EFFECTIVES AND AFFECT
A USED BY THE STUDENTS OF SMA OSSMITH
UJUNG PANDANG

A THESIS

Presented to the Faculty of Letters Hasanuddin
University Ujung Pandang in Partial Fulfilment
of the Requirement to obtain a Sarjana Degree
in English

By

NINING YAURIS
Reg. No. 9107359

UJUNG PANDANG

1996

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FAKULTAS SASTRA

Sesuai dengan Surat Tugas Dekan Fakultas Sastra
Universitas Hasanuddin :

        Nomor   :   68/PT04.2.4/G/1996

        Tanggal :   02 April 1996

Dengan ini menyatakan menerima dan menyetujui
skripsi ini.

Ujung Pandang,   Juni 1996

Pembimbing Utama   Pembantu Pembimbing

Drs. Abd. Madjid Djuraid   Dra. Marleny Radjuni, M.Ed.

Disetujui untuk diteruskan kepada
Panitia Ujian Skripsi

Dekan
u.b. Ketua Jurusan Sastra Inggris

Drs. Agustinus Ruruk L, M.A.
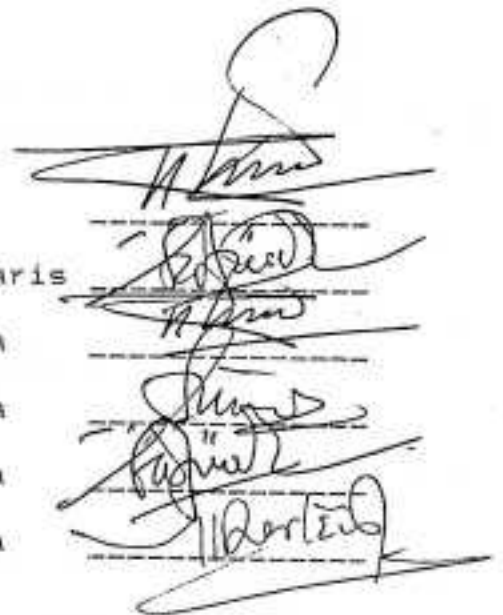
UNIVERSITAS HASANUDDIN

FAKULTAS SASTRA

Pada hari ini, Jumat tanggal 12 Juli 1996 Panitia Ujian Skripsi menerima dengan baik skripsi yang berjudul : ADJECTIVES AND ADVERBS AS USED BY THE STUDENTS OF SMA GAMALIEL UJUNG PANDANG (A CASE STUDY).

Yang diajukan dalam rangka memenuhi salah satu syarat akhir guna memperoleh gelar sarjana Sastra Inggris pada Fakultas Sastra Universitas Hasanuddin.

Panitia Ujian Skripsi :

1. Drs. Agustinus Ruruk, M.A.   Ketua
2. Drs. Abd. Madjid Djuraid   Sekretaris
3. Drs. Agustinus Ruruk, M.A.   Anggota
4. Drs. Simon Sitoto, M.A.   Anggota
5. Drs. Abd.Madjid Djuraid   Anggota
6. Dra. Marleny Radjuni, M.Ed.   Anggota

ACKNOWLEDGEMENT

First of all, the writer would like to express her thanks to The Almighty God for His mercy and guidance that this thesis might be completed. It means that the writer has come to her last task to terminate her study at the English Department, Faculty of Letters, Hasanuddin University.

The writer's sincere thanks and high appreciation are expressed to the Dean and all the Deputy Deans, the head of the English Department, the Academic Advisor, and even to all members of the teaching staff for their willingness to give her invaluable advice and guidance.

A word of appreciation also goes to Drs. Abd. Madjid Djuraid the writer's first consultant, and Dra. Marleny Radjuni, M.Ed. the second consultant, for their useful guidance, corrections and suggestions. Without their help, the completion of this thesis would have been delayed much longer.

Grateful acknowledgement are adressed to the writer's beloved parents, sisters, and other relatives who have given their supports during the period of her study. Without their enthusiastic encouragement and

love, the writing of this thesis would never be completed.

The writer believes that the content of this thesis is still far from perfection. She would be most grateful if the readers would supply her with corrections or comments that might render this work more useful and more accurate.

TABLE OF CONTENTS

A B S T R A K

Dalam penulisan skripsi ini, penulis bertujuan untuk mengetahui kemampuan siswa SMA GAMALIEL Ujung Pandang dalam menggunakan Adjectives dan Adverbs. Penelitian ini memperlihatkan kemampuan tiap siswa dalam menjawab soal-soal yang diberikan.

Untuk mencapai tujuan tersebut, penulis mengumpulkan buku-buku yang berhubungan dengan objek yang dibahas dalam skripsi ini, serta membacanya secara seksama. Di samping itu penulis juga mengadakan penelitian lapangan di SMA Gamaliel Ujung Pandang untuk mengumpulkan data melalui pemberian test tertulis kepada 30 siswa kelas IIIA3. Penulis memilih kelas ini sebagai objek penelitian setelah bercakap-cakap dengan guru yang mengajar Bahasa Inggris. Bentuk test yang diberikan yaitu dalam bentuk pilihan ganda yang terdiri atas 15 nomor dan melengkapi kalimat yang terdiri atas 15 nomor.

Data yang diperoleh dianalisis dengan menggunakan metode deskriptif dengan langkah-langkah sebagai berikut : Pertama, penulis mengklasifikasikan data ke dalam dua kelompok yaitu Test I dan Test II, mentabulasi data, menentukan jumlah benar dan salah dari tiap siswa kelas IIIA3 dan menganalisis setiap pertanyaan.

Kedua, penulis mentabulasi data dari tiap siswa kemudian menentukan tingkat kemampuan siswa dan menentukan nilai rata-rata.

Hasil dari analisis dapat diperoleh hal-hal sebagai berikut :

Pertama, kemampuan siswa kelas IIIA3 dalam menggunakan adjectives dan adverbs adalah memuaskan seperti yang dapat dilihat dari nilai rata-rata yang diperoleh yaitu 87.5. Kedua, nilai tertinggi yang diperoleh siswa yaitu 96.6 dan terendah yaitu 66.6.

CHAPTER I

INTRODUCTION

1.1 Background

It can not be denied that language is an important part of human life and society. It is used to relate a person to another person. In other words, it is used for communication. People use language everywhere to communicate their ideas and to put their meanings across.

We may realize that a language has so many interrelationship with human life. But in reality, it is not so easy for us to understand language manner, because it also has a number of items of regulation called grammar which describes about structure, pattern, stress, intonation, rythm, usage and so on. So in mastering a language we must practise it for a long time.

. Any language has a system, norms that need to be known and obeyed by the users. English language is very important to be learned because many scientific books are written in English. In learning English we need to know the tenses and other grammar rules. Without knowing the systems or rules of a language, we can not

get the meaning of any message and also if we speak, sometimes, people will not understand us.

One of the grammatical rules is Adjectives and Adverbs. When we talk about Adjectives, it connects with nouns and pronouns. Adverb is used to say, for example, when, where or how something happens. There are a large number of problems connected with the use of Adjectives and Adverbs. They are : the differences between Adjectives and Adverbs, the use of Adjectives without nouns, the comparison of Adjectives and Adverbs, the position of Adjectives and Adverbs and other problems.

Because many students are still confused in using Adjectives and Adverbs, so the writer is interested in choosing "Adjectives and Adverbs as Used by The Students of SMA Gamaliel Ujung Pandang (A Case Study)" as the title of her topic.

1.2 Reason for Choosing the Title

This title is chosen because of some reasons, as follows :

1. The students find many difficulties in using Adjectives and Adverbs.

2. Many students can not use Adjectives and Adverbs correctly in sentences.

1.3 Scope of the Problem

Based on the explanation the writer gives before about Adjectives and Adverbs, she limits only in the terms :

- The differences between Adjectives and Adverbs.
- Kinds of Adjectives and Adverbs.
- The uses of Adjectives and Adverbs.

