



# BEGINNER

## Journal of Teaching and Education Management

Journal Website: <https://beginner.my.id/>

ISSN: 2987-596X (Online)

DOI: <https://doi.org/10.61166/bgn.v2i1.45>

Vol. 2 No. 2 (2024)

pp. 70-93

Research Article

## Dampak Kata Sifat dalam Penulisan Deskriptif di Kalangan Pembelajar Bahasa Kedua (Sebuah Studi pada Siswa Kelas Sepuluh di Km/Str/ Al- Hidaya Maha Vidyalaya, Chawalakade)

M.T.M. Azmy<sup>1</sup>, M.J Fathima Sujani<sup>2</sup>, M.R Rishad Muhammed<sup>3</sup>, MB. Nowzath<sup>4</sup>

1.Srilanka Institute of Advanced Technological Education; [mohammedazmy397@gmail.com](mailto:mohammedazmy397@gmail.com)

2.Srilanka Institute of Advanced Technological Education; [sujanifathima@gmail.com](mailto:sujanifathima@gmail.com)

3.South Eastern University of Sri Lanka; [nowzathmnf@gmail.com](mailto:nowzathmnf@gmail.com)

4.Srilanka Institute of Advanced Technological Education; [Rishadhakeemi96@gmail.com](mailto:Rishadhakeemi96@gmail.com)



Copyright © 2024 by Authors, Published by BEGINNER: Journal of Teaching and Education Management. This is an open access article under the CC BY License <https://creativecommons.org/licenses/by/4.0/>

Received : August 15, 2024

Revised : September 08, 2024

Accepted : Oktober 02, 2024

Available online : December 26, 2024

**How to Cite:** M.T.M. Azmy, M.J Fathima Sujani, M.R Rishad Muhammed, & MB. Nowzath. (2024). The Impact of Adjectives in Descriptive Writing Among Second Language Learners (A Study on Grade Ten Students of Km/Str/ Al-Hidaya Maha Vidyalaya, Chawalakade). *Beginner: Journal of Teaching and Education Management*, 2(2), 70–93. <https://doi.org/10.61166/bgn.v2i2.74>

## Impact Of Adjectives In Descriptive Writing Among Second Language Learners (A Study Based On Grade Ten Students Of Km/Str/ Al-Hidaya Maha Vidyalaya, Chawalakade)

**Abstract.** This research delves into the impact of descriptive writing proficiency among grade ten students in Al-Hidaya Maha Vidyalaya where English is taught as a second language. This research aims to analyze the use of adjective in writing descriptive text among grade ten students. The objectives of the study are; to identify any challenges or barriers faced by grade 10 students in incorporating adjectives into their descriptive writing compositions, to develop a personal writing style that utilizes adjectives effectively to create vivid and engaging descriptive passages, to reflect on personal growth in descriptive writing skills through self-assessment and goal setting, to identify the types of adjective and apply suitable adjectives in the appropriate place. Data collection methods include interviews, questionnaires, pre-tests, and post-tests conducted on a sample of 30 students. Results indicate a notable improvement in descriptive writing proficiency from pre-test scores (33.33%) to post-test scores (100%). Notably, the study emphasizes the significance of innovative teaching techniques to enhance students' descriptive writing skills and overall language competence. The teachers should give more motivations to the students in teaching learning process about applying adjective in writing descriptive text effectively.

**Keyword:** Descriptive Writing, Adjectives, Analysis, Writing Skills, Types of Adjectives, Impact.

**Abstrak.** Penelitian ini menyelidiki dampak kemahiran menulis deskriptif di antara siswa kelas sepuluh di Al-Hidaya Maha Vidyalaya, tempat bahasa Inggris diajarkan sebagai bahasa kedua. Penelitian ini bertujuan untuk menganalisis penggunaan kata sifat dalam menulis teks deskriptif di antara siswa kelas sepuluh. Tujuan dari penelitian ini adalah; untuk mengidentifikasi tantangan atau hambatan yang dihadapi oleh siswa kelas 10 dalam menggabungkan kata sifat ke dalam komposisi tulisan deskriptif mereka, untuk mengembangkan gaya penulisan pribadi yang memanfaatkan kata sifat secara efektif untuk membuat bagian deskriptif yang hidup dan menarik, untuk merefleksikan pertumbuhan pribadi dalam keterampilan menulis deskriptif melalui penilaian diri dan penetapan tujuan, untuk mengidentifikasi jenis kata sifat dan menerapkan kata sifat yang sesuai di tempat yang tepat. Metode pengumpulan data meliputi wawancara, kuesioner, pra-tes, dan pasca-tes yang dilakukan pada sampel 30 siswa. Hasil menunjukkan peningkatan yang nyata dalam kemahiran menulis deskriptif dari skor pra-tes (33,33%) menjadi skor pasca-tes (100%). Khususnya, penelitian ini menekankan pentingnya teknik pengajaran yang inovatif untuk meningkatkan keterampilan menulis deskriptif siswa dan kompetensi bahasa secara keseluruhan. Para guru hendaknya memberikan lebih banyak motivasi kepada siswa dalam proses belajar mengajar tentang penerapan kata sifat dalam menulis teks deskriptif secara efektif.

