

AN UNDERGRADUATE THESIS
AN ANALYSIS OF THE STUDENT'S SYNTAX
DIFFICULTIES IN IDENTIFY AN ADJECTIVE ON THE
SENTENCE
AT THE FIFTH SEMESTER OF IAIN METRO

BY :
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Tarbiyah and Teacher Training Faculty
English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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NOTA DINAS

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Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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To:
The Honorable of the Dean of Faculty of
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Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF THE STUDENT'S SYNTAX DIFFICULTIES IN IDENTIFY AN ADJECTIVE ON THE SENTENCE AT THE FIFTH SEMESTER OF IAIN METRO, written by Erna Sari, Student Number 1501070247, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, 21th January 2020 at 16.00 – 18.00

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**AN ANALYSIS OF THE STUDENT'S SYNTAX DIFFICULTIES IN
IDENTIFY AN ADJECTIVE ON THE SENTENCE
AT THE FIFTH SEMESTER OF IAIN METRO**

ABSTRACT

**By:
ERNA SARI**

The objective of the research is to know the types, the reason and the solution of student's difficulties in identify an adjective on the sentence at the fifth semester of IAIN Metro, Lampung. Therefore, in english education department the students should able to understand the part of speech in english. The English students usually face the difficulties in identify an adjective on the sentence. In this research, the students interviewed by the researcher to know the caused and the solution of the problem.

This research is qualitative research. The object of this research was the students of english department at the fifth semester of IAIN Metro, Lampung. The researcher used documentation, observation and interview as the data collecting technique.

In this research, the researcher find some of the student's difficulties in identify an adjective on the sentence, that are; using words in context, limited knowledge of words, lack of memorizing ability, length of sentence and completing part of speech. Based on these condition the students have the difficulties in vocabulary control and grammar control, it means that the students have to give their full concentration in learning process, they can read english book that explained the structure of english to exercise their ability, increase their vocabularies to help her more understand about the material and nottoo fast learning.

Keywords: *Adjective, Student's difficulties.*

**AN ANALYSIS OF THE STUDENT'S SYNTAX DIFFICULTIES IN
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ABSTRAK

**Oleh:
ERNA SARI**

Tujuan penelitian ini adalah untuk mengetahui tipe-tipe, alasan atau penyebab dan solusi kesulitan mahasiswa dalam mengidentifikasi adjective dalam sebuah kalimat disemester lima IAIN Metro, Lampung. Oleh karena itu, dalam jurusan pendidikan bahasa inggris mahasiswa harus mampu untuk memahami kelas-kelas kata dalam bahasa inggris. Mahasiswa pendidikan bahasa inggris biasanya menghadapi kesulitan dalam mengidentifikasi kata sifat pada sebuah kalimat. Pada penelitian ini mahasiswa diwawancarai oleh peneliti untuk mengetahui penyebab dan solusi dari masalah tersebut.

Penelitian ini merupakan penelitian kualitatif. objek dari penelitian ini adalah para mahasiswa jurusan pendidikan bahasa inggris semester lima IAIN Metro, Lampung. Peneliti menggunakan dokumentasi, observasi dan wawancara sebagai teknik mengumpulkan data.

Pada penelitian ini, peneliti menemukan beberapa kesulitan mahasiswa dalam mengidentifikasi kata sifat pada sebuah kalimat, yaitu; penggunaan kata sesuai konteks, terbatasnya pengetahuan kata, kurangnya kemampuan mengingat, kalimat yang terlalu panjang dan melengapi kelas kata. Berdasarkan kondisi tersebut mahasiswa memiliki kesulitan dalam penguasaan vocabulary dan grammar, ini berarti bahwa mahasiswa harus lebih berkonsentrasi dalam proses pembelajaran, mereka bisa membaca buku-buku bahasa inggris yang menjelaskan struktur dalam bahasa inggris untuk melatih kemampuan mereka, meningkatkan kosakata dan pembelajaran yang tidak terlalu cepat.

Kata Kunci: *Kata sifat, Kesulitan mahasiswa*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Erna Sari

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States that this undergraduate thesis is original except the certain parts of it quoted from bibliography mentioned.

Metro, January 2020

The Researcher



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PERNYATAAN KEASLIAN PENELITIAN

Yang betanda tangan dibawah ini:

Nama : Erna Sari

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Menyatakan keorisinalitasan skripsi ini kecuali bagian tertentu yang sudah dicantumkan dalam daftar pustaka yang ada.

Metro, January 2020

Peneliti



Erna Sari

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (ه)

إِنَّ مَعَ الْعُسْرِ يُسْرًا (i)

So verily, with the hardship, there is relief. Verily, with the hardship, there is relief.

(Al Insyirah:5-6)

If the trial comes to you, it means that you were higher.

(Erna Sari)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated;

First and foremost to my beloved parents Mr. Sunoto and Mrs. Marti 'ah may

Allah SWT grant you jannah firdaws. Then, to my fussy sister (Siswanti), my

beautiful young sisters (Erika Agustina sari, Diajeng Putri Sekar Sari and

Dewi Novia), all of my beloved siblings and special for Sunoto's Family who

always support me in all my condition.

Last but not least, I also dedicated this undergraduate thesis to all my friends,

Anggun, Ayu, Fitria, Mia, Nia and many more. So sorry i can not mention you

one by one guys, my big family TBI C who have supported me, I love you

guys.

And also My beloved almamater of State Institute for Islamic Studies of Metro

Thank you all for helping to give me the life I love today.

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Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the researcher can finish the undergraduate thesis. Realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (Aamiin).

Next, The greatest gratitude would also be addressed to :

1. The first, thanks for Mr. Ahmad Subhan Roza, M.Pd as the Head of English Education Department of IAIN Metro
2. The second, thanks for both of my advisors, Mr Dr. Mahrus As'ad, M.Ag and Mr Andianto, M.Pd within their activities, they were still willing to read the undergraduate thesis.
3. The third, thanks for all of my lecturers in English Education Department of IAIN Metro who always give me knowledge and information.
4. Next, all of the staff of English Education Department of IAIN Metro who helped the researcher in processing of administration.

5. The last but not least, thanks for my parents (Mr. Sunoto and Mrs. Marti'ah) and all of my friends in IAIN Metro who always give me supports, so I can finish this research.

As human being the researcher realized that there are some weakness in this undergraduate thesis. The researcher would like to apologize for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for the reader.

Metro, January 2020

The Researcher



ERNA SARI
NPM. 1501070247

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one the foreign language. It is become very important in education aspect. It is surely realized that language is basic component of communication in the human life, they use language to express their thoughts, ideas, feelings, attitudes, and experiences. It means that language is used to communicate to each other. As a means of communication, language allows people to say things and express their communicative needs. Language as a type of patterned human behavior. It is a way, perhaps the most important way, in which human beings interact in his social situations.

The functions of foreign language are as an international communication, and study of language, then language as a system of communication, the most complex of man's tool, each language has structural different system. As an international language, it is used to communicate among people in the different country. Because of that, it becomes the important tool that should be learned by students.

Language as a means of communication is very important, so people have to master it. As human and technology grow, it is impossible to fulfill all human needs without interacting with other people that have different social conditions, cultures, and of course, language. People must learn not only their mother tongue, a language which only functions in the

family or area where they live, but also an international language used in international world, that is, English.

Related to its function as an international language, English plays a great role in the world. English has been stated to be used as an international language and popular to the countries all over the world. It is used even as a national language of several countries in the world. English is a foreign language in Indonesia and it is very important in the globalization era. In our country, Indonesia which is a developing country, English takes even a more important role. The structure becomes one of the important things in English which is used in all basic language skills such as listening, speaking, reading and writing. All of them used structure in the written form. Then structure was learned early by the learners. It started from Junior High School.

Usually, people speak without care about the structure of their language used. It is normally when they are children or people that have not understood about all of the structure in English. However, for students of university it has to be better than all of them. Especially for students of English Language Department, they should be able to identify and know the structure in English such as subject, verb, adjective, adverb, etc. Students must be trained adequately in the structure of English. Moreover, students have to be able to identify the structure of the sentence specifically. Therefore, the students learn about grammar at the first semester until the fourth semester.

Then, syntax subject at the fifth semester in order to know and comprehend more the structure in English. In syntax subject students learn the structure more detail and specifically and being used to better than before in identify the structure specifically such as clause, phrase etc. Students have to know the structure by identify the sentence only.

Next, syntax plays as an important role in English language form, because it has made the structure of sentences. So it becomes a point to make and understanding the sentence. Then, syntax can be considered as understanding the rules etc to make the sentences. Syntax is often considered as easy. It is occurred because when someone who understands the rules and part of speech, which is the main component in English syntax, not necessarily guarantee that they can make it properly and accurately.

Therefore, the English is not easy as we think. There are various part of speech that is influenced the form of English sentence, one of them is adjective. In English task, adjective is an important element, when the student does the task, he does not only understand one of part of speech, but also some of them at the same time, the process of make a sentence influenced by their understanding about part of speech, it can be seen from the way of students in understanding and make the sentence. For example is identify the adjective, such as adjective on the short sentence. At this context, students must find the adjective on the sentence related to the structure of the sentence. In other words, students have difficult in identify

an adjective related to the structure of the sentence, because there is no more understanding about part of speech especially about adjective. The benefits of this activities include know of english language structure, i.e. the students can make the sentence with the right structure.