1.4 Objectives

The objectives of this study are as follows :

1. to find out the students' ability in using Adjectives and Adverbs.
2. to find out the students' mean score (nilai rata-rata).
3. to know how they differentiate between Adjectives and Adverbs.

1.5 Methodology

The writer uses some methods to collect data and materials. The methods used are as follows :

1.5.1 Library Research

In this method, the writer reads books, papers

and others which are relevant to object of
writing.

1.5.2 Field Research.

Besides library research, the writer also gives
the test to the third year students.

1.5.2.1 Methods of Collecting Data

The writer collects the data by giving tests
which are related to Adjectives and Adverbs.
The tests are two forms :
a. Multiple Choice

This test consists of 15 numbers and the
students are asked to choose the correct
adjectives and adverbs. Through this test,
the writer wants to know the ability of the
students to recognise whether they are
adjectives or adverbs.
b. Completion test

The students are asked to complete the
sentences using adjectives and adverbs which
have appropriate meaning. In this test the
writer intends to find out the ability of
the students to identify the adjectives and

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adverbs. This test consists of 15 numbers as well.
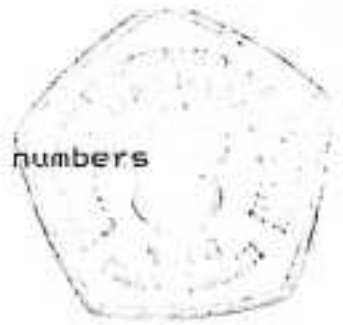
1.5.2.2 Method of Analyzing Data

The data which has been collected is analyzed by using Descriptive Method. The analysis is based on the students' ability in using adjectives and adverbs.

The writer takes the steps as follows :

- The data are classified into 2 groups (test I and test II).

- Students' performance of class IIIA3 is tabulated then their achievement are classified into five levels by using the criteria as follows :

Score : 80 - 100 is classified as excellent.

70 - 79 is classified as good.

60 - 69 is classified as fair.

50 - 59 is classified as poor.

0 - 49 is classified as very

poor.

Then, the writer shows the mean score by using formula :

$$m = \frac{fx}{N}$$

where, m = mean score

   fx = the sum of total score

   N = number of students.

- The mean score is tabulated to show the students' ability.

1.6 Population and Sample

1.6.1 Population

The population of this research is the third year students of SMA Gamaliel Ujung Pandang, especially Social Class.

1.6.2 Samples

The writer takes thirty students from the third year as samples of this research. The reason is that they have already been studying adjectives and adverbs. These thirty students are chosen by their teacher because their teacher knows their ability and they can become the representatives of all classes.

1.7 Sequence of Presentation

The sequence of presentation is as follows :

Chapter one is an introduction that consists of the background, reason for choosing the title, scope

of the problem, objectives, methodology, population and sample and sequence of presentation.

Chapter two deals with theoritical background.

Chapter three is presentation and analysis of data.

Chapter four is about conclusion and suggestion.

CHAPTER II

THEORITICAL BACKGROUND

2.1 Definitions of Adjectives

Adjectives is one of grammatical rules that should be learned by the students and all of the people who want to learn English. By understanding adjectives, we can use them correctly either in spoken or written in English. In this chapter, the writer gives some statements by experts as follows:

According to Miller (1960:46) : "An Adjective is a word used to describe or determine the person or thing named by its noun."

According to Murphy (1985:192) : "An adjective tells us more about a noun. We use adjective before nouns and after a few verbs (especially be)."

According to Hornby (1989:15) : "Adjective is word that indicates a quality of the person or thing referred to by a noun."

Last according to Swan (1980) : "Adjective is a word like green , hungry, impossible, which is used when we describe people, things, events, etc. Adjectives are used in connection with nouns and pronouns."

Based on the definitions above, the writer may conclude that an adjective is a word used to describe

person or thing and is put before a noun or after a few verbs.

2.2 *Kinds of Adjectives*

There are many kinds of adjective in the books. And the writer only choose Miller (1960:46) theories in his book, which he divided kinds of adjective into :

1. Proper-formed from proper nouns. All proper adjectives begin with a capital letter, as :
   A <u>Latvian</u> book. A <u>Russian</u> soldier. The <u>Chinese</u> language. The <u>Jewish</u> faith.

2. Descriptive-showing of what quality or in what state a thing, is, as:
   A <u>young</u> man. A <u>wise</u> action. An <u>industrious</u> student. A <u>blue</u> pencil.

3. Quantitative-showing how much a thing is meant, as :
   Give me <u>some</u> bread. There is <u>little</u> ink in that ink-pot. I have only <u>half</u> an hour to give you . Have you <u>any</u> sugar ? Tell me the <u>whole</u> story.

4. Numeral-showing how many things are meant , or in what order they come.
   There are two kinds of numeral adjectives : Definite and Indefinite. Definite Numeral Adjectives which show :

(a) how many things there are, are called Cardinals ; (b) the serial order of the thing or things in question are called Ordinals; (c) how many times a thing is repeated, are called Multiplicatives.

Cardinals	Ordinals	Multiplicatives
One	first	single
Two	second	double, twofold
Three	third	treble, triple threefold

Indefinite Numeral Adjectives denote an indefinite number of things, as:

Many books lie on that table. All the people have gone.

Few Europeans speak Chinese. Some woman have become professors. Several students went home early.

5. Demonstrative (Latin 'demonstrate' = to point out, to show clearly) - pointing out or showing clearly. Demonstrative Adjectives are divided into two classes : Definite and Indefinite.

   Definite Demonstrative Adjectives : the, this, these, that, those, yonder, such, the same, etc.

   Indefinite Demonstrative Adjectives : a, an, any, one, certain, such, some, another, etc.

6. Distributive-showing that the things are taken

separately or in separate lots, as : each, every, either, neither.

'Each' = one of two, or one of more than two.

'Every' = one of more than two.

'Either' = one of two or both.

7. Possessive-formed from Personal Pronouns and denoting possession, as:

My, thy (your), his, her, its, our, your, their.

These adjectives must be used together with a noun or a noun equivalent.

Example : <u>Their</u> house is made of wood.

I do not like <u>your</u> singing.

8. Interrogative - used in asking questions. These adjectives must also be used with a noun or a noun equivalent, as :

<u>What</u> house is that ? <u>Which</u> season do you like best ?

2.3 *The positions of Adjectives*

Adjectives can be put before nouns, after a few verbs or after nouns. According to Miller (1960:65-66), the positions of Adjectives are as follows:

1. The adjective is usually placed before the noun :

Examples : You have a <u>beautiful</u> room.

Have you <u>enough</u> sugar ?

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You have written _six_ pages.

She is a _charming_ woman.

2. An Adjectival Phrase is placed after the noun:

Examples : The book _on that table_ is extremely interesting.

The boy _entering that room_ is my youngest brother.

He is a man _fond of shooting_.

3. If we have a person's action in mind , the participle expressing the action follows the noun: if the participle does the work only of an adjective, it precedes the noun, as :

This is no _laughing_ matter.

He had a _surprised_ look on his face.

The boy _laughing_ is my brother (who is laughing).

4. The position of the adjective may, in rare cases, affect the meaning of the sentence, as:

(a) The members _present_ (= the members attending the meeting).

(b) The _present_ members (= the members belonging to the club at the present time).

5. Adjectives used as subjective complements follow the verb of incomplete predication, unless emphasis is intended, as:

He is <u>kind</u>.

She became <u>rich</u>.

They appear <u>sensible</u>.

6. Adjectives used as objective complements follow the object , as:

I found him <u>clever</u>.

They made me <u>glad</u>.

I consider that <u>useful</u>.

7. The pronouns something , anything , nothing , somebody, some one, anybody, any one, nobody, no one, are followed by the adjectives that qualify them.

Examples : Tell me <u>something pleasant</u>.

Have you meet <u>anybody (any one) new</u> ?

8. If several adjectives are used to qualify the same verb , they may be placed either before or after the noun.

Examples : He is an <u>intelligent</u> and <u>discreet young</u> man.

