30
Question16	Pearson Correlation	.581**
	Sig. (2-tailed)	,001
	N	30
Question17	Pearson Correlation	.459*
	Sig. (2-tailed)	,011
	N	30
Question18	Pearson Correlation	.661**
	Sig. (2-tailed)	,000
	N	30
Question19	Pearson Correlation	.441*
	Sig. (2-tailed)	,015
	N	30

Question20	Pearson Correlation	,343
	Sig. (2-tailed)	,063
	N	30
Question21	Pearson Correlation	.588**
	Sig. (2-tailed)	,001
	N	30
Question22	Pearson Correlation	.386*
	Sig. (2-tailed)	,035
	N	30
Question23	Pearson Correlation	.523**
	Sig. (2-tailed)	,003
	N	30
Question24	Pearson Correlation	.426*
	Sig. (2-tailed)	,019
	N	30
Question25	Pearson Correlation	,246
	Sig. (2-tailed)	,190
	N	30
Question26	Pearson Correlation	.671**
	Sig. (2-tailed)	,000
	N	30

Question27	Pearson Correlation	.441*
	Sig. (2-tailed)	,015
	N	30
Question28	Pearson Correlation	,263
	Sig. (2-tailed)	,160
	N	30
Question29	Pearson Correlation	,325
	Sig. (2-tailed)	,079
	N	30
Question30	Pearson Correlation	.449*
	Sig. (2-tailed)	,013
	N	30
Question31	Pearson Correlation	.671**
	Sig. (2-tailed)	,000
	N	30
Question32	Pearson Correlation	.588**
	Sig. (2-tailed)	,001
	N	30
Question33	Pearson Correlation	.661**
	Sig. (2-tailed)	,000
	N	30

Question34	Pearson Correlation	.386*
	Sig. (2-tailed)	,035
	N	30
Question35	Pearson Correlation	.459*
	Sig. (2-tailed)	,011
	N	30
Question36	Pearson Correlation	,179
	Sig. (2-tailed)	,343
	N	30
Question37	Pearson Correlation	-,068
	Sig. (2-tailed)	,722
	N	30
Question38	Pearson Correlation	.619**
	Sig. (2-tailed)	,000
	N	30
Question39	Pearson Correlation	.466**
	Sig. (2-tailed)	,010
	N	30
Question40	Pearson Correlation	.730**
	Sig. (2-tailed)	,000
	N	30

TOTAL	Pearson Correlation	1
	Sig. (2-tailed)	
	N	30
**. Correlation is significant at the 0.01 level (2-tailed).		
*. Correlation is significant at the 0.05 level (2-tailed).		

Appendix 10

The Calculation of Test Instrument Validation for Writing Ability

Correlations							
		Content	Organization	Vocabulary	Language Use	Mechanic	TOTAL
Content	Pearson Correlation	1	.776**	.518**	.879**	.729**	.967**
	Sig. (2-tailed)		,000	,003	,000	,000	,000
	N	30	30	30	30	30	30
Organization	Pearson Correlation	.776**	1	.552**	.616**	.691**	.839**
	Sig. (2-tailed)	,000		,002	,000	,000	,000
	N	30	30	30	30	30	30
Vocabulary	Pearson Correlation	.518**	.552**	1	.368*	.483**	.660**

	Sig. (2-tailed)	,003	,002		,045	,007	,000
	N	30	30	30	30	30	30
LanguageUse	Pearson Correlation	.879**	.616**	.368*	1	.677**	.884**
	Sig. (2-tailed)	,000	,000	,045		,000	,000
	N	30	30	30	30	30	30
Mechanic	Pearson Correlation	.729**	.691**	.483**	.677**	1	.805**
	Sig. (2-tailed)	,000	,000	,007	,000		,000
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.967**	.839**	.660**	.884**	.805**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	30	30	30	30	30	30
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

Appendix 11

The Calculation of Reliability Test of Adjectives Mastery

Reliability Statistics	
Cronbach's Alpha	N of Items
,921	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Correc ted Item- Total Correl ation	Cronbach' s Alpha if Item Deleted
VAR00001	20,400 0	52,869	,633	,917
VAR00002	20,366 7	54,378	,424	,920
VAR00003	20,366 7	53,964	,486	,919
VAR00004	20,300 0	54,286	,480	,919
VAR00005	20,300 0	55,321	,314	,921
VAR00006	20,466 7	53,775	,478	,919
VAR00007	20,400 0	52,869	,633	,917
VAR00008	20,266 7	54,064	,549	,918
VAR00009	20,433 3	51,978	,749	,915