In studies of English Language, many rules that should be learned by university's students as the main of learning to compose english language. It can be conclude that adjective include of english syntax. In this study, researcher will analyze the students' syntax difficulties in identify an adjective on the sentence. knowing about english syntax and adjective are very important because at the fifth semester it is learned, especially at english language department D class.

Table 1.1
The Results of Student's Test

No	The Results of Student's Syntax	Students	Percentage
1	<75	26	86,6%
2	>75	4	13,4%
	Total	30	100%

Source: The results of the student's test at English Departement of IAIN Metro

Table 1.2
Passing Grade Criteria

Grade	Explanation
81-100	Excellent
71-80	Very Good
61-70	Good
51-60	Low
0-50	Failed

Source: The passing grade of IAIN Metro

After I did the pre-survey, there were many students who made mistakes in identify the part of speech on the sentence, especially in identify the adjective of the sentence. Therefore, I am interested to research the result of student's syntax difficulties. In this research, the researcher analyze the student's syntax difficulties, especially in identify an adjective on the sentence, by conducting the research with the title "An Analysis of The Student's Syntax Difficulties in Identify an Adjective on The Sentence of The Fifth Semester of IAIN Metro Lampung.

B. Problem Formulation

Based on the problem limitation above, the researcher would like to formulate the problems as follows:

1. What is the type of students difficulties in identify an adjective on the sentence in syntax subject at the fifth semester of IAIN Metro ?
2. Why do the students have difficulties in identify an adjective on the sentence in syntax subject at the fifth semester of IAIN Metro ?
3. How do the solution of the students difficulties in identify an adjective on the sentence in syntax subject at the fifth semester of IAIN Metro ?

C. Objective and Benefit of The Study

1. Objective of the Study

The objective of this research was:

- a. To know the students' syntax difficulties in identify an adjective on the sentence.

- b. To know the caused of the student's syntax difficulties in identify an adjective on the sentence.
- c. To know the solution of the students' syntax difficulties in identify an adjective on the sentence.

2. Benefit of the Study

a. For the Student

- 1) This research is aimed to be a contribution and an additional knowledge for students to identify an adjective on the sentence at the fifth semester of IAIN Metro.
- 2) To give easiness to students in identify an adjective on the sentence.

b. For the Lecturer

This research can be useful as additional information in teaching syntax subject especially in identify an adjective on the sentence.

c. For the Researcher

Hopefully this research can give new experience or knowledge in analyzing of the student's syntax difficulties in identify an adjective.

D. Prior Research

There are many researcher that have done the research about analysis of syntax.

The first researcher is Yanuarius Yanu Darmawan with the title *An Analysis of Traditional Grammar, Immediate Constituent Analysis, and X-Bar Syntax Theory*. This paper presents three of many ways to analyze a sentence. They are traditional grammar, immediate constituent (IC) analysis, and X-bar theory.¹

Next researcher is Paramita Kusumawardhani with the title *The Analysis of Conjunctions in Writing An English Narrative Composition: A Syntax Perspective*. This paper has been conducted, grammar, where this research focused in syntax, such as conjunctions, is not the only component in writing. Beside grammar, there other components of writing that must be noticed bythe learners, such as mechanics, organization, word choice, purpose, audience, process and content.

Awareness of the other components of writing that is very important for the learners. Grammar should not only be focused by the learners, other components in writing are also need to be concerned in order to be able to create a good writing especially a narrative composition. It could be useless if grammar can be mastered well by the learners but other components in writing are not noticed.²

¹ Yanuarius Yanu Darmawan, *An Analysis Of Traditional Grammar, Immediate Constituent Analysis, And X-Bar Syntax Theory*, (2nd ICEL: Indonesia, 2014), p. 453

² Paramita Kusumawardhani, *The Analysis of Conjunctions in Writing An English Narrative Composition: A Syntax Perspective*, (Wanastra: Jakarta, 2017), p. 6

Last researcher is Ahmad Syarif with the title an Analysis of Students' Errors In Using Adjective Clauses. This paper is aim to know the students' errors in using adjective clauses. The students increase and alter their motivation, learning style, and interest. Then, the teacher should pay more attention on the teaching adjective clause.³

According to the previous researchers the researcher see that many researcher gain about syntax. However, it is different field. Accordingly, the researcher is interested to conducting in the syntax especially in many of ways to analyze the sentences, in using the conjunctions in writing an english narrative composition and in using adjective clauses. Hence, it is different research than the research that do by the previous researcher. While in this research focused on Analysis of The Student's Syntax Difficulties in Identify an Adjective on The Sentence at The Fifth Semester of IAIN Metro.

³ Ahmad Syarif, *An Analysis of Students' Errors In Using Adjective Clauses*, (Jakarta: 2011), p. 1

CHAPTER II

REVIEW OF THE RELATED THEORIES

The aim of this chapter is to describe the related references upon which the research hypothesis is built. In this chapter, there are some points to be explained in relation to the English Syntax and Adjective.

A. English Syntax

1. The Definition of English Syntax

According to Geoffrey Leech syntax is the constituent structure of sentences⁴. Next, according to Maggie Tallerman syntax is sentence construction: how words group together to make phrases and sentences. Some people also use the term Grammar to mean the same as syntax, although most linguists follow the more recent practice whereby the grammar of a language includes all of its organizing principles: information about the sound system, about the form of words, how we adjust language according to context, and so on: syntax is only one part of this grammar.⁵

Ivan A. Sag and Thomas Wasow defined syntax is often used instead of grammar in technical work in linguistics. While the two terms are sometimes interchangeable, grammar may also be used more broadly to cover all aspects of language structure; syntax, in contrast,

⁴ Leech, Geoffrey. *Kamus Lengkap Tata Bahasa Inggris*, (Jakarta: Kesaint Blanc, 2005) p.

1

⁵ Tallerman, Maggie. *Understanding Syntax Third Edition* (UK: Hodder Education an Hachette UK Company, 2011) p. 1

refers only to the ways in which words combine into phrases, and phrases into sentences-the form or structure of well formed expressions.⁶

In the case, the writer conclude the syntax is a process to make phrases and sentences. The syntax is not easy to do because of the the rule and way, so the expert should be master in his field. The main point in the syntax is that a expert may not change the way and rule of the phrases and sentences.

2. Syntactic Assesment

An assessment is needed in order to measure the realted of the phrases, clauses, and sentences. In this research, it measures the syntax from syntactice knowledge and syntactic awareness. Syntax refers to the rule system that governs how words are combined in to the phrases, clauses and sentences (kamhi & catts, 2012). Researchers assess two related but distinct aspects of syntax:

- a. Syntactic knowledge (i.e., ability to comprehend or produce different grammatical structures)
- b. Syntactic awareness (i.e., ability to manipulate and reflect on the grammatical structures of language)

Measuring syntactic knowledge and awareness is mportant because these constructs are associated with the academic success of school age student (e.g., Cain, 2007; Catts, Adolf, & Weismer, 2006).

⁶ Ivan A. Sag and Thomas Masow. *Syntactic Theory: A Formal Introduction*. (Center for The Study of Language and Information, 1999) p. 3

However, researchers use a wide-variety of syntax assessment which may affect how syntax contributes to student literacy skills. Therefore, the purpose of this study is to:

- a. Determine whether different syntax assessment differentiate between students with low versus high reading comprehension outcomes.
- b. To determine whether the syntactic construct of the assessment (i.e., awareness versus knowledge) affect the magnitude of the group effect.
- c. And to determine whether the type assessment (i.e., published versus researchers created) affect the magnitude of the group effect.

B. The Types of Students Difficulties

There are some types of syntactical difficulties that grouping into two groups, that are:

1. Vocabulary Control

One of the first aspects of method design to receive attention was the role of vocabulary. In the 1920s and 1930s several large-scale investigations of foreign language vocabulary were undertaken. The impetus for this research came from two quarters. First, there was a general consensus among language teaching specialists, such as Palmer, that vocabulary was one of the most important aspects of foreign language learning. A second influence was the increased emphasis on reading skills as the goal of foreign language study in some countries.

This had been the recommendation of the Coleman Report and also the independent conclusion of another British language teaching specialist, Michael West, who had examined the role of English in India in the 1920s. Vocabulary was seen as an essential component of reading proficiency.

2. Grammar control

Parallel to the interest in developing rational principles for vocabulary selection was a focus on the grammatical content of a language course. Palmer in his writings had emphasized the problems of grammar for the foreign learner. Much of his work in Japan, where he directed the Institute for Research in English Teaching from 1922 until World War II, was directed toward developing classroom procedures suited to teaching basic grammatical patterns through an oral approach. His view of grammar was very different from the abstract model of grammar seen in the Grammar-Translation Method, however, which was based on the assumption that one universal logic formed the basis of all languages and that the teacher's responsibility was to show how each category of the universal grammar was to be expressed in the foreign language. Palmer viewed grammar as the underlying sentence patterns of the spoken language. Palmer, Hornby, and other British applied linguists analyzed English and classified its major grammatical structures into sentence patterns (later called

"substitution tables"), which could be used to help internalize the rules of English sentence structure.⁷

C. Adjective

English was so complex. There is a structure there, branch that learn a structure in english is called grammar. Moreover, syntax include in grammar. It can learn about part of speech in english. Then, one of the part of speech is adjective.