He is a man, <u>young</u>, <u>intelligent</u>, and <u>discreet</u>.

9. 'Enough' precedes its noun unless the latter is followed by an infinitive : it may then follow the noun.

Examples : You have <u>enough</u> time.

You have <u>enough</u> time to do it.

You have time <u>enough</u> to do it.

2.4 *Definitions of Adverbs*

We know adverbs are used in the beginning of the sentence, in the middle or at the end of the sentence and have important function to construct a sentence. To recognize an adverb clearly, the writer quotes some definitions from certain grammarians :

As Hornby (1974) says in his book: "An adverb is a word that answers question with how, when, where and modifies verb, adjective and other adverb."

David Cristal (1980:16-17) states : "Adverb(ial) is a term used in the Grammatical Classification of words to refer to a heterogeneous group of words items whose most frequent function is to specify the mode action of the verb."

Miller (1960:197) says : "An Adverb is a word that may modify a verb, an adjective or another adverb."

Last, according to Thomson and Martinet (1990:33) : "Adverbs are words used to show how, where, when, how often or to what extent an action takes place."

Based on these definitions , the writer

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concludes that an adverb is a word that modifies any Part of Speech except a noun or pronoun.

2.5 *Kinds of Adverbs*

There are many kinds of adverbs to make sentences, but the writer only choose Miller (1960:197-201) theories, which he divided kinds of adverbs as follows:

2.5.1 Simple Adverbs

Simple Adverbs may be subdivided into :

1. Adverbs of time may be subdivided into :

    (a) Adverbs of Definite Time : yesterday, tomorrow, now, then, etc.

    Example : He came yesterday, but I was not at home then.

    (b) Adverbs of Indefinite Time : soon, before, since , ago, presently, immediately, etc.

    Examples : He will soon come.

    I have not met him before.

2. Adverbs of Place , Direction , or Arrangement : here, there, hence, in, out, within, etc.

    Examples : Please come in.

    Here is your pencil.

3. Adverbs of Number may be subdivided into :

   (a) Adverbs of Definite Number : once, twice, again, firstly, secondly, etc.

   Example : He said that _once_ only.

   (b) Adverbs of Indefinite Number : sometimes, often, always, never, seldom, etc.

   Example : He is _always_ present.

4. Adverbs of Manner : well, badly, slowly, hard, etc.

   Examples : The pen writes _badly_.

   She is learning _hard_.

5. Adverbs of Degree, Extent, or Amount : very, almost, much, little, rather, etc.

   Examples : She sang _very_ beautifully.

   They talk _little_.

6. Adverbs of Result or Reason : therefore, so, hence, etc.

   Examples : It is late and _so_ I must go.

   He behaved badly and _therefore_ he was punished.

7. Adverbs of Affirmation and Negation : yes, no, not, perhaps, probably, certainly, etc.

   Examples : Do you like fruit? _Yes_ (=I like fruit).

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Will you come tomorrow ?

Probably.

B. Intensive Adverbs : only, just, simply, even, also, exactly, too, particularly, etc. Although these adverbs modify the thought of the whole sentence, they emphazise some particular word or words in it, as :

I came just to speak to you.

He can not tell me exactly what she said.

2.5.2 Interrogative Adverbs

Interrogative Adverbs are used for asking questions, and may be divided into adverbs of :

(a) Time : When did he arrive ?

How long will he stay ?

(b) Number : How often have I told you that ?

(c) Place or Direction : Where do you live ?

(d) Manner : How (in what manner) did he do it ?

(e) Extent, Degree, or Amount: How far do you agree ?

(f) Cause or Reason : Why do you come here ?

2.5.3 Conjunctive Adverbs

A conjunctive adverb is a part of speech with a double function. It does the work of an adverb and of a conjunction. It joints two clauses, but at the same time it modifies the verb of the Subordinate Clause which it introduces, as :

I left the house when he arrived.

Conjunctive Adverbs may be divided into adverbs of :

(a) Time   : He told me when I should come.

I shall come when you want me.

(b) Place : We live where there is little rain.

I asked him where he lived.

(c) Manner or Means :

Do it how you think best.

I want to ask you how you made him come.

(d) Purpose, Cause or Reason :

I do not know why he has come .

(e) Respect :

She does not see where she was wrong .

(f) State   :

May I ask you how you found your sister ?

(g) Extent, Degree or Amount :

    Tell me <u>how</u> you enjoyed yourself.

(h) Number :

    I should like to know <u>how often</u> he will do that.

2.6 *Formations of Adverbs*

Adverbs are formed in many ways. Some forms of adverbs are difficult to explain because they do not have special clues. In this part the writer is only discussing formation of some adverbs only namely adverbs of manner and adverbs of time. The following forms of them are taken from Cyrill Miller (1960).

1. Adverbs of Manner

These adverbs are formed by :

a. Adding suffix -ly to descriptive adjectives.

<u>Adjectives</u>	<u>Adverbs</u>
quick	quickly
beautiful	beautifully
bad	badly

b. Using words that can be used as adjectives or adverbs :

fast, hard, well, high, etc.

Adjectives	Adverbs
He is a <u>fast</u> runner.	He runs <u>fast</u>.
They climb a <u>high</u> mountain.	The bird flew <u>high</u>.

c. Using comparative / superlative degree .

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
well	better	best
hard	harder	hardest

- Adjectives that have a final <u>y</u>, the <u>y</u> is changed to <u>i</u> :

  gay - gaily

- Adjectives that have a final <u>e</u>, the <u>e</u> is retained :

  extreme - extremely

 Exception :

  true, due, whole become

  truly, dully, wholly

- Adjectives ending in <u>able/ible</u>, drop the final <u>e</u> and add <u>y</u> :

  sensible - sensibly

  capable - capably

- Adjectives ending in <u>a</u> vowel + <u>l</u> follow the usual rule and add <u>ly</u>.

  final - finally
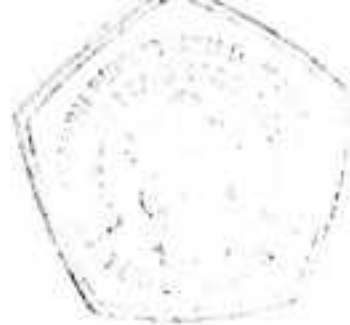
2. Adverbs of time

These adverbs can be formed by :

a. Suffix -ly and -wards in adjective.

Adjectives	Adverbs
late	lately
after	afterwards
present	presently

b. Using prepositions (on, in, to, at) before nouns (Sunday, morning, day, six, etc) become :

on Sunday, in the morning, to day, at six

c. adding demonstrative adjective (this, that, the same, the other) before nouns (morning, week, month, day).

d. Using words that can be used as adjectives or adverbs :

long, early, daily.

2.7 *Positions of Adverbs*

The position of Adverbs are not equivalent in all adverbs. Some kinds of adverbs may occupy all three of the possible adverb positions, others only one or two of these positions. Sometimes the meaning of adverbs may depend on their position. Adverbs have three positions in the sentence : initial, medial and final position.

Some kinds of adverbs can come together in one sentence. The adverbs of place, time and manner have the other possible positions beside the most usual one (Thomson and Martinet : 1990).

1. Adverbs of Manner

These adverbs come after the verbs or after the object if there is one. It means they come in final position.

Example : He gave me money reluctantly.

You speak English well.

When a sentence has verb + preposition + object, the adverbs can be either before the preposition or after the object.

Example : He looked at me suspiciously.

He looked suspiciously at me .

According to Thomson and Martinet (1990) if the object in one sentence is short, we have verb + o + adverb as shown in the sentences below :

She meets her frequently.

They sing a song beautifully.

But if the object is long, usually the adverbs are put before the verb.

Example : She angrily denied that she had stolen the documents.

They secretly decided to leave Australia.

2. Adverbs of time

These adverbs are usually place at the very beginning or at very end of the clause or sentence. Adverbs of definite time are normally place at the very end of the clause or sentence.

Example :   I will come tomorrow.

His sister gave me the money a month ago.