VAR00010	20,266 7	54,754	,431	,920
VAR00011	20,233 3	55,220	,382	,920
VAR00012	20,233 3	53,771	,647	,917
VAR00013	20,466 7	52,878	,605	,917
VAR00014	20,333 3	54,644	,401	,920
VAR00015	20,433 3	52,461	,678	,916
VAR00016	20,333 3	54,851	,369	,920
VAR00017	20,366 7	53,275	,591	,917
VAR00018	20,266 7	55,444	,314	,921
VAR00019	20,466 7	54,051	,439	,920
VAR00020	20,266 7	55,099	,372	,920
VAR00021	20,466 7	52,257	,695	,916
VAR00022	20,466 7	54,395	,390	,920
VAR00023	20,400 0	54,731	,360	,921
VAR00024	20,466 7	52,257	,695	,916
VAR00025	20,366 7	53,275	,591	,917
VAR00026	20,433 3	52,461	,678	,916
VAR00027	20,266 7	55,444	,314	,921

VAR00028	20,333 3	54,644	,401	,920
VAR00029	20,400 0	52,869	,633	,917
VAR00030	20,366 7	54,378	,424	,920

Appendix 12

The Calculation of Reliability Test of Writing Descriptive Text

Reliability Statistics	
Cronbach's Alpha	N of Items
,831	5

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	60,93	10,202	,900	,786
Organization	67,20	22,855	,782	,790
Vocabulary	67,27	23,237	,522	,826
LanguageUse	64,10	18,438	,803	,747
Mechanic	81,17	25,109	,762	,819

Appendix 13

The Result Score of Adjectives Mastery

No	Inisial	Total	Score Adjective
31	AHR	27	90
32	RCAD	26	87
33	DAA	22	73
34	DU	22	73
35	DPA	25	83
36	ELA	25	83
37	ETS	23	77
38	ER	25	83
39	EAA	25	83
40	HKR	26	87
41	IM	23	77
42	LA	28	93
43	LPH	26	87
44	MAN	24	80
45	MFR	25	83
46	MH	23	77
47	MAH	24	80
48	MZF	24	80
49	MFBA	27	90
50	MNQ	23	77
51	NR	26	87
52	NA	23	77
53	NCS	24	80
54	NIS	24	80

55	NI	24	80
56	PSS	25	83
57	RAS	26	87
58	RL	26	87
59	SM	25	83
60	TCM	27	90

Appendix 14

The Result Score of Writing Descriptive

No	Inisial	Content	Organization	Vocabulary	Langue Use	Mecanic	Total
31	AHR	25	18	17	22	5	87
32	CAD	27	18	17	22	4	88
33	DAA	26	17	14	21	4	82
34	DU	21	17	17	22	4	81
35	DPA	21	14	18	23	4	80
36	ELA	25	18	17	22	4	86
37	ETS	23	15	14	21	3	76
38	ER	21	16	17	21	4	79
39	EAA	26	15	17	22	5	85
40	HKR	25	15	15	21	4	80
41	IM	22	14	14	18	4	72

42	LA	26	17	17	21	4	85
43	LPH	21	13	17	21	4	76
44	MAN	22	14	15	21	3	75
45	MFR	21	17	17	21	4	80
46	MH	16	14	14	17	3	64
47	MAH	22	16	15	20	4	77
48	MZF	25	15	13	20	4	77
49	MFB	23	16	17	21	3	80
50	MNQ	21	17	13	15	4	70
51	NR	25	18	17	21	4	85
52	NA	23	17	14	18	4	76
53	NCS	22	15	16	22	4	79
54	NIS	23	17	16	14	3	73
55	NI	20	16	15	21	4	76
56	PSS	25	15	19	20	4	83
57	RAS	23	15	20	17	4	79
58	RL	25	18	15	20	3	81

59	SM	20	17	15	23	4	79
60	TCM	23	16	17	21	3	80

Appendix 15

Frequency of Distribution of Students' Mastery of Adjectives

Statistics		
Adjective Mastery		
N	Valid	30
	Missing	0
Mean		82.57
Std. Error of Mean		.942
Median		83.00
Mode		83
Std. Deviation		5.157
Variance		26.599
Range		20
Minimum		73
Maximum		93
Sum		2477