1. The Definition of Adjective

First, according to Jack Richards and Richard Schmidt Adjective is word that describes the thing, quality, state, or action which a noun refers to.⁸

Next, according to Bas Aarts adjective can sometimes be identified through certain formal characteristics, most adjectives are gradable, i.e. they can be proceeded by words which indicate the extent to which the adjective applies to the word it combines with. Adjectives can also take comparative and superlative endings. The comparative form of an adjective indicates the greater extent to which the normal form of the adjective, called the absolute form, applies, while the superlative form indicates the maximal extent.⁹

⁷ Jack C. Richards And Theodore S. Rodgers, *Approacnes and Methods in Language Teaching*, (Cambridge Language Teaching Library: New York), p. 20-21

⁸ Jack C. Richard and Richard Schmidt. *Longman Dictionary of Language Teaching and Aplied Linguistics Fourth Edition*. (Britain: Pearson Education Limited, 2010) p. 12

⁹ Aarts, Bas. *English Syntax and Argumentation Second Edition*. (Britain: Palgrave, 2001) p. 32

Adjective is a word that explain or identifying nouns or pronouns characteristic or explain quantity.¹⁰

Based on the quotations above, it can be conclude that the researcher can illustrate from the definitions above an adjective to the readers. The adjective can be define as a word that often identifying nouns, pronouns characteristics and explain them.

2. The kinds of Adjectives

According to Khamying, there are eleven types of adjectives in english¹¹. That are:

Table 2.1
Types of adjectives according to Khamying

No	Types	Functions	Examples
1	Descriptive Adjective	To attribute or qualify people, animals, things, or places in order to describe its features	The rich man lives in the big house.
2	Proper Adjective	To modify noun in terms of the nationality, this type is originated from proper noun.	He employs a Chinese book.
3	Quantitative Adjective	To modify noun for particular details in quantifying	He ate much rice at school yesterday
4	Numeral Adjective	To modify noun for particular details in exact quantifying which is divided into three perspectives: cardinal number (exact quantity), ordinal number (hierarchical number), and multiplicative number (double number)	1) Cardinal Numeral adjective Ex. My hand has five fingers. 2) Ordinal Numeral adjective Ex. I am the seventh son of my family. 3) Multiplicative

¹⁰ Sukma Setiabudhi, *Complete Grammar of The English Language* (Alfabeta Publisher: Bandung, 2013), p. 69

¹¹Jutharat Jitpranee, *A Study of Adjective Types and Functions in Popular Science Articles*, (Macrothink Institute: College of Foreign Languages and Cultures, 2017), p. 60-61

			adjective Ex. Some roses are double .
5	Demonstrative Adjective (this, that, these, those)	To show the noun it modifies is singular or plural and whether the position of the noun is near or far from the person who is speaking or writing	I invited that man to come in.
6	Interrogative Adjective	To modify noun as a questioning form	What book is he reading in the room?
7	Possessive Adjective	To express possession of a noun by someone or something	This is my table.
8	Distributive Adjective	To modify noun by dividing or separating into different parts	Every soldier is punctually in his place.
9	Emphasizing Adjective	To modify noun by highlighting or emphasizing the texts	Supansa is my own girl-friend.
10	Exclamatory Adjective	To modify noun by using interjection words	What a man he is!
11	Relative Adjective	To modify noun and combine sentence which are related between the first and second sentences	Give me what money you have.

There are some kinds of adjectives¹², that are:

a. Adjective of Quality

Adjective of quality or descriptive adjective indicate the kinds or characteristic of noun or pronoun. This adjective consist of two parts:

1) Proper Adjective formed of proper noun

Example:

¹² Angela Downing and Philip Locke, *English Grammar: A University Course Second Edition*, (Routledge: London and New York, 2006), p. 477-479

a) This is the grammar of the *english* language

b) I can play a *sundanese* flute

2) Common Adjective

Example:

a) Jakarta is a *large* city

b) He is an *honest* man

c) The *foolish old* crow tried to sing

b. Adjective of Quantity

Adjective of quantity indicate the mount.

Example:

1) I ate *some* rice

2) She has *little* patience

3) We have had *enough* exercise

4) You have *no* sense

c. Adjective of Number

Adjective of number or numeral adjective indicate the mount, ammount or numeric.

1) Definite Numeral Adjective

2) Indefinite Numeral Adjective

3) Distributive Numeral Adjective

d. Demonstrative Adjective

Demonstrative adjective indicate noun or pronoun that showed.

Example:

- 1) **This** boy is stronger than Tom.
- 2) **That** boy is industrious.
- 3) **These** oranges are unripe.
- 4) **Those** rascals must be punished.
- 5) Don't be in **such** a hurry.
- 6) I hate **such** things.

e. Interrogative Adjective

Interrogative adjective used to sentence question that make by What, Which or Whose that combined with noun.

Example:

- 1) **What** manner of man is he?
- 2) **What** papers do you read?
- 3) **Which** way shall we go?
- 4) **Whose** books are these?

f. Emphasizing Adjective

Emphasizing adjective used **own** and **very** to clarify the meaning.

Example:

- 1) I saw it with my **own** eyes.
- 2) Mind your **own** business.
- 3) That is the **very** thing we want.

g. Exclamatory Adjective

Exclamatory adjective usually used *What*.

Example:

- 1) *What* genius!
- 2) *What* an idea!
- 3) *What* folly!
- 4) *What* a blessing!
- 5) *What* a piece of work is man!

Adjective can also classified based on the position, the classified are:

- a. Attribute Adjective
- b. Predicate Adjective
- c. Appositive Adjective

3. The Characteristic of Adjective

Adjectives typically describe the properties of an entity referred to by a noun. An adjective may describe inherent properties of the entity for example, its color (purple, blue), size (big, tiny), weight (light, heavy), age (young, old) or quality (good, awful).¹³

The following are the characteristics of adjective:

- a. Adjectives are stackable

One of the characteristics of adjectives is that they can occur in a string, they can occur one after another. This is known as

¹³ *Ibid*, p. 476

stacking. However, stacking adjective successively beyond there is a rarity. Those, it is essential to note that adjective are usually stacked in a preferred order.

Example:

An *ugly, old, yellow tin* bucket stood beside the stove.

In this sentence, the adjective sequence begins with an adjective of subjective judgment or evaluation (*ugly*). Then, it is followed by an adjective of measurement (*old*), an adjective of color (*yellow*), and finally, a noun acting as an adjective that describes the material (*tin*) out of which the head noun (*bucket*) is made.

Changing this order of the different types of adjective, (as in the sentences below), produce phrases that native English speakers are uncomfortable with to a greater or lesser degree.

b. Adjective are gradable

A number of adjectives are gradable, they can express degrees of a property. Most gradable adjectives have comparative (-er) and superlative (-est) forms, while a number of others use the adverbs *more* and *most* to express varying degrees.

Also, some adjectives (e.g., *lively*) take the (-er/-est) inflections as well as *more* and *most*. Many others (e.g., *private*) take only *more/most*, while a few (e.g., *good*) allow only the -er/-est endings to express gradability. All these are illustrated in the chart below:

Table 2.2
Adjective of gradability

Adjectives	Inflections		More/most	
	comparative	superlative	comparative	superlative
Lively	livelier	Liveliest	More lively	Most liveliest
Private	Privater	Privatest	More private	Most private
good	Better	best	More good	Most good

1) Negative gradability

When it comes to expressing diminishing degrees of a property, the negative gradability comes into play. This is indicated by placing *less* and *least* before adjective to create the comparative and superlative forms. Such expression is expressed in the sentence below:

The results were *less successful* than anticipated. His third campaign was the *least successful* of all his attempts.

2) Gradability of absolute adjective

The large majority of adjectives, such as *absolute*, *complete*, *correct*, *essential*, *impossible*, *perfect*, *pregnant*, *ultimate*, and *unique*, have been called absolute adjective because their meaning is supposedly not gradable as they express a quality that can not be increased or decreased.

Using the adjective *unique*, as a key study, it means “*one of a kind*”; hence it seems both illogical and incorrect to say, for example, *that painting is unique*. How could something that is unique be particularly or partially unique? And yet native English

speakers tend to write and say sentence like those in similar contexts, as in the following:

- a) Of the top 10 pros, he has the ~~most~~ *complete* game.
- b) After the first four months they found it ~~somewhat~~ *impossible* to control the outbreaks of sporadic violence.
- c) It's the ~~most~~ *perfect* copier ever invented.

3) Gradability of participial adjectives

Most adjectives are derived from present or past participle of verbs. For examples, the adjectives interesting and bored used in the sentences below, are formed from the present participle of the verb interest, and past participle of the verb bore respectively. In english, these are known as participial adjectives.

- a) That was really an *interesting* lecture.
- b) He was wearing a *bored* expression on his face.

A number of the frequently used adjectives derived from present participles of verbs include: *amazing, boring, corresponding, encouraging, exciting, existing, following, increasing, interesting, leading, missing, outstanding, promising, remaining, threatening, underlying, willing, and working.*

Those which are derived from past participles of verbs include *advanced, alleged, armed, bored, complicated, confused, depressed, determined, disabled, disappointed, aducated, excited,*

exhausted, fraigtened, interested, pleased, surprissed, tired, unemployed, unexpected, and worried.

Participle adjectives, like most adjectives, have comparative and superlative forms only with more and most and with less and least. Naturally, they cannot add -er and -est, as shown below:

- a) That was the most amazing performance i have ever seen.
- b) That was the amazingest performance i have ever seen.