**Kata kunci:** Penulisan Deskriptif, Kata Sifat, Analisis, Keterampilan Menulis, Jenis Kata Sifat, Dampak.

## INTRODUCTION

### Research Background

Every student has different ability to understand writing in English learning. Writing has been with us for several thousand years and nowadays is more important than ever. (Cynthia A. Broadman, 2008). It is significant in light of the fact that composing can assist individuals with recollecting about something. An

innovative strategy to communicate thoughts from mind toward other individual by utilizing media is called composition. Individuals can utilize pen, pencil, or marker as media recorded as a hard copy. In Oxford Word reference, composing is composed work of a creator, (University, 2008) while written language is simply the graphic representation of spoken language. (Brown, 2000) That is relation between spoken language and written language. We can write what we say or the other way. We can conclude that writing is important in our life to express our ideas and to perform the representation of spoken language by using media.

The outcomes of each writer differ from those of the others. They write with their goals in mind. People who write must be aware of their noble intentions. The writer and the reader will both profit depending on the goal. The paragraph will be simple for the writer to construct, and the reader will get the writer's meaning. The kind of text is one criterion to consider when determining the purpose of writing. In English writing, there are many different types of text. One of them is a description of something. This text's objective is to explain something and provide details regarding the description. Descriptive text is a kind of writing that consists of description, characteristics, definition of something, object or something. (Lailatul Husna, 2013) Before the students or the writers write the text, they should understand the grammar that is used in the text. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. (Brown, 2000) The students need to pay attention in applying the grammar when they will write a descriptive text, so that in arrangement of the words are fused.

Simple present tense and adjectives are used in descriptive writing to describe objects. Adjectives often refer to characteristics of things, people, locations, and other things: age (old, young), size (big, small), shape (round, flat, triangle, rectangle, cube), weight (heavy, light), color (black, red, yellow, purple, orange, blue, grey, brown, pink, white), merit or quality (good, handsome, pretty, ugly, beautiful, bad, calm, perfect, cute, clever, etc.), and other attributes. The function of adjective to modifier noun. (Rodney Huddleston, 2005) They are important to write descriptive text well. The writer must pay attention to grammatical rules in writing descriptive text.

According to preliminary study done at STR/Al-Hidayah Maha Vidyalaya the majority of students in the tenth grade scored worse while writing descriptive texts. There are two tenth grade courses. There are 25 students in class A and 24 in class B. There are 49 students enrolled in the tenth grade at STR/ Al-Hidayah Maha Vidyalaya overall.

### **Aim and Objectives of the Research**

The aim of the research is to analyze how the choice of adjectives affects the vividness and imagery of descriptive passages as well as to improve students' ability to select appropriate adjectives to enhance their descriptive writing.

## Objectives

1. To identify any challenges or barriers faced by grade 10 students in incorporating adjectives into their descriptive writing compositions.
2. To develop a personal writing style that utilizes adjectives effectively to create vivid and engaging descriptive passages.
3. To reflect on personal growth in descriptive writing skills through self-assessment and goal setting.
4. To identify the types of adjective and apply suitable adjective in the appropriate place.

## Previous Research

First of all, a previous researcher who Isrina Fitri determined based on the component of writing descriptive text that he observed the research based on the use of types of adjective. He measure students" skill by three raters where the result of the analysis showed that in the content of writing, students" average score was 53.72 and it can be classified into the poor level. In the organization of writing, students" average score was 50.47 and it can be classified into the poor level. In the grammar of writing, students" average score was 53.31 and it can be classified into the poor level. In the vocabulary, students" average score was 52.87 and it can be classified into the poor level. In the mechanics, students" average score was 52.72 and it can be classified into the poor level. Based on those results, the researcher found that the students" average score in writing descriptive text was 51.87 and it means their writing skill in descriptive text can be categorized in the poor level. (Fitri, 2017)

The second previous research was written by Yolanda entitled: The Correlation between Students" Ability in Using Adjective and Their Ability in Writing Descriptive Text. This second previous research focused on the correlation between adjective and descriptive text. Therefore, the previous research used correlation research. It includes quantitative research, while this research used qualitative research. This research analyzed the use of adjective in writing descriptive text students. (Yolanda, 2017)

Based on the two previous researches, the researcher concludes that there are differences between two previous researches and this research. The first previous research focused on component of writing and the second previous research focused on correlation between adjective and descriptive text. It used correlation research. It includes quantitative research, while in this research used qualitative research. This research focused on the use adjective in writing descriptive text student.

Additionally, Teachers can use a direct approach to instruction with these students while also planning exercises that focus on descriptive writing. In order to

immediately engage these students in their learning, they should be permitted to group discussion with their writing and participate in additional activities on descriptive writing using adjectives. The Students should be able to use adjective well in descriptive by using adjectives as a result of this.