Adjective Mastery					
		Freque ncy	Percent	Valid Percent	Cumulati ve Percent
Valid	73	2	6.7	6.7	6.7
	77	5	16.7	16.7	23.3
	80	6	20.0	20.0	43.3
	83	7	23.3	23.3	66.7
	87	6	20.0	20.0	86.7
	90	3	10.0	10.0	96.7
	93	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Appendix 16

Frequency of Distribution of Students' Writing Descriptive Text

Statistics

Writing Descriptive		
N	Valid	30
	Missing	0
Mean		79.03
Std. Error of Mean		.953
Median		79.50
Mode		80
Std. Deviation		5.223
Variance		27.275
Range		24
Minimum		64
Maximum		88
Sum		2371

Writing Descriptive

		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	64	1	3.3	3.3	3.3
	70	1	3.3	3.3	6.7
	72	1	3.3	3.3	10.0
	73	1	3.3	3.3	13.3
	75	1	3.3	3.3	16.7
	76	4	13.3	13.3	30.0
	77	2	6.7	6.7	36.7
	79	4	13.3	13.3	50.0
	80	5	16.7	16.7	66.7
	81	2	6.7	6.7	73.3
	82	1	3.3	3.3	76.7

83	1	3.3	3.3	80.0
85	3	10.0	10.0	90.0
86	1	3.3	3.3	93.3
87	1	3.3	3.3	96.7
88	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Appendix 17
The Hypothetical Correlation

Correlations

		Adjective Mastery	Writing Descriptive
Adjective Mastery	Pearson Correlation	1	.529**
	Sig. (2-tailed)		.003
	N	30	30
Writing Descriptive	Pearson Correlation	.529**	1
	Sig. (2-tailed)	.003	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix 18

The Significance Analysis

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	221.590	1	221.590	10.897	.003 ^b
	Residual	569.377	28	20.335		
	Total	790.967	29			

a. Dependent Variable: Writing Descriptive

b. Predictors: (Constant), Adjective Mastery

Appendix 19
The Influence of X and Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.529 ^a	.280	.254	4.509

a. Predictors: (Constant), Adjective Mastery

b. Dependent Variable: Writing Descriptive

Appendix 20

Students Result

The Correlation Between Students' Mastery of Adjective and Their Ability in Writing Descriptive Text at the Tenth Grade of MA Mazro'atul Huda Karanganyar in the Academic Year of 2020/2021

Mata Pelajaran	: Bahasa Inggris	Semester	: Genap
Kelas	: X (Sepuluh)	Waktu	: 90 Menit
Hari/Tanggal	: Kamis, 27 Mei 2021	Pukul	: 07:30 WIB

Nama : Dewi Wulandari
Kelas : X - A
No Absen : 3

1. Pilihan Ganda Try Out Test Penguasaan Kata Sifat

Petunjuk Pengerjaan

- Pastikan tulis nama, kelas dan nomor absen anda pada kolom yang disediakan
- Kerjakan soal dari 1 s/d 40 dengan memilih satu jawaban yang menurut anda benar
- Pilihlah jawaban yang menurut anda tepat dengan memilih jawaban yang tersedia A, B, C & D.
- Pastikan semua terisi, dan periksa jawaban sebelum mengumpulkan
- Jangan lupa berdoa terlebih dahulu sebelum mengerjakan

SELAMAT MENERJAKAN

- She gets parcel and she is
 - Curly
 - Happy
 - slim
 - late
- I love swimming. Sometimes I go to a public swimming pool with ... family.
 - my
 - your
 - their
 - our
- I have fallen in love with ... woman.
 - six
 - closed
 - beautiful
 - wooden
 - handsome
- boy stole the book.
 - that
 - these
 - he
 - she
- I have bought ... egg. That should be enough.
 - six

- b. some
~~a. one~~
 d. many
6. Which of the following contains a demonstrative adjective?
 a. red socks
 b. old socks
 c. stinky socks
~~d. this socks~~
7. clothes here was made in China
 a. this
 b. those
~~c. that~~
 d. these
8. He drives a bright red sport car. It is a very ... car.
 a. wild
 b. shallow
~~c. fast~~
 d. tall
9. John has a younger sister. His younger sister is ... years old.
 a. several
~~b. sixteen~~
 c. first
 d. ones
10. There were ... children in the class.
 a. nobody
 b. nothing
 c. one
~~d. some~~
11. I make party special for you. I hope you like it.
 a. That
 b. These
~~c. This~~
 d. Those
12. This is my dearest friend, ... name is Alisa.
~~a. her~~
 b. his
 c. their
 d. she
13. Do not tell ... secret to anyone or we will kick you out from the group.
 a. her
 b. we
~~c. our~~
 d. their
14. My computer is very old, ... keyboard does not work well.
~~a. its~~
 b. it is
 c. her
 d. his
15. Bagas is singing a song, so we are concerned to ... performance.
 a. her
~~b. his~~
 c. their
 d. he
16. There is a lake in the park where you can see people enjoying ... activities.
 a. one
 b. first
~~c. many~~
 d. much
17. ... issue has troubled us in the past.
 a. These
 b. Those
 c. That
~~d. This~~