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on the research method that will be performed in the research. There will be the type and characteristic of the research, data resources, data collecting techniques, data analysis technique and approach.

A. Type and Characteristic Research

The type of this research is case study. The case study examines some significant incident or series of events to clarify what happens in such situations. These methods are also eclectic, though like program evaluation, they follow models and frameworks that have become somewhat standard. The case study considers what happened to a single child.¹ It becomes the writer's evaluation because of some consideration on the case that have been identified by the writer, and what will be the focus of analyzing. The characteristic of this research is research methodology not to generalize the result of the research. in either word, the term of case refers to the method of the research is people to determine the subject of the research. the subject of the research is people or case which choosen in certain reason without using term simple.

A research which focuses on analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings

¹ Gary Anderson, *Fundamentals of Educational Research Second Edition*, (USA ; Taylor and Francis Group, 2005), p. 97

is called qualitative research². And this research is used in this research is qualitative. Qualitative research is a research that look at the social phenomena.

Schreiber and Asner defined qualitative research tend to study things in their natural setting, attempting to make sense or interpret phenomena in term of the meaning people bring to them³. Simply put qualitative research is study something in natural way and attempt or interpret the meaning in narrative. According to Donald Ary, qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants⁴.

Qualitative research involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants definitions of the situation, noting patterns, themes, categories and regularities.⁵ Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them. Like the mountain lake, qualitative research has many sources that contribute to its shape and substance.⁶

² Cresswell, John. W. *Educational Research Planning: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Edition. (Boston: Pearson Education Ltd. 2012) p.16

³ Schreiber & Asner. *Educational Research*. (US: John Wiley & Sons Inc. 2011) p.192

⁴ Donal Ary et. al. *Introduction to Research in Education* 8th Edition. (Canada: Wadsworth Cengage Learning. 2010) p.39

⁵ Cohen, Louis et. Al. *Research Methods in Education Sixth Edition*. (London & New York: Routledge.2007) p. 22

⁶ Gary Anderson, *Fundamentals of Education Research Second Edition*, (USA ; Taylor and Francis Group, 2005), p. 126

Qualitative research is oriented towards analyzing concrete cases in their temporal and local particularity and starting from people's expressions and activities in their local contexts. Therefore, qualitative research is in a position to design ways for social sciences, psychology, and other fields to make concrete the tendencies that Toulmin mentions, to transform them into research programs, and to maintain the necessary flexibility towards their objects and tasks.⁷ The researcher collects and analyzes the data after that draw the conclusion based on the data analysis. The data which are collected and analyzed are in the form of a task of the fifth Semester English Department D class.

B. Data Resources

For gathering information for research need accurate data. In this research the writer used some data research. Therefore, the writer offered data research gathering the data are as follows :

1. Primary Resource

In the primary resource are original material on which research is based. The primary resource is the data source that provide to the reseacher directly such as documentation students task. They present information in its original form, neither interpreted nor contented nor evaluated by other writers. The primary resource in this reserch is students documentatation on student's english syntax of student's task.

⁷ Uwe, *An Introduction to Qualitative Reseach Fourth Edition Sage*, (Chennai India : Great Britian by Ashoford Colour Press, 2009), p. 21

2. Secondary Resource

In secondary resource offer interpretation or analysis based on primary resource. The secondary resource is data resource that provides the data to researcher indirectly such as interview. The secondary resource of the research is interview, the result of interview was used to find out the difficulties of english syntax.

C. Data Collecting Technique

In this research, the researcher used purposive sampling in which the sample elements judged to be typical, or representative, are chosen from the population. According to Ilker Etikan, purposive sampling to concentrate on people with particular characteristics who will better be able to assist with relevant research.⁸ The population of this research was the fifth semester of English department D class. In conducting the research, it is extremely important to formulate the relevant technique of collecting data. Creswell highlighted that in many qualitative studies, inquires collect multiple forms of data and spend a considerable time in the natural setting gathering information⁹.

Therefore, the writer organized some designs of gathering data through several techniques as follows :

⁸ Ilker Etikan, *et. al. Comparison of Convenience Sampling and Purposive Sampling*. (Science Publishing Group. 2016) Vol. 5, No. 1 p.3

⁹ John W Cresswell, *Research Design ; Qualitative, Quatitative and mixed Methods Approach*, (London ; Sage Publication, 2003), p. 185

1. Documentation

Documentation is an instrument to gain the information in the form of written source or documenter such as books, magazines, daily notes, etc. In the other hand, documentation is the documents that are required for something or that give evidence or proof of something. During process of creating the research, the writer collect the documents. The writer will take the documents from books, dictionary, themes, table, etc. In this research, the writer take the documents from the student's task are used to support the writer to analyze some information about naturalness and accuracy of syntax.

2. Observation

Creswell highlighted that observations, in which the writer takes field notes on the behavior or activities or individual at the research site. In other words, the researcher needs the field notes from individual behavior or activities in the research. The purpose of observation is to describe a situation we research, the individual are involved in the activities and relationship with situation. So that the reader of the report will understand clearly what happen and how the process occur in the activities. The writer will be observer in the field of research. The writer will directly observe the participants and take the data at the students of the fifth semester IAIN Metro Lampung.

3. Interview

Creswell highlighted that interview, in which the writer conducts face-to-face interviews with participants. Interviews participants by telephone, or engages in focus group interviews, with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.¹⁰

D. Data Analysis Technique

In this research, the researcher uses some steps according to John Creswell,¹¹ those are:

1. Organize and prepare the data for analysis.

This step involves transcribing the interviews, scanning the materials, and sorting all the materials into different types depending on the information.

2. Read or look at all the data.

In this step, the researcher reads all the necessary data and get the general sense of the information and write the overall meaning,

3. Start coding all of the data.

The researcher in this step starts to process the data by giving the code that represent the data.

¹⁰ *Ibid*, p. 181

¹¹ John W. Creswell. *Research Design* 4th Edition. (USA: Sage Publication, Inc. 2014) p.247-

4. Use the coding.

The researcher uses the coding process to describe the setting or people for analysis. The description involves detail information about people, places, or events.

5. Advanced description.

Apply the narrative passage to convey the findings of the analysis. It present a process model, advance a drawing of the specific research, or convey descriptive information in a table.

6. Making interpretation

The final step is making an interpretation of the finding result. These finding results can be based on the researcher interpretation.

E. Research Approach

In this research, the writer applied case study. Traditionally, case study has been associated with qualitative methods of analysis. The writer choose this method because the writer wanted to analyze an analysis of the students syntax difficulties in identify an adjective of the sentence at the fifth semester of IAIN Metro. The researcher would use qualitative research, the reseacher applied step by step procedures in gaining the result of the research.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Researching Setting

1. Profile of State Islamic Institute of Metro

a. The Historical Background of State Islamic Institute Metro

IAIN Metro is only one of Islamic Institute in Metro. IAIN Metro is changes of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of Presidents No. 71 on 1 August 2016. IAIN prepared this change since 2010. From 2011, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

STAIN Jurai Siwo Metro was established on April 23-25, 1997 based on the explanation letter of president RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Lampung Islamic Welfare Foundation (YKIL).

In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang. Through the persistent struggle of YKIL, on 13 October 1964 the status of Islamic Law faculty was changed from private to state.

Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domiciled in Tanjung Karang in 1965. As an effort to realize the founding of STAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time.

Finally, it realized the dream of Lampung society to found STAIN Al-Jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year 1993 based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung STAIN Raden Intan Tanjung Karang was also changed to STAIN Raden Intan Bandar Lampung. Likewise, in 1967, the education and Islamic Law Faculty were established in Metro at Jl. Ki Hajar Dewantara 15 A, Iring Mulyo, East Metro, Metro City by the request of Metro Society.

It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996 about Settlement of Institutional Faculties STAIN outside central instituted to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro. IAIN Metro has fourth

faculty, namely (1) Tarbiyah and Teacher Training faculty (2) Islamic Law Faculty (3) Islamic Announcement and Communication Faculty, (4) Economic and Islamic Business.

b. Name of Lectures and Official Employees of Tarbiyah and Teaching Training Faculty in State Islamic of Metro

The whole employees of Tarbiyah and Teaching Training Faculty in State Islamic Institute of Metro Academic Year 2019/2020.

Table 4.1
Name of lectures and official employees of Tarbiyah Teaching Training Faculty

No	Name of Lectures
1	Drs. Zuhairi, M.Pd.
2	Drs. Mokhtaridi Sudin, M.Pd.
3	Drs. M. Ardi, M.Pd.
4	Dra. Haiatin Chasanatin, MA.
5	Dra. Isti Fatonah, MA.
6	Drs. Kuryani, M.Pd.
7	Dr. Zainal Abidin, M. Ag.
8	Mukhtar Hadi, M.Si.
9	Dr. Masyukurillah, S.Ag, MA.
10	Dr. Akla, M.Pd.
11	Dr. Aguswan Kh. Umam, S.Ag, MA.
12	Dr. Ida Umami, M.Pd. Kons
13	Dr. Mahrus As'ad, M. Ag.
14	Dr. Widhiya Ninsiana, M. Hum
15	Dr. Sri Andri Astuti, M. Ag.
16	Dr. Umi Yawisah, M. Hum.
17	Sudirin, M.Pd.
18	Basri, M. Ag.
19	J. Sutarjo, M.Pd.
20	H. Nindia Y, M.Pd.
21	Buyung Syukron, S. Ag., SS., MA
22	Dedi Irwansyah, M.Hum.