2.8 *Functions of Adverbs*

Except the kinds, positions, formation, we have to know about the functions of adverb. As being state by Miller (1960 : 205), he divided the functions of adverb as follows :

1. To modify a verb.

Example :   He spoke well.

She answered distinctly.

2. To modify an adjective.

Example :   Your flowers are very beautiful.

We had an extremely pleasant time.

3. To modify an adverb.

Example :   He behaved very badly.

You have come too late.

4. To modify a participle or a gerund.

Example :   She is very amusing.

I was much pleased to see her.

5. To modify an infinitive.

    Example :   He likes to walk quickly.

                I gave him money to spend carefully.

6. To modify a phrase.

    Example :   He walked half across the town.

                She is almost in the room.

7. To modify a clause.

    Example :   I came only because I want to see you.

                He entered just as I was going out.

    After discussing some theories about Adjectives and Adverbs, the witer is going to present and analyze the data obtained from the the tests done by the students of SMA Gamaliel Ujung Pandang in the following chapter.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

In this chapter the writer presents the data and the analysis about "Adjectives and Adverbs as Used by the Students of SMA Gamaliel Ujung Pandang".

3.1. *Data Presentation and Analysis of Test I*

The writer collects the data by giving a written test in multiple choice form consists of 15 items and completion test consists of 15 items to thirty students as respondents.

The resources of the test based on the material that has been given to the students, mainly about Adjectives and Adverbs.

Test I (Multiple Choice)

Note : The option with the asterisk (*) is the correct answer.

01. The car almost hit the boy. _____ the driver managed to stop his car in time.
    a. Fortunately   30 *
    b. Fortunate   -
    c. Fortunation   -
    d. Fortunateness   -

02. Be a _____ girl and don't come home too
late tonight.

    a. respect   13
    b. respectfully   16
    c. respectable   1 *
    d. respectably   -

03. It was such a long, hard trip; it seemed _____
to me.

    a. end   -
    b. endless   29 *
    c. ending   1
    d. ends   -

04. I was planning to go swimming yesterday. _____,
it was raining very hard.

    a. Unfortunation   -
    b. Unfortunateness   -
    c. Unfortunate   1
    d. Unfortunately   29 *

05. I have to get to the library this afternoon.
_____, I don't feel like going, because I am
very tired.

    a. Actual   -
    b. Actually   30 *
    c. Actualness   -
    d. Actuals   -

06. The only _____ thing that I have is my

friends.

a. value   1

b. valuable   29 *

c. values   -

d. valued   -

07. She has a terrible illness. It's a _____

case.

a. hopeless   12 *

b. hope   10

c. hopelessness   -

d. hopelessly   8

08. A good driver always drives _____.

a. careless   -

b. carelessly   2

c. carefully   27 *

d. careful   1

09. Everyone has been talking about that popular

television show. _____ I have never seen

that show.

a. Naturally   30 *

b. Natural   -

c. Nature   -

d. Naturalness   -

10. Who is that _____ girl ? The dress she is
    wearing makes her even more attractive.

    a. love   -

    b. lovely   28 *

    c. loveliness   1

    d. lover   1

11. Sea water is _____.

    a. nice   -

    b. nicely   -

    c. salt   4

    d. salty   26 *

12. The old man never walks _____.

    a. slowly   3

    b. quickly   27 *

    c. quick   -

    d. slow   -

13. The pretty girl always dances _____.

    a. beautifully   29 *

    b. beautiful   1

    c. beauty   -

    d. beautify   -

14. When the snake attacked the rabbit, its _____
    poison (racun) killed the poor animal.

    a. dead   2

    b. deadly   25 *

c. death   3

d. deaden   -

15. It is not good to go on a picnic today. It is
    _____.

    a. cloudiness   2

    b. clouds   -

    c. cloudy   28 *

    d. cloud   -

                The analysis of Test I

I t e m :

01. The car almost hit the boy. _____ the
    driver managed to stop his car in time.

        The correct answer is <u>fortunately</u>, because it
    is used as an adverb and is placed before subject
    where it describes the whole sentence.
    For this item all of the students choose the right
    answer. They know and understand the meaning of this
    adverb.

02. Be a _____ girl and don't come home too
    late tonight.

        For this item only 1 (3.3%) student chooses
    the correct answer and 29 (96.7%) students choose
    the wrong answer.

13 (43.4%) students choose 'respect', this is wrong because it is a noun and is not suitable with the context. They probably did not know the meaning of this word.

16 (53.3%) students choose 'respectfully', this is wrong because it is an adverb and used in the beginning of the sentence or at the end of the sentence.

The correct answer is <u>respectable</u>, because it is an adjective and is placed before a noun which is used as modifier in phrase "a respectable girl".

03. It was such a long, hard trip; it seemed _____ to me.

The correct answer is <u>endless</u>, because it is an adjective and used after the verb 'seemed', it describes the noun 'trip' in this sentence.

For this item 29 (96.7%) students choose the correct answer and 1 (3.3%) student chooses the wrong answer.

1 (3.3%) student chooses 'ending', this is wrong because the meaning is not appropriate with the context and it is used as gerund or present participle.

04. I was planning to go swimming yesterday. _____,
it was raining very hard.

For this item 29 (96.7%) students choose the correct/
answer and 1 (3.3%) student chooses the wrong
answer .

1 (3.3%) student chooses 'unfortunate', this is
wrong because it is an adjective and used to modify
a noun.

The correct answer is unfortunately, because
it is used as an adverb and formed by adding suffix
-ly to the adjective unfortunate.

05. I have to get to the library this afternoon.
_____, I don't feel like going, because I am
very tired.

The correct answer in this clause is actually,
because it is an adverb and is put in the beginning
of the clause which is formed by adding suffix -ly
to the adjective actual.

For this item all of the students choose the correct
answer. They understand the meaning of this word and
use it correctly in sentence.

06. The only _____ thing that I have is my
friends.

For this item 29 (96.7%) students choose the correct answer and 1 (3.3%) student chooses the wrong answer.

1 (3.3%) student chooses 'value', this is wrong because it is a noun and is not suitable with this context where a noun is used after adjective.

The correct answer is valuable, because it is an adjective and used to modify the noun 'thing' which is formed by adding suffix -able to the noun value.

07. She has a terrible illness. It's a _____ case.

The correct answer is hopeless, because it is an adjective and used as modifier in phrase "a hopeless case" which is formed by adding suffix -less to the noun hope.

For this item 12 (40%) students choose the correct answer and 18 (60%) students choose the wrong answer.

10 (33.3%) students choose 'hope', this is wrong because it is a noun and is not suitable to be used in this context. Maybe they fill in this item hurriedly.

8 (26.7%) students choose 'hopelessly', this is wrong because it is an adverb and used to describe the whole sentence. Possibly they did not know the meaning of this word.

08. A good driver always drives _____.

For this item 27 (90%) students choose the correct answer and 3 (10%) students choose the wrong answer.

1 (3.3%) student chooses 'careful', this is wrong because it is an adjective and used to modify a noun.

2 (6.6%) students choose 'carelessly', this is wrong because the meaning does not suit with the context.

The correct answer is carefully, because it is used as an adverb and is put at the end of the sentence which is formed by adding suffix -ly to the adjective careful.

09. Everyone has been talking about that popular television show. _____ I have never seen that show.

The correct answer is naturally, because it is an adverb and is put in the begining of the sentence

and it is formed by adding suffix -ly to the adjective natural.

For this item all of the students choose the correct answer.

10. Who is that _____ girl? The dress she is wearing makes her even more attractive.

For this item 28 (93.4%) students choose the correct answer and 2 (6.6%) students choose the wrong answer.

1 (3.3%) student chooses 'lover', this is wrong because it is a noun and used after an adjective which this word desribes the people who love someone or something.

1 (3.3%) student chooses 'loveliness', this is wrong because it is a noun and used to describe someone's face.

The correct answer is lovely, because it is an adjective although ends with -ly, but it means 'have special characteristic' and used to modify the noun girl.