18. She has ... stories to tell.

- a. interest
- ~~/~~ interesting
- c. pretty
- d. ugly

19. David and Sara do not go out at night ... father does not let them.

- a. their
- b. them
- ~~/~~ his
- d. her

20. Betty always likes to sit at ... table in the corner near the front windows.

- a. thin
- ~~/~~ big
- c. dirty
- d. pretty

Question for number 21-24

I have a (21)... bedroom. My mother and father teach me and ask me to clean (22)... room every day. If the room is neat and clean, I will sleep soundly. (23)... body and (24)... soul will be earned by sleeping well.

- 21. a. wild
- b. cheerful
- ~~/~~ comfortable
- d. trouble

22. a. those

- ~~/~~ this
- c. these
- d. that

23. a. loose

- b. hearty
- ~~/~~ healthy
- d. that

24. ~~/~~ calm

- b. hard
- c. weak
- d. rough

25. My older brother is ... years old.

- a. six
- b. sixty
- ~~/~~ sixteen
- d. sixth

26.... men are good looking.

- a. this
- b. it
- ~~/~~ those
- d. his

27. She brushed her ... hair.

- ~~/~~ long brown
- b. large blue
- c. big
- d. small

28. Yesterday, I asked my father to buy ... bag, but he reject it

- a. these
- b. that
- c. this
- ~~/~~ those

29. At night time, I sometimes think a monster is hiding under my bed.

- a. Red
- b. Happy
- ~~/~~ Terrifying
- d. lonely

30. Prambanan temple has ... temples.

- ~~/~~ ninety-nine
- b. one
- c. fifth
- d. thrid

31. ... one of us must attend the meeting.

- a. First

- b. Several
 c. Some
~~d. Every~~
32. Dave lives in Germany, but ... brothers live in France.
 a. her
~~b. his~~
 c. he
 d. she
33. ... is my favorite type of ice cream
 a. Those
 b. These
~~c. This~~
 d. That
34. My friends and I like ... new classroom.
~~a. our~~
 b. their
 c. they
 d. he
35. Josh likes ... coffee. So, he doesn't put a lot of sugar in it.
 a. sweet
 b. salty
~~c. bitter~~
 d. sour
36. There is only ... solution to every problem written on the board.
 a. every
 b. each
~~c. one~~
 d. first
37. Every student has to bring ... box to school.
~~a. big~~
 b. bigly
 c. easy
 d. difficult
38. Cinta is 16 years old
 Vania is 17 years old.
 Cinta is ... than Vania.
 a. young
 b. older
~~c. younger~~
 d. stronger
39. Fitria is the ... student in the class.
~~a. smartest~~
 b. clever
 c. laziest
 d. diligent
40. You have broken ... ruler, do apologize to him.
 a. her
~~b. his~~
 c. my
 d. he

**The Correlation Between Students' Mastery of Adjective and Their Ability in
Writing Descriptive Text at the Tenth Grade of MA Mazro'atul Huda Karanganyar
in the Academic Year of 2020/2021**

Mata Pelajaran	: Bahasa Inggris	Semester	: Genap
Kelas	: X (Sepuluh)	Waktu	: 90 Menit
Hari/Tanggal	: Kamis, 27 Mei 2021	Pukul	: 07:30 WIB

Nama : MAYA ULFA KHOIRINA

Kelas : 10^A

No Absen : 10

I. Pilihan Ganda Try Out Test Penguasaan Kata Sifat

Petunjuk Pengerjaan

- a. Pastikan tulis nama, kelas dan nomor absen anda pada kolom yang disediakan
- b. Kerjakan soal dari 1 s/d 40 dengan memilih satu jawaban yang menurut anda benar
- c. Pilihlah jawaban yang menurut anda tepat dengan memilih jawaban yang tersedia A, B, C & D.
- d. Pastikan semua terisi, dan periksa jawaban sebelum mengumpulkan
- e. Jangan lupa berdoa terlebih dahulu sebelum mengerjakan