23	A. Subhan Roza, M.Pd.
24	Dian Eka Priyantoro, M.Pd.
25	Walfajri, M.Pd.
26	Yuyun Yuniarti, M.Si
27	Novita Rahmi, M.Pd.
28	Nuryanto, M.Pd.I
29	Nurul Afifah, M.Pd.I
30	Nurkholis, M.Pd.
31	Drs. Mahyunir, M.Pd.I
32	Dr. Yudiyanto, M.Si
33	Syahreni Siregar, M.Hum
34	Muhammad Ali, M.Pd. I
35	Trisna Dinillah Harya, M.Pd.
36	Umar, M.Pd.I
37	Ahmad Zumaro, MA.
38	Yunita Wildaniati, M.Pd
39	Andianto, M.Pd
40	Khodijah, M.Pd.I
41	Uswatun Hasanah, M.Pd.I
42	Tubagus Ali Rachman Puja, M.Pd
43	Much Deniantur, M.Pd. BI
44	Dedi Wahyudi, M.Pd.I
45	Drs. A. Jamil, M.Pd
46	Dra. Khotijah, M.Pd
47	Dr. Wahyudin, M.Phil
48	Dr. Khoirurijal, MA
49	Al Barra Sarbaini, M.Pd.
50	Hamdi Abdul Karim, M.Pd,I
51	Sri Handayana, M.Hum
52	Ika Selviana, MA.Hum
53	Andree Tiono Kurniawan, M.Pd.I
54	M. Dini Handoko, M.Pd
55	Muh. Badarudin, M.Pd.I
56	Amin, Efendi, M.Pd.I
57	Ning Setio Wati, M.Pd.
58	Dr. Abdul Mujib, M.Pd.I
59	A. Bobby Chandra, M.Si
60	Eka Yuniasih, M.Pd
61	Supriyati, M.Pd
62	Randes Rahdian Aziz, M.Pd
63	Ghulam Murtadlo, M.Pd.I
64	Ahmad Marzakki, M.Pd.I
65	Ani Meitika Sari, M.Pd
66	Sri Wahyuni, M.Pd

67	Leny Setiyana, M.Pd
68	Yeasy Agustina Sari, M.Pd
69	Muhammad Fauzi Sholeh, M.Pd
70	Yuniarti, M.Pd
71	Rika Dartiara, M.Pd
72	Neti Nurhasanah, S.Pd., M.Sc
73	Linda Septiyana, M.Pd
74	Rahmad Ari Wibowo, M.Phil.I
75	Aisyah Khumairo, M.Pd
76	Lia Ricka Pratama, M.Pd
77	Ahmad Arifin, M.Pd
78	Ani Susilawati, SS, M. Hum
79	Khoirul Huda, M.Pd
80	Nur Fauziah Fatawi, M.Hum

c. Students at State Islamic Institute of Metro

The total of the students in State Institute for Islamic Studies of Metro is 8659 students.

Table 4.2
Total of students state institute for Islamic studies of Metro

No	Departments	Program	Total of students
1	Tarbiyah Department	English Education (TBI)	945
		Islamic Education Department (PAI)	1362
		Arabic Education Department (PBA)	301
		Islamic Elementary School Department (PGMI)	562
		Mathematic Education Department (TM)	194
		Biology Education Department (TB)	185
		Social Science Education Department (IPS)	165
		Islamic Childhood Education Department (PIAUD)	223
2	Economy Business	D3 Syari'ah Program (D3 PBS)	130

	Faculty	S1 Syari'ah Banking Program (S1 PBS)	1108
		Economy Syari'ah (ESY)	1239
3	Syari'ah Faculty	Islamic Accountant (AKS)	211
		Pilgrimage Management (MHU)	109
		Islamic Law Program (AS)	457
		Islamic Economy Law Program(HESY)	681
		Islamic Constitutional Law (HTNI)	112
4	Dakwah and communication faculty	Islamic Communication and Broadcasting program (KPI)	419
		Language and Arabic Literature Program (BSA)	90
		Islamic Extension Guidance (BPI)	107

Source: result documentation of IAIN Metro in academic year 2019/2020

d. Organization Structure of State Islamic Institute of Metro

The organization structure of IAIN Metro in academic year 2019/2020 as follows:

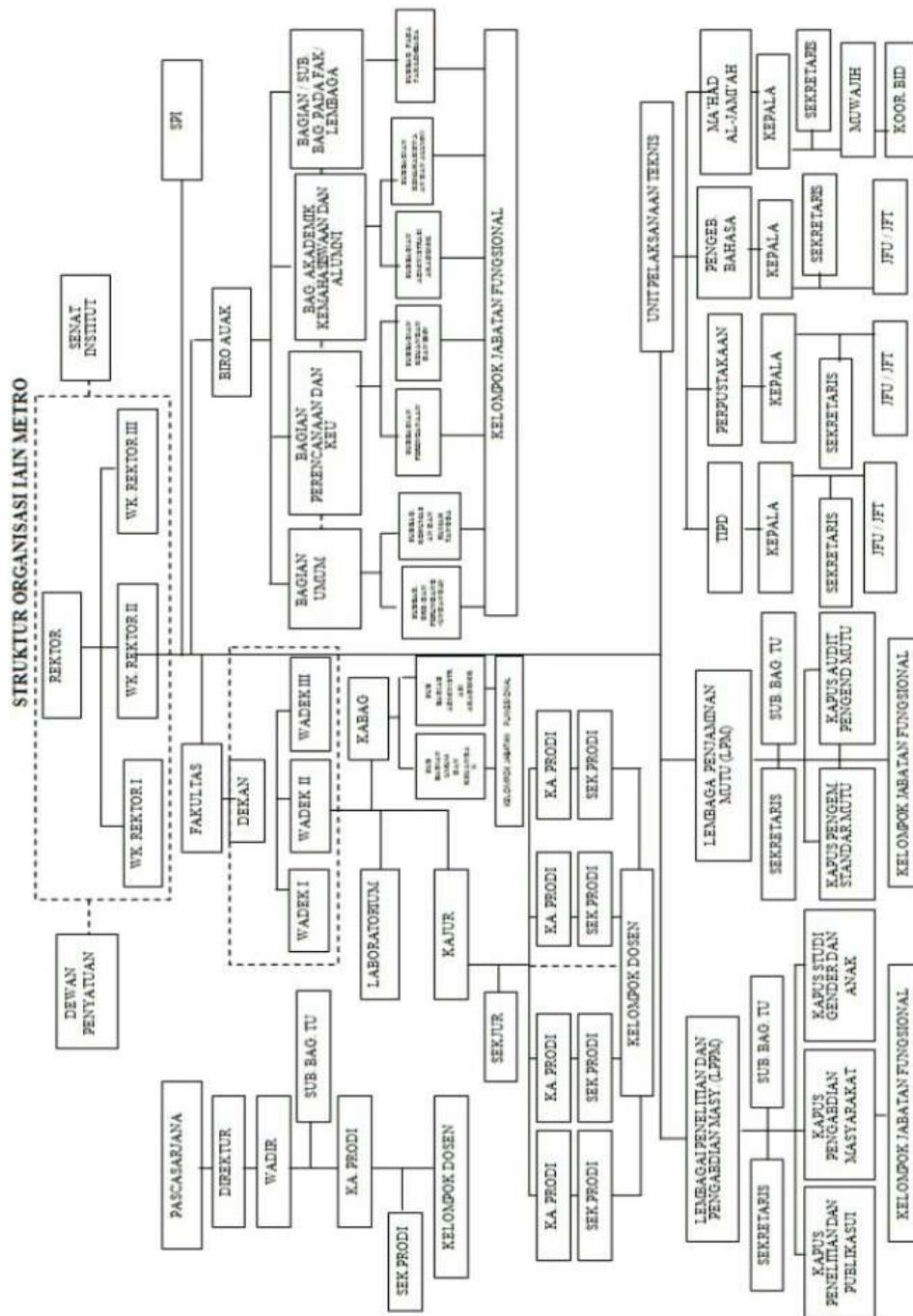


Figure 4.1: The Structural Organization of IAIN Metro in The Academic Year 2019/2020

e. Facilities at State Islamic Institute of Metro

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process, namely: lecturer's unit, Computer Laboratory & baitul Mal wa Tamwil, Library, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volly field, tennis field, auditorium, Students Activities (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table 4.3
Facilities at IAIN Metro

	Facilities	Total of room	Area (m ²)
1	Lecturer's Unit	1	556
2	Computer Laboratory	1	1000
3	Library	1	1000
4	Language Laboratory	1	180
5	Islamic Development	1	106,8
6	Classroom	74	30
7	Mosque	1	-
8	Futsal Field	1	1000
9	Basketball Field	1	510
10	Wall Climbing Field	1	-
11	Volley Field	1	92
12	Tennis Field	1	-
13	Auditorium	1	650
14	Students Activities	1	-
15	Students Committee Office	1	-
16	Office of University Head	2	-
17	Munaqosyah Building	1	-
18	Postgraduate Building	1	-
19	Parking Place	9	-
20	Faculty	2	-