11. Sea water is _____.

The correct answer is salty, because it is an adjective and used after to be 'is' which is formed

by adding suffix -y to the noun salt that means 'like'.

For this item 26 (86.7%) students choose the correct answer and 4 (13.3%) students choose the wrong answer.

4 (13.4%) students choose 'salt', this is wrong because it is a noun and used after an adjective. Possibly they did not understand completely about derivation.

12. The old man never walks _____.

For this item 27 (90%) students choose the correct answer and 3 (10%) students choose the wrong answer.

3 (10%) students choose 'slowly', this is wrong because the meaning does not suit with the sentence.

The correct answer is quickly, because it is used after the verb 'walks' and describes the old man action which is formed by adding suffix -ly to the adjective quick.

13. The pretty girl always dances _____.

The correct answer is beautifully, because it is an adverb and is put at the end of the sentence which is formed by adding suffix -ly to the

adjective <u>beautiful</u>.

For this item 29 (96.7%) students choose the correct answer and 1 (3.3%) student chooses the wrong answer.

1 (3.3%) student chooses 'beautiful', this is wrong because it is an adjective and used to modify a noun.

14. When the snake attacked the rabbit, its _____ poison (racun) killed the poor animal.

For this item 25 (83.4%) students choose the correct answer and 5 (16.6%) students choose the wrong answer.

3 (10%) students choose 'death', this is wrong because it is a noun and used after an adjective that means <u>being dead</u>.

2 (6.6%) students choose 'dead', this is wrong because it is a noun that means <u>already die</u>.

The correct answer is <u>deadly</u>, because it is an adjective and used before the noun 'poison' which is formed by adding suffix -ly to the noun <u>dead</u> that means 'have special characteristic'.

15. It is not good to go on a picnic today. It is _____.

The correct answer is <u>cloudy</u>, because it is an adjective and used after to be 'is', it is formed by adding suffix -y to the noun <u>cloud</u> that means 'like ... or full with...'

For this item 28 (93.4%) students choose the correct answer and 2 (6.6%) students choose the wrong answer.

2 (6.6%) students choose 'cloudiness', this is wrong because it is a noun and means <u>being cloudy</u>.

3.2 Data Presentation and Analysis of Test II

Test II (Completion Test)

Note : The option with the asterisk (*) is the correct answer.

Lengkapilah kalimat-kalimat ini dengan kata-kata sifat (adjectives) dan kata-kata keterangan (adverbs).

sunny	silky	hilly
rainy	icy	grassy
daily	bloody	handy
unfortunately	directly	immediately
frankly	preferably	carelessly
forunately	beautifully	

01. What months are the _____ season in Indonesia?

"rainy"   25   *

"sunny"   4

"daily"   1

02. This 'sarong' is not made of silk though it looks

    ____.

    "silky"   28   *

    "sunny"   2

03. A _____ day is a good washing day.

    "sunny"   29   *

    "daily"   1

04. Our town, being a small one, has only one_____

    newspaper, which appears every morning.

    "daily"   30   *

05. The house is surrounded by a _____ garden.

    "grassy"   29   *

06. Bukit Tinggi is a _____ town.

    "hilly"   27   *

    "grassy"   2

    "silky"   1

07. After the fight, the boy came home with a _____

    nose.

    "bloody"   28   *

    "handy"   1

08. It is winter, and we travelled on _____

    roads.

"icy"   29   *

"sunny"   1

09. They are working out a plan to open a student's
    cafetaria. _____, I don't think the plan will
    succeed.

    "frankly"   24   *

    "beautifully"   1

    "carelessly"   3

    "unfortunately"   1

10. We looked the accident _____.

    "directly"   23   *

    "carelessly"   2

    "immediately"   4

    "frankly"   1

11. She wants to hear the good news _____.

    "immediately"   30   *

12. _____, the police could not find the
    murderer.

    "unfortunately"   26   *

    "fortunately"   3

    "carelessly"   1

13. He often spends the money _____.

    "carelessly"   26   *

    "frankly"   3

    "immediately"   1

14. We are looking for a secretary. _____, one who can speak English.

   "preferably"   24   *

   "beautifully"   4

   "directly"   2

15. _____, we didn't have to wait long in the station.

   "fortunately"   29   *

   "unfortunately"   1

The Analysis of Test II

I t e m :

01. What months are the _____ season in Indonesia?

   The correct answer is <u>rainy</u>, because it is an adjective and used before the noun 'season', it is formed by adding suffix -y (means 'full of') to the noun <u>rain</u>.

   For this item 25 (83.4%) students choose the correct answer and 5 (16.6%) students choose the wrong answer.

   4 (13.3%) students choose 'sunny', this is wrong because the meaning does not fit the context.

1 (3.3%) student chooses 'daily', this is wrong because the meaning of the word is not suitable with the context, this adjective is formed by adding suffix -ly to the noun <u>day</u> that means 'repeat periodically'.

02. This 'sarong' is not made of silk though it looks _____.

For this item 28 (93.4%) students choose the correct answer and 2 (6.6%) students choose the wrong answer.

2 (6.6%) students choose 'sunny', this is wrong because the meaning is not suitable with the context.

The correct answer is <u>silky</u>, because it is an adjective and used after the verb 'looks', it is formed by adding suffix -y to the noun <u>silk</u>.

03. A _____ day is a good washing day.

The correct answer is <u>sunny</u>, because it is an adjective and used before the noun 'day', it is formed by adding suffix -y to the noun <u>sun</u>.

For this item 29 (96.7%) students choose the correct answer and 1 (3.3%) student chooses the wrong answer.

1 (3.3%) student chooses 'daily', this is wrong because the meaning does not fit the context.

04. Our town, being a small one, has only one _____ newspaper, which appears every morning.

For this item all of the students can answer correctly.

The correct answer is daily, because it is an adjective and used before the noun 'newspaper', it is formed by adding suffix -ly to the noun day.

05. The house is surrounded by a _____ garden.

The correct answer is grassy, because it is an adjective and used before the noun 'garden', it is formed by adding suffix -y to the noun grass.

For this item 29 (96.7%) students choose the correct answer and 1 (3.3%) student does not choose any answer.

06. Bukit Tinggi is a _____ town.

For this item 27 (90%) students choose the correct answer and 3 (10%) students choose the wrong answer.

1 (3.3%) student chooses 'silky', this is wrong because the meaning does not fit the context.

2 (6.6%) students choose 'grassy', this is wrong because the meaning is not suitable with the sentence.

The correct answer is <u>hilly</u>, because it is an adjective and used before the noun 'town' it is formed by adding suffix -y to the noun <u>hill</u>.

07. After the fight, the boy came home with a _____ nose.

The correct answer is <u>bloody</u>, because it is an adjective and used before the noun 'nose', which is formed by adding suffix -y to the noun <u>blood</u>.

For this item 28 (93.4%) the students choose the correct answer and 2(6.6%) students choose the wrong answer.

1 (3.3%) student chooses 'handy', this is wrong because the meaning of the word does not fit the context.

1 (3.3%) student does not choose any answer.

08. It is winter, and we travelled on _____ roads.

For this item 29 (96.7%) students choose the correct answer and 1 (3.3%) student chooses the wrong answer.

1 (3.3%) student chooses 'sunny', this is wrong because the meaning of the word is not suitable with the context.

The correct answer is icy, because it is an adjective and used before the noun 'roads', it is formed by adding suffix -y to the noun ice.

09. They are working out a plan to open a student's cafetaria. _____, I don't think the plan will succeed.

The correct answer is frankly, because it is an adverb and is put in the beginning of the sentence, it is formed by adding suffix -ly to the adjective frank.

For this item 24 (80%) students choose the correct answer and 6 (20%) students choose the wrong answer.

1 (3.3%) student chooses 'beautifully', this is wrong because the meaning does not fit the context.

3 (10%) students choose 'carelessly', this is wrong because the meaning of the word is not appropriate with this context. Possibly they did not know the meaning of this word.

1 (3.3%) student does not choose any answer.