SELAMAT MENERJAKAN

1. She gets parcel and she is
 - a. Curly
 - b. Happy
 - c. slim
 - d. late
2. I love swimming. Sometimes I go to a public swimming pool with ... family.
 - a. my
 - b. your
 - c. their
 - d. our
3. I have fallen in love with ... woman.
 - a. closed
 - b. beautiful
 - c. wooden
 - d. handsome
4. boy stole the book.
 - a. that
 - b. these
 - c. he
 - d. she
5. I have bought ... egg. That should be enough.
 - a. six

- b. some
~~c. one~~
 d. many
6. Which of the following contains a demonstrative adjective?
 a. red socks
 b. old socks
 c. stinky socks
~~d. this socks~~
7. ... clothes here was made in China
 a. this
 b. those
~~c. that~~
 d. these
8. He drives a bright red sport car. It is a very ... car.
 a. wild
 b. shallow
~~c. fast~~
 d. tall
9. John has a younger sister. His younger sister is ... years old.
 a. several
~~b. sixteen~~
 c. first
 d. ones
10. There were ... children in the class.
 a. nobody
 b. nothing
 c. one
~~d. some~~
11. I make party special for you. I hope you like it.
 a. That
 b. These
~~c. This~~
 d. Those
12. This is my dearest friend, ... name is Alisa.
~~a. her~~
 b. his
 c. their
 d. she
13. Do not tell ... secret to anyone, or we will kick you out from the group.
 a. her
 b. we
~~c. our~~
 d. their
14. My computer is very old, ... keyboard does not work well.
~~a. its~~
 b. it is
 c. her
 d. his
15. Bagas is singing a song, so we are concerned to ... performance.
 a. her
~~b. his~~
 c. their
 d. he
16. There is a lake in the park where you can see people enjoying ... activities.
 a. one
 b. first
~~c. many~~
 d. much
17. ... issue has troubled us in the past.
 a. These
 b. Those
 c. That
~~d. This~~

18. She has ... stories to tell.

- a. interest
- b. interesting
- c. pretty
- d. ugly

19. David and Sara do not go out at night ... father does not let them.

- a. their
- b. them
- c. his
- d. her

20. Betty always likes to sit at ... table in the corner near the front windows.

- a. thin
- b. big
- c. dirty
- d. pretty

Question for number 21-24

I have a (21)... bedroom. My mother and father teach me and ask me to clean (22)... room every day. If the room is neat and clean, I will sleep soundly. (23)... body and (24)... soul will be earned by sleeping well.

- 21. a. wild
- b. cheerful
- c. comfortable
- d. trouble

- 22. a. those
- b. this
- c. these
- d. that

- 23. a. loose
- b. hearty
- c. healthy
- d. that

- 24. a. calm
- b. hard
- c. weak
- d. rough

25. My older brother is ... years old.

- a. six
- b. sixty
- c. sixteen
- d. sixth

26.... men are good looking.

- a. this
- b. it
- c. those
- d. his

27. She brushed her ... hair.

- a. long brown
- b. large blue
- c. big
- d. small

28. Yesterday, I asked my father to buy bag, but he reject it

- a. these
- b. that
- c. this
- d. those

29. At night time, I sometimes think a ... monster is hiding under my bed.

- a. Red
- b. Happy
- c. Terrifying
- d. lonely

30. Prambanan temple has ... temples.

- a. ninety-nine
- b. one
- c. fifth
- d. third

31. ... one of us must attend the meeting.

- a. First

- b. Several
 c. Some
 d. Every
32. Dave lives in Germany, but ... brothers live in France.
 a. her
 b. his
 c. he
 d. she
33. ... is my favorite type of ice cream
 a. Those
 b. These
 c. This
 d. That
34. My friends and I like ... new classroom.
 a. our
 b. their
 c. they
 d. he
35. Josh likes ... coffee. So, he doesn't put a lot of sugar in it.
 a. sweet
 b. salty
 c. bitter
 d. sour
36. There is only ... solution to every problem written on the board.
 a. every
 b. each
 c. one
 d. first
37. Every students have to bring ... box to school.
 a. big
 b. bigly
 c. easy
 d. difficult
38. Cinta is 16 years old
 Vania is 17 years old.
 Cinta is ... than Vania.
 a. young
 b. older
 c. younger
 d. stronger
39. Fitria is the ... student in the class.
 a. smartest
 b. clever
 c. laziest
 d. diligent
40. You have broken ... ruler, do apologize to him.
 a. her
 b. his
 c. my
 d. he