Source: Result of documentation at IAIN Metro

f. The Sketch Location of State Islamic Institute of Metro

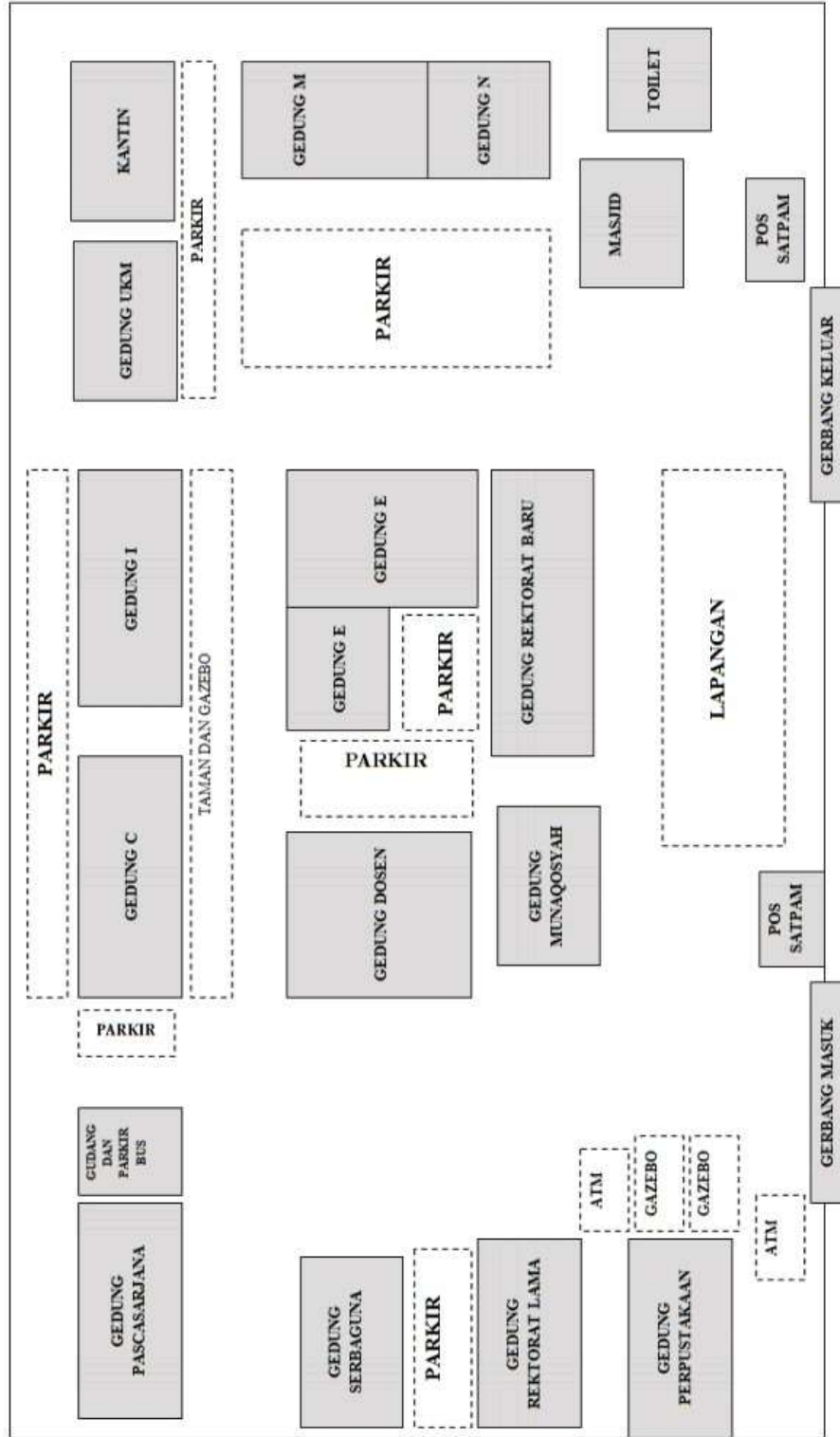


Figure 4.2: The Location Sketch of IAIN Metro (Campus 1)

g. The Profile of English Education Department

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also change into English Education Department in 2017. It included Education Faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the decree No:DJ.1/220.C/2007 on May 28, 2007. In implementing education, English Education Department stands in the English Education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining.

Furthermore, the vision than us enlarged in some missions, as follows:

- 1) Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.
- 2) Building and developing humanist, democratic, and modern academic atmosphere.
- 3) Growing the professionalism ethic through theoretical knowledge basic mastery.
- 4) Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

5) Applying integrated education system which is able to give a significant input for educational development.

Those are the vision and missions which include all of the students in English Education Department in IAIN Metro. Furthermore, based on the vision above, it is formulated by three purposes of English Education Department, as follows:

- 1) To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology and art but also be able to be agents of change the society.
- 2) To prepare the students be professional with spirit of English Islamic.

In line with the statement above, English Education Department always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in TBI IAIN Metro.

B. Data General Description

The researcher conducted the research on the IAIN Metro at November 27 by interviewed 30 English Department Students of IAIN Metro. The researcher asked ten questions related about their difficulties in identify an adjective on the sentence in order to find out the reason why English Department Students of IAIN Metro still have difficulties in identify an adjective on the sentence. After, interviewed 30 students as sample, researcher find out that some of student's have difficulties in writing proposal

because of lack of vocabularies, lack of grammar and confused with the position of the word on the sentence and confused to differentiate the adjective and adverb.

It is also supported by the result of students test analyzed. The researcher analyzed 30 result of the students test of each respondent where the result shown that there are some of mistakes in the respondent's result of the students test that assessed from two categories. It caused by the difficulties in identify an adjective on the sentence. Some of the students still confused and not understand fully how to english students appropriately.

C. Data Analysis

This data analysis research is based on the criteria from Michael West, the criteria involved two aspects namely: vocabulary control and grammar control. First aspect is vocabulary control, vocabulary control means the students in identify an adjective on the sentence know the adjective by the meaning of the word on the sentence. Second aspect is grammar control, this is how the students in identify an adjective on the sentence know the adjective by position of the word on the sentence.

1. The Types of Student's Difficulties in Identify an Adjective on The Sentence

In conducting the research, the writer analyzed 30 the result of the students test from student's English department. In this research, the writer analyzed the result of the students test by using rubric of students

difficulties. Based on the analysis, the writer found some of students difficulties in identify an adjective on the sentence in table 4.1:

Table 4.4
The Result of Students Test English student's Difficulties in Identify an Adjective on The Sentence

No	Nama Mahasiswa	NPM	Score
1	MAF	1701070124	50
2	ARA	1701070167	60
3	VD	1701070147	65
4	CDP	1701070172	50
5	DAP	1701070079	85
6	FND	1701070021	55
7	RI	1701070045	55
8	WLSR	1701070151	60
9	NA	1701070189	65
10	QNZM	1701070195	80
11	APS	1701070161	40
12	SPM	1701070203	50
13	SWP	1701070050	50
14	AF	1701070166	70
15	NIS	1701070037	65
16	KM	1701070182	70
17	RG	1701070197	75
18	YKS	1701070155	80
19	RNH	1701070043	60
20	MW	1701070032	70
21	LD	1701070117	85
22	AAP	1701070002	40
23	AM	1701070165	60
24	ANU	1701070001	70
25	OTA	1701070039	40
26	LBP	1701070185	85
27	HW	1701070178	85
28	AS	1701070061	80
29	MAH	1701070125	60
30	ACP	1701070071	60

Table 4.5
The Results of Student's Test

No	The Results of Student's Syntax	Students	Percentage
1	<75	18	60%
2	>75	12	40%
	Total	30	100%

Source: The results of the student's test at English Department of IAIN Metro

Based on the result of the data that have been analyzed, the researcher founded many mistakes that include in two categories namely: vocabulary control and grammar control.

Furthermore, the researcher will give the brief description of data analysis result as follows:

a. Vocabulary Control

From the data analysis result, it founded that some of the result of the students test still have error in vocabulary control which the result of the students test still do not know the meaning of the word on the sentence in their students test that can be seen in the explanation below:

1) Using words in context

The students at the first kind of the test still difficult to determine and choose the adjective because of the resemble words. The student do not know where is the adjective, the student choose benefit which the part of speech of that word is noun. The student also choose the wrong word at the some sentences on the second

kind of the test. The student can not identify the adjective correctly at the third and te fourth kind of the test.

2) Limited knowledge of words

The second student confused because of the resemble words at the first kind of the test caused the student still difficult determine and choose the adjective. The student do not know where is the adjective, the student choose benefit which the part of speech of that word is noun. The student also choose the wrong word at the some sentences on the second kind of the test. The student can not identify the adjective correctly at the third and te fourth kind of the test.

3) Lack of memorizing ability

The third student confused because of the resemble words at the first kind of the test caused the student still difficult determine and choose the adjective. The student do not know where is the adjective, the student choose sadness which the part of speech of that word is noun. The student also choose the wrong word at the some sentences on the second kind of the test. The student can not identify the adjective correctly at the third and te fourth kind of the test.

The third student did not comprehent the meaning of the word because their limited of vocabularies.

b. Grammar Control

From the data result, it was found that many students were identify some of the adjective that is not related or matching with their part of speech. Some of the mistake founded was:

1) Length of sentence

The first student at the first kind of the test still difficult to determine and choose the adjective because of the position of the words. The student do not know where is the adjective, the student choose the wrong word caused they are do not know the position of the word on the sentences. The student also choose the wrong word at the some sentences on the second kind of the test. The student can not identify the adjective correctly at the third and te fourth kind of the test.