1 (3.3%) student chooses 'unfortunately', this is wrong because the meaning is not suitable with the context.

10. We looked the accident _____.

For this item 23 (76.8%) students choose the correct answer and 7 (23.2%) students choose the wrong answer.

2 (6.6%) students choose 'carelessly', this is wrong because the meaning does not fit the context.

4 (13.3%) students choose 'immediately', this is wrong because the meaning of the word is not appropriate with this context. This word probably have the similar meaning with 'directly' and it can be used in other context.

1 (3.3%) student chooses 'frankly', this is wrong because the meaning is not sutable with the context.

The correct answer is directly, because it is an adverb and is put at the end of the sentence, it is formed by adding suffix -ly to the adjective direct.

11. She wants to hear the good news _____.

The correct answer is immediately, because it is an adverb and is put at the end of the sentence, it is formed by adding suffix -ly to the adjective immediate.

For this item all of the students can answer correctly.

12. _____, the police could not find the murderer.

For this item 26 (86.7%) students choose the correct answer and 4 (13.3%) students choose the wrong answer.

1 (3.3%) student chooses 'carelessly', this is wrong because the meaning does not fit the context.

3 (10%) students choose 'fortunately', this is wrong because the meaning is not appropriate with the context.

The correct answer is unfortunately, because it is an adverb and is put in the beginning of the sentence, it is formed by adding suffix -ly to the adjective unfortunate.

13. He often spends the money _____.

The correct answer is carelessly, because it is an adverb and is put at the end of the sentence, it is formed by adding suffix -ly to the adjective careless.

For this item 26 (86.7%) students choose the correct answer and 4 (13.3%) students choose the wrong answer.

3 (10%) students choose 'frankly' this is wrong because it is not suitable with the context. Maybe

they did not know the meaning of this word.

1 (3.3%) student chooses 'immediately', this is wrong because the meaning of the word is not appropriate with this context.

14. We are looking for a secretary. _____, one who can speak English.

For this item 24 (80%) students choose the correct answer and 6 (20%) students choose the wrong answer.

4 (13.3%) students choose 'beautifully', this is wrong because the meaning of the word does not fit the context. They probably fill in this item hurriedly.

2 (6.6%) students choose 'directly', this is wrong because the meaning is not suitable with the context.

The correct answer is preferably, because it is an adverb and explain the whole sentence, it is formed by adding suffix -ly to the adjective preferable.

15. _____, we didn't have to wait long in the station.

The correct answer is fortunately, because it

is an adverb and is put in the beginning of the sentence, it is formed by adding suffix -ly to the adjective fortunate.

For this item 29 (96.7%) students choose the correct answer and 1 (3.3%) student chooses the wrong answer.

1 (3.3%) student chooses 'unfortunately', this is wrong because the meaning of the word is not appropriate with this context.

Based on the number of the correct answers, the writer classifies the achivement into 5 levels, as follows:

80 - 100 is classified as excellent

70 - 79 is classified as good

60 - 69 is classified as fair

50 - 59 is classified as poor

0 - 49 is classified as very poor

Besides the writer shows the scores of students, the writer also shows the mean score of class IIIA$_3$. The following formula is used:

$$m = \frac{fx}{N}$$

where, fx = the sum of total score

   N = number of students

   m = the mean score

Table III Students' Scores of class IIIA$_3$ in answering Test I and Test II

Respon-dents	NUMBER OF CORRECT ANSWERS				Total of correct answers	Score	Frequency (f)
	Test I	%	Test II	%			
1	14	93	15	100	29	96.6	2
2	14	93	15	100	29	96.6	
3	13	86	15	100	28	93.3	
4	13	86	15	100	28	93.3	
5	13	86	15	100	28	93.3	
6	14	93	14	93	28	93.3	8
7	13	86	15	100	28	93.3	
8	14	93	14	93	28	93.3	
9	13	86	15	100	28	93.3	
10	13	86	15	100	28	93.3	
11	12	80	15	100	27	90	
12	12	80	15	100	27	90	
13	12	80	15	100	27	90	
14	13	80	14	93	27	90	7
15	13	86	14	93	27	90	
16	13	86	14	93	27	90	

17	13	86	14	93	27	90	
18	13	86	13	86	26	86.6	
19	12	80	14	93	26	86.6	3
20	13	86	13	86	26	86.6	
21	13	86	12	80	25	83.3	
22	12	80	13	86	25	83.3	4
23	12	80	13	86	25	83.3	
24	13	86	12	80	25	83.3	
25	13	86	11	73	24	80	
26	12	80	12	80	24	80	4
27	12	80	12	80	24	80	
28	11	73	13	86	24	80	
29	11	73	12	80	23	76.6	1
30	11	73	9	60	20	66.6	1

Table III above shows that the highest score of students of class $IIIA_3$ is 96.6 and the lowest score is 66.6.

Respondent 1

The number of correct answers of test I is 14 out of 15 items. She makes only the wrong answer on the item no.2 of test I. She chooses 'respectfully' instead of 'respectable'. The number of correct answers from the two tests done by this respondent is 29 and this is

50

equal to the score of 96.6. This score is similar to 'excellent' as the level of her ability based on the criteria used in this writing.

Respondent 2

The number of correct answers from the two tests done by this respondent is 29 and this is similar to the score of 96.6. This score is equal to 'excellent' as the level of her ability based on the criteria used in this writing. The number of correct answers of test I is 14 out of 15 items. She makes only the wrong answer on the item no.3 of test I. She chooses 'ending' instead of 'endless'. The number of correct answers of test II is 15 out of 15 items.

Respondent 3

There are 13 correct answers out of 15 items in test I. She makes two wrong answers on the item no.2 and 7 of test I. She chooses 'respect' instead of 'respectable' on no.2 and she chooses 'hope' instead of 'hopeless' on no.7. There are 15 correct answers out of 15 items in test II. The number of correct answers from the two tests done by this respondent is 28 and this is the same as the score of 93.3. This score is equal to 'excellent' as the level of her ability based on the criteria of this writing.

Respondent 4

In test I there are 13 correct answers out of 15 items. He makes two wrong answers on the item no.2 and 15 of test I. He chooses 'respectfully' instead of 'respectable' on no.2 and he chooses 'cloudiness' instead of 'cloudy' on no.15. In test II there are 15 correct answers out of 15 items. The number of correct answers from the two tests done by this respondent is 28 and this is the same as the score of 93.3. This score is equal to 'excellent' as the level of his ability based on the criteria of this writing.

Respondent 5

The number of correct answers of test I is 13 out of 15 items. He makes two wrong answers on the item no.2 and 7 of test I. He chooses 'respectfully' instead of 'respectable' on no.2 and he chooses 'hope' instead of 'hopeless' on no.7. The number of correct answers from the two tests done by this respondent is 28 and this is equal to the score of 93.3. This score is similar to 'excellent' as the level of his ability based on the criteria used in this writing.

Respondent 6

There are 14 correct answers out of 15 items in test I. He makes only the wrong answer on the item no.2 of test I.

He chooses 'respectfully' instead of 'respectable'. There are 14 correct answers out of 15 items in test II. He makes only the wrong answer on the item no.1 of test II. He chooses 'sunny' instead of 'rainy'. The number of correct answers from the two tests done by this respondent is 28 and this is the same as the score of 93.3. This score is equal to 'excellent' as the level of his ability based on the criteria of this writing.

Respondent 7

In test I there are 13 correct answers out of 15 items. She makes two wrong answers on the item no.2 and 7 of test I. She chooses 'respect' instead of 'respectable' on no.2 and she chooses 'hopelessly' instead of 'hopeless' on no.7. In test II there are 15 correct answers out of 15 items. The number of correct answers from the two test done by this respondent is 28 and this is the same as the score of 93.3. This score is equal to 'excellent' as the level of her ability based on the criteria of this writing.