11. Menulis Tesk Bebas Dengan Teks Descriptive Teks

Nama : M. Faridol Arifin
Kelas : XA
No Absen : 15

Petunjuk Pengerjaan:

1. Tulis Nama Lengkap Anda
2. Tulis teks deskriptif berdasarkan kata-kata anda sendiri kurang lebih 250 kata ke dalam bentuk paragraph di kertas kosong.
3. Tulisan anda kan di nilai berdasarkan Scoring Rubric (Content, Organization, Vocabulary, Language Use, Mechanic)
4. Pilihlah satu topik di bawah ini yang ingin anda deskripsikan.
 - a. My family (Keluargaku, Ayah, Ibu, Kakak laki-laki/perempuan dan Adik laki-laki perempuan)
 - b. My pet (binatang kesayangan)
 - c. Portugis Fortress (benteng portugis)
 - d. Pulau Panjang
 - e. Patriot R. A. Krtini (pahlawan R. A. Kartini)
5. Kumpulkan hasil kerja anda di laman Google Form dalam bentuk FOTO (Jelas dan Tidak Blur) di link berikut ini,

https://docs.google.com/forms/d/e/1FAIpQLSf1ZX5kDaWyp89JuX_oQpOef5Ktv2-1PVzgfSLHjJCpntjwvjeform?vc=0&c=0&w=1&flr=0

Talking about my family, I have a little family. Let me tell you about my family. My name is Farid. I live with my mom, my dad and my sister. We live in way karan. My family is the best family ever. My father is the leader, my father is my hero and my father is my place to require money. He is the best man that I have. My father's job is a teacher. He always work in everydar. But his work is a noble and I want to follow him. mean while, my mother is a teacher also. My mother is the best chef. She always cook the best foods. I like eat at home. My mother also has a good

Personality, she has a patient heart and always help
someone who has a trouble. My mother is the best
listener ever. My mother is my angel and my mother
is my figure the world.

11. Menulis Tesk Bebas Dengan Teks Descriptive Teks

Nama : Tri Wahyu Fitria Riangrum
Kelas : XA
No Absen : 23

Petunjuk Pengerjaan:

1. Tulis Nama Lengkap Anda
2. Tulis teks deskriptif berdasarkan kata-kata anda sendiri kurang lebih 250 kata ke dalam bentuk paragraph di kertas kosong.
3. Tulisan anda kan di nilai berdasarkan Scoring Rubric (Content, Organization, Vocabulary, Language Use, Mechanical)
4. Pilihlah satu topik di bawah ini yang ingin anda deskripsikan.
 - a. My family (Keluargaku, Ayah, Ibu, Kakak laki-laki/perempuan dan Adik laki-laki/perempuan)
 - b. My pet (binatang kesayangan)
 - c. Portugis Fortress (benteng portugis)
 - d. Pulau Panjang
 - e. Patriot R. A. Kartini (pahlawan R. A. Kartini)
5. Kumpulkan hasil kerja anda di laman Google Form dalam bentuk FOTO (Jelas dan Tidak Blur) di link berikut ini,

https://docs.google.com/forms/d/e/1FAIpQLSt1ZX5hDaWyp89JuX_oOppQeT5Ktv2m3lVogFSL1HBCnpQw/viewform?vc=0&c=0&w=1&lr=0

Nama : Tri Wahyu Fitria Riangrum
My Pet Cat.

I have a cat. His name is the cat. I give him his name like that because I was confused what his name was. I have open owned cats but my cat died from disease or poisoning.

The cat has black fur. from head to tail black. His tail is very long and waves when it walks around. His eyes were yellow and looked very fierce. His fur is short because he is an ordinary cat. But the fur is very smooth and shiny.

I really love the cat. When I was studying he would accompany me while licking his feathers. If he asked for food, he would lightly bite into my leg or hand, as if taking me up to a place to eat. Every morning he always woke me up by stroking his head against my hands and feet. That's why I love him so much.

Appendix 21

Documentation

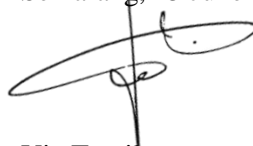




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2. MI Al-Islam Mijen Demak
3. MTS Muhammadiyah Kudus
4. MA Muhammadiyah Kudus

Semarang, 25 June 2021



Via Tantika

1703046121