2) Completing part of speech

The second student confused because of the unknown position of the word at the first kind of the test caused the student still difficult determine and choose the adjective. The student do not know where is the adjective, the student choose the word which the part of speech of that word is noun. The student also choose the wrong word at the some sentences on the second kind of the test. The student can not identify the adjective correctly at the third and te fourth kind of the test.

2. The Reasons of The Student's Difficulties In Identify An Adjective On The Sentence

In order to know the reason of The Student's Syntax Difficulties in Identify an Adjective on The Sentence. The writer conducted the interview to 18 respondents. The conclusion of interview result is presented below:

The first question "Do you love english?" some of the respondents answer that they are not love english.

Second question "why are you not love english?" some of the students stated that actually they do not want to take this major. Some of the students said that they are only do what their parents want. There also an answer that student only choose this major because they are not received at the major that they choose. Another answer said that the student could not understand the english language. From the answer can be referent that the students not really love english because some reasons.

Third question "what did you know about adjective?" From the answer of question number three about what did they know about adjective, the respondents all answer that they are only know what is the adjective. There are also some of respondents that stated that they could not mention the meaning of the adjective.

The fourth question "have you ever difficult to identify the adjective on the sentence?" From the fourth question result, there are some respondents that always difficult to identify the adjective on the sentence. Some other can identify the adjective by knowing the meaning of the

words. The rest of the respondents said that they can identify the adjective on the sentence by the position on the sentence.

The fifth question “what kinds of the adjective that you face?” From the answer of the fifth all the respondent gave the answer that they have the difficulties or some problems in identify the adjective on the sentence caused do not know the meaning and the part of speech of the words.

The sixth question “have you ever difficult to differentiate both adjective and adverb?” from the answer the students got some problems in identify the adjective on the sentence. The first problem is from the character of the words that almost same. From the interview, many respondents stated that they have difficulties in find the adjective and adverb at the same sentence, those whom got the same character. The position and the character of them make the students do not know where the adjective and adverb

The seventh question “Are you always got the diiculties to identify the adjective on the sentence?” most of the students said that they always got the difficulties to identify the adjective on the sentence. Another said that they rarely got the difficulties to identify the adjective on the sentence, and the rest of the students said that they always can identify the adjective on the sentence by knowing the position of the words.

The eight question “have you ever feel bored when you study at the syntax class?” most of them said that they ever feel bored when they study at the syntax class.

The ninth question “in your opinion, how the way of the study that you want in the syntax class?” most of them said that the way of the syntax study in the class should use some variation to teach this subject. They was so confuse if they do not unsderstand in one topic because they think if they do not understand inone topic so thay can not understand to another topic.

The last question “in your opinion, how important to learn syntax?” all of the students said that it was very important, although they said that this subject is the basic of the other subjects in english department so study syntax was extremely important to the students at the english department.

Based on the explanation above, it can conclude that the students not really can identify the adjective on the sentence.

3. The Solution of The Student’s Difficulties in Identify An Adjective on The Sentence

In order to know the solution of The Student’s Difficulties in Identify an Adjective on The Sentence. The writer conducted the interview to 18 respondents that have difficulties to identify an adjective on the sentence. The solution of the student’s dificulties in identify an adjective on the sentence based on the interview result are concentration, not too fast learning, read some books and riched vocabularies.

Students must give their good concentration. Most of the student’s are not give their full concentration. Therefore, they have to give their full concetration to make them more understand the material in learning

process and to minimize the difficulties that rise. Other students say that they were bored to study, better if the lecturer give the other technique to teach them. In order to make them more understand the material in learning process they have to give their eyes and mind maximally.

The learning process not too fast. The study in learning process have to more slowly because the students said that the learning process is too fast, then makes them difficult to follow the learning process. The students faced many others difficulties because they can not follow the learning process detailed, they can think and understand too fast to follow all of the learning part to understand the material. All of the learning process related to the students need in order to make them more understand and make the learning process more effective.

Read some books to increase their knowledge. Many students have to increase their knowledge by reading some books that explain the structure in English in order to make them rather understand the material that give by the lecturer. There are some students that have to learn more before follow the learning process in order to make them more easy to follow the learning process. The students have to really understand about grammar to decrease their difficulties in identify an adjective on the sentence.

The students increase their vocabularies. They have to increase their vocabularies to help her more understand the material. As long as in the learning process they have to know the vocabularies that used by the

lecturer to make them understand the material. Therefore, they have to increase their vocabularies to help them understand about the material and minimize the other difficulties. They have to understand all of the material to make them understand the other material. In order to make them can identify an adjective on the sentence.

Based on some solutions above, we can conclude that there are some kinds of solutions that the students and lecturer have to master. That are good concentration, not too fast learning process, read some books and increase their vocabularies. The learning process will be better if all of the solutions do by the subjects of the learning process. It will help them to make good conditions in learning process. If there is a good learning process, it will make the students more understand about all the material in learning process and it will make the students can identify an adjective on the sentence better.

D. Discussion

This research was conducted at IAIN Metro in academic year 2019/2020. From the data analysis results some of the students still have many mistakes that the percentage can be seen in the figure 4.3:

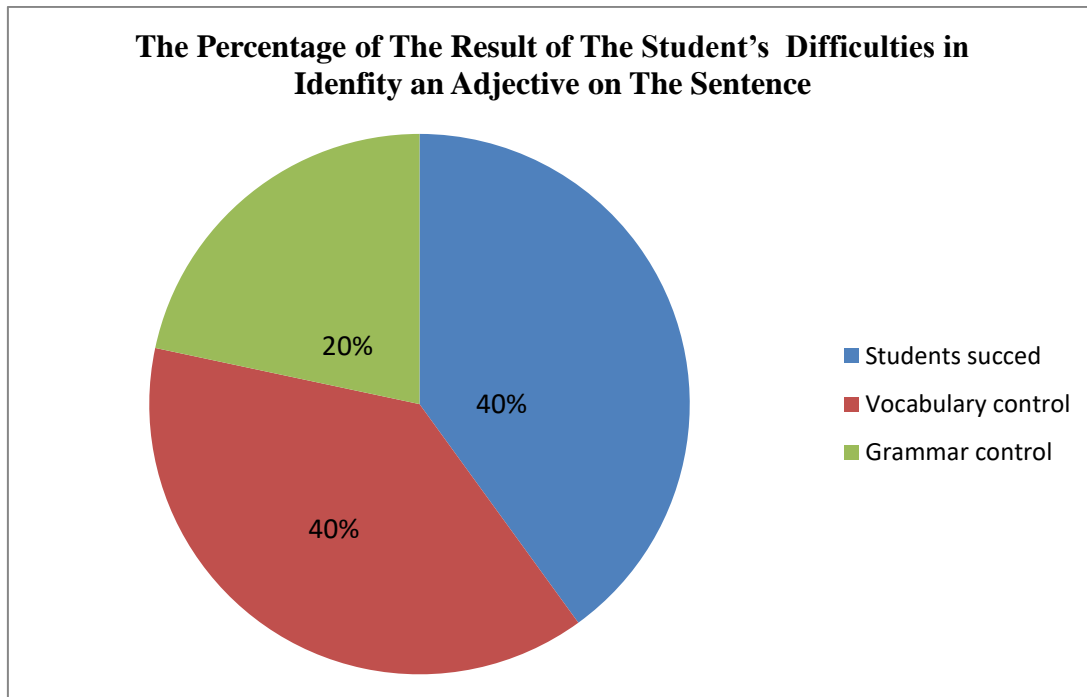


Figure 4.3
The Percentage of the Result of The Student's Difficulties in Identify an Adjective on The Sentence

From the figure one it can be conclude that there still many mistakes in English student syntax test. There are two mistakes but the most common mistakes were found on the two criteria namely vocabulary control and grammar control. It caused by the student's difficulties in identify an adjective on the sentence. Based on the result of interview, the writer found that many students were still confused in identify an adjective on the

sentence. They know about adjective but still do not know the meaning and the position of the words on the sentence.

In order to solve this problem, there are many solutions that can be used by English Department Students. First, they can give their good concentration in learning process, in order to make them more understand the material they have to give their good concentration in learning process. Second, they can read some of the grammar and syntax books to increase their knowledge at the material and to know the structure of the sentence include adjective there. Join the course that provided the service to master the grammar or the structure of the sentence. The last students can identify the adjective on the sentence by increase their vocabularies.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer concludes as follow:

According to the data analysis, the writer concluded that found some of student's difficulties in identify an adjective on the sentence. There are two common mistakes in the result of the students test that the writer analysis, namely vocabulary control and grammar control.

Based on the result of interview, they know what the adjective is but they have difficulties in identify the adjective on the sentence because they had limited vocabularies, lack of grammar, still confusing to differenciate the adjective and adverb. So it can be said that student's have difficulties in identify an adjective on the sentence is different for each individual.

From the problem above, there are some solutions that can be use by English students. First, they can learn mastery the grammar one until grammar four, in order toknow the structure of the sentence include adjective there. join the course that provided the service to master the grammar or the structure of the sentence.. Second, they can read some of the grammar and syntax book. The last students can identify the adjective on the sentence by increase their vocabularies.