Respondent 8

The number of correct answers of test I is 14 out of 15 items. He makes only the wrong answer on the item no.2 of test I. He chooses 'respectfully' instead

of 'respectable'. The number of correct answers of test II is 14 out of 15 items. He does not choose any answer on the item no.7 of test II. The number of correct answers from the two tests done by this respondent is 28 and this is equal to the score of 93.3. This score is similar to 'excellent' as the level of his ability based on the criteria used in this writing.

Respondent 9

In test I there are 13 correct answers out of 15 items. She makes two wrong answers on the item no.2 and 7 of test I. She chooses 'respectfully' instead of 'respectable' on no.2 and she chooses 'hope' instead of 'hopeless' on no.7. In test II there are 15 correct answers out of 15 items. The number of correct answers from the two test done by this respondent is 28 and this is the same as the score of 93.3. This score is equal to 'excellent' as the level of her ability based on the criteria of this writing.

Respondent 10

The number of correct answers from the two tests done by this respondent is 28 and this is equal to the score of 93.3. This score is similar to 'excellent' as the lever of her ability based on the criteria used in this writing. The number of correct

answers of test I is 13 out of 15 items. She makes two wrong answers on the item no.2 and 8 of test I. She chooses 'respectfully' instead of 'respectable' on no.2 and 'carelessly' instead of 'carefully on no.8. The number of correct answers of test II is 15 out of 15 items.

Respondent 11

There are 12 correct answers out of 15 items in test I. He makes three wrong answers on the item no.2, 7 and 11 of test I. He chooses 'respect' instead of 'respectable' on no.2, 'hopelessly' instead of 'hopeless' on no.7 and 'salt' instead of 'salty' on no.11. There are 15 correct answers out of 15 items in test II. The number of correct answers from the two tests done by this respondent is 27 and he gets the score of 90. This score of 90 is equal to 'excellent' as the level of his ability based on the criteria of this writing.

Respondent 12

The number of correct answers of test I is 12 out of 15 items. She makes three wrong answers on the item no.2, 7 and 8 of test I. She chooses 'respect' instead of 'respectable' on no.2, 'hopelessly' instead of 'hopeless' on no.7 and

'careful' instead of 'carefully' on no.8. In test II there are 15 correct answerss out of 15 items. The number of correct answers from the two tests done by this respondent is 27 and she gets the score of 90. This score of 90 is equal to 'excellent' as the level of her ability based on the criteria of this writing.

Respondent 13

In test I there are 12 correct answers out of 15 items. She makes three wrong answers on the item no. 2,7 and 12 of test I. She chooses 'respectfully' instead of 'respectable' on no.2, 'hopelessly' instead of 'hopeless' on no.7, and 'slowly' instead of 'quickly' on no.12. In test II there are 15 correct answers out of 15 items. The number of correct answers from the two test done by this respondent is 27 and this is the same as the score of 90. This score is equal to 'excellent' as the level of her ability based on the criteria of this writing.

Respondent 14

The number of correct answers from the two tests done by this respondent is 27 and this is equal to the score of 90. This score is similar to 'excellent' as the level of his ability based on the criteria used in this writing. The number of correct answers of test

I is 13 out of 15 items. He makes two wrong answers on the item no.2 and 7 of test I. He chooses 'respectfully' instead of 'respectable' on no.2 and 'hopelessly' instead of 'hopeless' on no.7. The number of correct answers of test II is 14 out of 15 items. He makes only the wrong answer on the item no.12 of test II. He chooses 'carelessly' instead of 'unfortunately'.

Respondent 15

There are 13 correct answers out of 15 items in test I. She makes two wrong answers on the item no.2 and 7 of test I. She chooses 'respectfully' instead of 'respectable' on no.2, and 'hope' instead of 'hopeless' on no.7. There are 14 correct answers out of 15 items in test II. She makes only the wrong answer on the item no.2 of test II. She chooses 'sunny' instead of 'silky'. The number of correct answers from the two tests done by this respondent is 27 and she gets the score of 90. This score of 90 is equal to 'excellent' as the level of her ability based on the criteria of this writing.

Respondent 16

In test I there are 13 correct answers out of 15 items. He makes two wrong answers on the item no.2

and 13 of test I. He chooses 'respectfully' instead of 'respectable' on no.2 and 'beautiful' instead of 'beautifully' on no.13. In test II there are 14 correct answers out of 15 items. He makes only the wrong answer on the item no. 9 of test II. He chooses 'beautifully' instead of on 'frankly'. The number of correct answers from the two tests done by this respondent is 27 and this is the same as the score of 90. This score is equal to 'excellent' as the level of his ability based on the criteria of this writing.

Respondent 17

The number of correct answers from the two tests done by this respondent is 27 and this is equal to the score of 90. This score is similar to 'excellent' as the level of his ability based on the criteria used in this writing. The number of correct answers of test I is 13 out of 15 items. He makes two wrong answers on the item no.2 and 10 of test I. He chooses 'respectfully' instead of 'respectable' on no.2 and 'lover' instead of 'lovely' on no.10. The number of correct answers of test II is 14 out of 15 items. He does not choose any answer on the item no.5 of test II.

Respondent 18

There are 13 correct answers out of 15 items in test I. She makes two wrong answers on the item no.2 and 7 of test I. She chooses 'respectfully' instead of 'respectable' on no.2, she chooses 'hopelessly' instead of 'hopeless' on no.7. There are 13 correct answers out of 15 items in test II. She makes two wrong answers on the item no.1 and 13 of test II. She chooses 'sunny' instead of 'rainy' on no.1 and 'frankly' instead of 'carelessly' on no.13. The number of correct answers from the two tests done by this respondent is 26 and she gets the score of 86.6. This score of 86.6 is equal to 'excellent' as the level of her ability based on the criteria of this writing.

Respondent 19

In test I there are 12 correct answers out of 15 items. She makes three wrong answers on the item no. 2,7 and 8 of test I. She chooses 'respect' instead of 'respectable' on no.2, 'hopelessly' instead of 'hopeless' on no.7, and 'carelessly' instead of 'carefully' on no.8.

In test II there are 14 correct answers out of 15 items. She makes only the wrong answer on the item no. 1 of test II. She chooses 'sunny' instead of on 'rainy'. The number of correct answers from the two tests done by

this respondent is 26 and this is the same as the score of 86.6. This score is equal to 'excellent' as the level of his ability based on the criteria of this writing.

Respondent 20

The number of correct answers from the two tests done by this respondent is 26 and this is equal to the score of 86.6. This score is similar to 'excellent' as the level of her ability based on the criteria used in this writing. The number of correct answers of test I is 13 out of 15 items. She makes two wrong answers on the item no.2 and 7 of test I. She chooses 'respect' instead of 'respectable' on no.2 and 'hopelessly' instead of 'hopeless' on no.7. The number of correct answers of test II is 13 out of 15 items. She makes two wrong answers on the item no.10 and 14 of test II. She chooses 'frankly' instead of 'directly' on no.10 and 'beautifully' instead of 'preferably' on no.14.

Respondent 21

There are 13 correct answers out of 15 items in test I. She makes two wrong answers on the item no.2 and 14 of test I. She chooses 'respectfully' instead of 'respectable' on no.2, she chooses 'dead' instead of 'deadly' on no.14. There are 12 correct answers out of

15 items in test II. She make three wrong answers on the item no.9, 12 and 13 of test II. She chooses 'carelessly' instead of 'frankly' on no.9, 'fortunately' instead of 'unfortunately' on no.12, and 'frankly' instead of 'carelessly' on no.13. The number of correct answers from the two tests done by this respondent is 25 and she gets the score of 83.3. This score of 83.3 is equal to 'excellent' as the level of her ability based on the criteria of this writing.

Respondent 22

In test I there are 12 correct answers out of 15 items. She makes three wrong answers on the item no. 2,7 and 12 of test I. She chooses 'respect' instead of 'respectable' on no.2, she 'hope' instead of 'hopeless' on no.7, and 'slowly' instead of 'quickly' on no.12. In test II there are 13 correct answers out of 15 items. She makes two wrong answers on the item no. 10 and 14 of test II. She chooses 'immediately' instead of 'directly' on no.10 and she chooses 'beautifully' instead of 'preferably' on no.14. The number of correct answers from the two test done by this respondent is 25 and this is the same as the score of 83.3. This score is equal to 'excellent' as the level of her ability based on the criteria of this writing.