The conclusion, there are two common mistakes namely vocabulary control and grammar control. Moreover, from interview,

student's difficulties in identify an adjective on the sentence are limited reference books, lack of grammar, still confusing to identify the adjective. However, some solutions that can be use by English students. They can join the course and download references (e-book) in internet.

B. Suggestion

Through this research, the writer would like to constructively give suggestions as follow:

1. For Students

It is recommended for English students to be more focus on their English mastery because it is their major, they need to learn more and also recommended to read more the book that explain the adjective and read many sources as possible that support their knowledge in adjective.

2. For Lecturers

It is recommended to motivate their students to read as many sources for their knowledge in the structure of sentences especially in adjective. The lecturer also suggested remind the students to more concentrate at the subject in the class.

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		I	II		
1.	10/1/2020			Revisi Chapter II	
2.	12/1/2020			Fix Table of Content and add the example	
3.	15/1/2020			add the Referensi	
4.	17/1/2020			Pembala & Kritis. Jasa & uang asih	

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		I	II		
1.	31/5 /12			Revise all chapter use guler bring Research Result	
2.	6/2020 /1			Revise all.	
3.	10/2020 /1			Revise Chap IV Answer the problem find type as differ	
4.	13/2020 /11			Revise Chapter IV Discussion - Conclusion Compare with the problem format	

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		I	II		
5.	15/2020 /1			<i>Revisi chapter IV complete all. Aca Rizki</i>	

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Nomor : B-0908/In.28.1/J/TL.00/04/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KAJUR TBI IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **ERNA SARI**
NPM : 1501070247
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF STUDENTS SYNTAX DIFFICULTIES IN
IDENTIFY AN ADJECTIVE ON THE SENTENCES

untuk melakukan *pra-survey* di TBI IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 April 2019

Ketua Jurusan

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SURAT IZIN PRA-SURVEY

Nomor: B-0908/In.28.1/J/TL.00/04/2019

B-0908/In.28.1/J/PP.00.9/04/2019

Berdasarkan surat dari Institut Agama Islam Negeri (IAIN) Metro, tanggal 12 April 2019 Nomor B-0908/In.28.1/J/TL.00/04/2019 tentang izin Pra-Survey, dengan ini Ketua Jurusan Tadris Bahasa Inggris IAIN Metro memberikan izin kepada:

Nama : ERNA SARI
NPM : 1501070247
Jurusan : Tadris Bahasa Inggris

Untuk melaksanakan Pra-Survey di Jurusan Tadris Bahasa Inggris IAIN Metro, tanggal 18 April 2019 dalam rangka penulisan proposal dengan judul :

"AN ANALYSIS OF STUDENT'S SYNTAX DIFFICULTIES IN IDENTIFY AN
ADJECTIVE ON THE SENTENCE"

Demikian surat izin Pra-Survey ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 18 April 2019

Ketua Jurusan TBI



AHMAD SUBHANROZA, M.Pd
NIP. 197505102008011004



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Nomor : B-3106 /In.28.1/J/PP.00.9/10/2019

- 02 Oktober 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)

2. Andianto, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menvelesaikan studinya, untuk itu kami mengharapakan kesediaan Bapak/ Ibu untuk membimbing manasiswa dibawah ini:

Nama : Erna Sari
NPM : 1501070247
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis Of The Student's Syntax Difficulties In Indentify An Adjective On The Sentence At The Fifth Semester Of IAIN Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd

NIP. 197506102008011049



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4067/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
DEKAN FTIK IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4066/In.28/D.1/TL.01/11/2019, tanggal 29 November 2019 atas nama saudara:

Nama : **ERNA SARI**
NPM : 1501070247
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di FTIK IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS SYNTAX DIFFICULTIES IN IDENTIFY AN ADJECTIVE ON THE SENTENCE AT THE FIFTH SEMESTER OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 29 November 2019
Wakil Dekan I,

Dra. Isti Fatonah MA

NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS (TBI)**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail. iain@metrouniv.ac.id

SURAT KETERANGAN

Nomor : B-4318/In.28.1/J/PP.00.9/12/2019

Assalamualaikum Wr.Wb

Yang bertanda tangan dibawah ini:

Nama : Ahmad Subhan Roza, M.Pd.
NIP : 19750610200801 1 014
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Erna Sari
NPM : 1501070247
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Instansi : Institut Agama Islam Negeri (IAIN) Metro

Mahasiswa diatas telah melaksanakan *research (penelitian)* dengan judul "**An Analysis Of The Students Syntax Difficulties In Identy An Adjective On The Sentence On The Fifth Semester Of IAIN Metro**" yang bertempat di Jurusan Tadris Bahasa Inggris (TBI) FTIK IAIN Metro dari tanggal 02 s.d 06 Desember 2019.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 12 November 2019

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19750610200801 1 014

SURAT TUGAS

Nomor: B-4066/In.28/D.1/TL.01/11/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : ERNA SARI
NPM : 1501070247
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di FTIK IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS SYNTAX DIFFICULTIES IN IDENTIFY AN ADJECTIVE ON THE SENTENCE AT THE FIFTH SEMESTER OF IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 29 November 2019

Mengetahui,
Pejabat Setempat





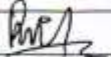



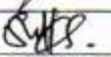
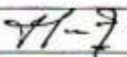






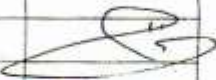

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Wakil Dekan I,



[Handwritten signature]
Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

DAFTAR HADIR

NO	NAMA	NPM	TTD	
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3	Vika Damayanti	1701070197		
4	Cunfi Dwi Pratiwi	1701070172		Cunfi
5	Diah Ayu Paramifa	1701070079		
6	Friska Nava Dewi	1701070021		Friska
7	Rima Iklyma	1701070045		
8	Wulansari	1701070151		
9	Nacha Angelia	1701070189		
10	Qinta Natasya ZM	170107095		Qinta
11	Agung Putra Setiawan	1701070161		
12	SINTHA PUTRI MULIATI	1701070203		SINTHA
13	SEKAR WINDA PUTRI	1701070050		
14	ANANDA FEMILIANA	1701070166		ANANDA
15	Hurul ndah Sapitri	1701070037		
16	Khusnul Mualliah	1701070182		Khusnul
17	Restu Gusmiati	1701070197		
18	Yuliana kurnia sari	1701070155		Yuliana
19	Rahma Nurul Huda	1701070043		
20	Melia Wulandari	1701070032		Melia
21	Linda Dwiyanti	1701070117		
22	Alifa Anghiaraharajma P	1701070002		Alifa
23	Alfiatul Mayasari	1701070165		
24	Alhomsah Hurul Ummah	1701070001		Alhomsah
25	Okta Triana Anjarsari	1701070039		
26	Lucley Rayu P.	1701070185		Lucley
27	Hermawan Wibisono	1701070178		
28	Acoi Satrio	1701070000		
29	Muhammad Arif H.	1701070128		
30	Aurillia candra putri	1701070021		Aurillia

a) Interview Instrument

Theme : An analysis of the student’s syntax difficulties in identify an adjective on the sentence at the fifth semester of IAIN METRO

The Purpose : To know the student’s syntax difficulties in identify an adjective on the sentence at the fifth semester of IAIN METRO.

Conceptualize Definition :The definition of adjective according to Jack Richards and Richard Schmidt Adjective is word that describes the thing, quality, state, or action which a noun refers to. Next, according to Bas Aarts adjective can sometimes be identified through certain formal characteristics, most adjectives are gradable, i.e. they can be proceeded by words which indicate the extent to which the adjective applies to the word it combines with. Last, adjective is a word that explain or identifying nouns or pronouns characteristic or explain quantity.

Operationalize Definition :Based on the definitions above we can conclude that the adjective is a word that often identifying nouns, pronouns characteristics and explain them.

Blueprint :

Researched Aspect	Indicators
1. Adjective	1. Explain nouns
	2. Quantity
	3. Pronouns

Daftar Pertanyaan :

1. Apakah anda menyukai bahasa inggris?
2. Mengapa anda menyukai atau tidak menyukai bahasa inggris?
3. Apa yang anda ketahui tentang adjective?
4. Apakah anda mengalami kesulitan dalam mengidentifikasi adjective?
5. Kesulitan apakah yang anda alami dalam mengidentifikasi adjective?
6. Apakah anda sering melakukan kesalahan saat mengidentifikasi adjective dalam suatu kalimat?
7. Apakah anda pernah mengalami kesulitan dalam membedakan adjective dan adverb dalam sebuah kalimat?
8. Apakah anda pernah merasa bosan selama pembelajaran dikelas english syntax?
9. Menurut anda bagaimana pembelajaran english syntax yang anda inginkan?
10. Menurut anda apakah penting untuk belajar english syntax?









CURRICULUM VITAE



The name of the writer is Erna Sari. She was born in Bandar Agung, on May, 1997. She is the seventh child of Mr. Sunoto and Mrs. Marti'ah.

She was enrolled her study in MI Miftahul Huda Bandar Agung on 2003-2009. She continued her study at MTS Sadar Sriwijaya on 2009-2012. Then, she continued her study at SMA N 1 Bandar Sribhawono, East Lampung on 2012-2015. It was long journey for her to find out her dream. Finally, at the same year, she was registered as a S1 student of English Education Department of State Institute for Islamic Studies (IAIN) of Metro. She hope that one day she can continue her study to master of degree.