Respondent 23

The number of correct answers of test I is 12 out of 15 items. He makes three wrong answers on the item no.2, 7 and 11 of test I. He chooses 'respectfully' instead of 'respectable'on no.2, 'hope' instead of 'hopeless'on no.7 and 'salt' instead of 'salty' on no.11. The number of correct answers of test II is 13 out of 15 items. He makes two wrong answers on the item no.1 and no. 7 of test II. He chooses 'daily' instead of 'rainy' on no.1, and he chooses 'handy' instead of 'bloody' on no.7. The number of correct answers from the two tests done by this respondent is 25 and this is equal to the score of 83.3. This score is similar to 'excellent' as the level of his ability based on the criteria used in this writing.

Respondent 24

The number of correct answers from the two tests done by this respondent is 25 and this is equal to the score of 83.3. This score is similar to 'excellent' as the level of her ability based on the criteria used in this writing. The number of correct answers of test I is 13 out of 15 items in test I. She makes two wrong answers on the item no.2 and 7 of test I. She chooses

'respect' instead of 'respectable' on no.2 and she chooses 'hope' instead of 'hopeless' on no.7. There are 12 correct answers out 15 items in test II. She makes three wrong answers on the item no.6, 10 and 14 of test II. She chooses 'silky' instead of 'hilly' on no.6, 'carelessly' instead of 'directly' on no.10 and 'beautifully' instead of 'preferably' on no.14.

Respondent 25

There are 13 correct answers out of 15 items in test I. She makes two wrong answers on the item no.2 and 14 of test I. She chooses 'respectfully' instead of 'respectable' on no.2, she chooses 'death' instead of 'deadly' on no.14. There are 11 correct answers out of 15 items in test II. She makes four wrong answers on the item no.1, 9, 12 and 13 of test II. She chooses 'sunny' instead of 'rainy' on no.1, 'unfortunately' instead of 'frankly' on no.9, 'fortunately' instead of 'unfortunately' on no.12, and 'frankly' instead of 'carelessly' on no.13. The number of correct answers from the two tests done by this respondent is 24 and she gets the score of 80. This score of 80 is equal to 'excellent' as the level of her ability based on the criteria of this writing.

Respondent 26

In test I there are 12 correct answers out of 15 items. She makes three wrong answers on the item no. 2,7 and 14 of test I. She chooses 'respect' instead of 'respectable' on no.2, 'hope' instead of 'hopeless' on no.7, and 'dead' instead of 'deadly' on no.14. In test II there are 12 correct answers out of 15 items. She makes three wrong answers on the item no.6, 10 and 14 of test II. She chooses 'grassy' instead of on 'hilly' on no.6, 'immediately' instead of on 'directly' on no.10 and 'beautifully' instead of on 'preferably' on no.14. The number of correct answers from the two tests done by this respondent is 24 and this is the same as the score of 80. This score is equal to 'excellent' as the level of her ability based on the criteria of this writing.

Respondent 27

The number of correct answers from the two tests done by this respondent is 24 and she gets the score of 80. This score is equal to 'excellent' as the level of his ability based on the criteria used in this writing. The number of correct answers of test I is 12 out of 15 items in test I. He makes three wrong answers on the item no.2, 7 and 14 of test I. He chooses

'respectfully' instead of 'respectable' on no.2, 'hopelessly' instead of 'hopeless' on no.7, and 'death' instead of 'deadly' on no.14. The number of correct answers of test II is 12 out 15 items. He makes three wrong answers on the item no.9, 10 and 14 of test II. He chooses 'carelessly' instead of 'frankly' on 9, 'carelessly instead of 'directly' on no.10 and 'directly' instead of 'preferably' on no.14.

Respondent 28

There are 11 correct answers out of 15 items in test I. He makes four wrong answers on the item no.2, 7, 11 and 14 of test I. He chooses 'respect' instead of 'respectable' on no.2, 'hope' instead of 'hopeless' on no.7, 'salt' instead of 'salty' on no.11 and 'death' instead of 'deadly' on no.14. There are 13 correct answers out of 15 items in test II. He makes two wrong answers on the item no.8, and 10 of test II. He chooses 'sunny' instead of 'icy' on no.8, and 'immediately' instead of 'directly' on no.10. The number of correct answers from the two tests done by this respondent is 24 and he gets the score of 80. This score is the same as 'excellent' as the level of his ability based on the criteria of this writing.

Respondent 29

The number of correct answers from the two tests made by this respondent is 23 and she gets the score of 76.6. This score is similar to 'good' as the level of her ability based on the criteria used in this writing. The number of correct answers of test I is 11 out of 15 items. She makes four wrong answers on the item no.2, 6, 11 and 12 of test I. She chooses 'respect' instead of 'respectable' on no.2, 'value' instead of 'valuable' on on no.6, 'salt' instead of 'salty' on no.11, and 'slowly' instead of 'quickly' on no.12. The number of correct answers of test II is 12 out 15 items. She makes three wrong answers on the item no.9, 10 and 14 of test II. She chooses 'carelessly' instead of 'frankly' on no. 9, 'carelessly instead of 'directly' on no.10 and 'directly' instead of 'preferably' on no.14.

Respondent 30

There are 11 correct answers out of 15 items in test I. He makes four wrong answers on the item no.2, 4, 10 and 15 of test I. He chooses 'respect' instead of 'respectable' on no.2, 'unfortunate' instead of 'unfortunately' on no.4, 'loveliness' instead of 'lovely' on no.10, and 'cloudiness' instead of 'cloudy' on no.15. There are 9 correct answers out of 15 items

in test II. He makes six wrong answers on the item no.2,3,6,12,13 and 15 of test II. He chooses 'sunny' instead of 'silky' on no.2, 'daily' instead of 'sunny' on no.3, 'grassy' instead of 'hilly' on no.6, 'fortunately' instead of 'unfortunately' on no.12, 'immediately' instead of 'carelessly' on no.13 and 'unfortunately' instead of 'fortunately' on no.15. The number of correct answers from the two tests done by this respondent is 20 and he gets the score of 66.6. This score is similar to 'fair' as the level of his ability based on the criteria of this writing.

Next, the writer illustrates the mean score of students of class $IIIA_3$ in using Adjectives and Adverbs. The mean score of students of class $IIIA_3$ is:

$$m = \frac{fx}{N}$$

$$m = \frac{2625.8}{30}$$

$$= 87.5$$

Notation : fx (the sum of total score) = 2625.8

N (Number of student) = 30

m (the mean score) = 87.5

The students avarage score of class IIIA$_3$ is satisfying. The mean score 87.5 is classified as 'excellent'.

The data have already been presented and analyzed, therefore, the writer may proceed with the conclusions.

CHAPTER IV

C O N C L U S I O N S

The writer has presented and analyzed the data in the previous chapter about Adjectives and Adverbs. And at last, the writer makes conclusions as follows :

1. Students' ability in using adjectives and adverbs is satisfactory. It can be seen through their level of achievement that can be classified based on their scores : for score 80 - 96.6 there are 28 students which is classified as "excellent". For score 76.6 there is only one student which is classified as "good". And there is one student got score 66.6, which is classified as "fair".

2. Students' mean score in using adjectives and adverbs is 87.5.

3. The students find difficullties in choosing the suitable words because they do not know the meaning of the words.

4. The students also find difficulties in using derivation (the changes from nouns into adjectives).

To achieve better result in using adjectives and adverbs, the writer would like to suggest that there

should be an interrelationship between teachers and students. The teachers give more information and exercises about adjectives and adverbs and the students must understand the subject and do the exercises.

This is all the writer has got through an analysis of the data obtained from SMA Gamaliel Ujung Pandang. By writing the conclusion and suggestion , the process of writing this "skripsi" has been finished.

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