This section included the theoretical perspective of the study, some recommendations on how to attempt to perform this research, and some studies carried out on this topic internationally by some other business experts. It is obvious, regardless of the techniques used to teach descriptive writing. Any educator should focus closely on this topic. Once they get it down, they can write clearly and speak clearly.

This research recommends that after teaching Adjectives, it is better to teach the students Descriptive text. It is possible in deductive approach. But when communicative approach is considered it is better to introduce descriptive then adjectives. It depends on the teachers and the student's interest. As this research is done for tenth grade students of STR/Al-Hidayah Maha Vidyalaya.

### **Research Problem**

The research problem focuses on investigating the specific impact of the use of adjectives in the descriptive writing of grade ten students at Al-Hidaya Maha Vidyalaya. Given the importance of descriptive writing skills in fostering effective communication and language proficiency, it is imperative to delve into the potential implications of utilizing adjectives in student compositions. However, despite the acknowledged significance of descriptive language, there remains a paucity of comprehensive studies that specifically address the role of adjectives in enhancing the quality of descriptive writing among students at the grade ten level.

Therefore, the purpose of this study is to determine how much the use of various and relevant adjectives affects the overall quality, coherence, and vividness of the written writings created by Al-Hidaya Maha Vidyalaya students. The project also aims to determine if the introduction of targeted adjective usage is associated with enhancements in the students' descriptive writing skills and their ability to clearly communicate subtle nuances and sensory sensations. By addressing this research issue, educators and curriculum designers can learn important lessons about improving pedagogical techniques that support more efficient teaching practices for descriptive writing, ultimately aiding the development of all-encompassing language skills in grade ten students.

Based on the background of the problem above, the researcher formed questions as follows,

1. What are the challenges or barriers faced by grade 10 students in incorporating adjectives into their descriptive writing compositions?
2. How to develop a personal writing style that utilizes adjectives effectively to create vivid and engaging descriptive passages?

3. How to reflect on personal growth in descriptive writing skills through self-assessment and goal setting.
4. How to apply the suitable adjectives in the appropriate places?

### **Outcomes of the research**

To improve the descriptive writing using adjectives in activities will be effective in developing the descriptive writing. This study is expected to give a real portrait about the types of adjective that are used by Sri Lankan students in writing descriptive text. Importantly, this research is expected to give much information about the types of adjective that are used by students in writing 10 descriptive text, so in the future the students will be more understand the rules of types of adjective in writing descriptive text. For the teacher: English teacher will know what the types of adjective used by the students are and what are not used by students. Moreover, English teacher will know how the use of adjective in students" writing descriptive text. Moreover, this research will give much information to the other researcher that the students have problem in using adjective in writing descriptive text, so the other researcher can observe more about this phenomenon.

## **LITERATURE REVIEW**

### **Concept of Adjective**

Adjectives are words that modify or describe nouns, giving more information about their qualities or characteristics. They can indicate size, color, shape, quantity, or other attributes to enhance the understanding of a noun in a sentence. For example, in the phrase "red apple," "red" is the adjective providing additional detail about the noun "apple."

### **Definition of Adjective:**

In grammatical sense, adjective means to add the characteristics of something. According to (A. Penston, 2005) adjective is word to modify noun. In addition that adjective does not only modify noun but it modifies pronoun too. In English dictionary, adjective uses „adj" to code adjective in concise word. We can summarize that adjective is the one of parts of speech. It modifies noun or pronoun specifically. It will give the specific characteristic in noun or pronoun. It will make clear the noun or pronoun that will be described.

### **The Functions of Adjective**

Adjective has two functions. They are attributive and predicative adjectives. Attributive adjectives function as internal pre-head modifier to a following noun. Predicative adjectives function mainly as predicative complement in clause structure. In addition, the attributive adjective function as pre-modify a noun, appearing between the determiners, including zero article and the head of a noun phrase while predicative adjective function as subject complement or object complement.

For example:

- 1) Attributive adjective function: An old table, a pink book, a beautiful house
- 2) Predicative adjective function: The table is old, the book is pink, and the house is beautiful.

### **Purposes of Writing**

(Grenville, 2001) Summarizes the purposes of writing, there are three purposes of writing:

#### **Writing to entertain**

Think what it is like to be a reader. How to entertain the reader (emotionally) by something very serious, sad, or something funny. An exciting plot can involve emotions, too, by creating feelings of suspense. Writing to entertain generally takes the form of so-called „imaginative writing” or „creative writing”. Examples of imaginative writing are poems, stories, song lyrics, novels, and others. Sometimes imaginative writing disguises itself as a „true story” for added effect.

#### **Writing to inform**

These writing can also be „entertaining” in the sense that they are a good reading. But entertaining the reader is not their main purpose. That is just a bonus. This writing to give information to the reader. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, description writing and essays for school and university.

#### **Writing to persuade**

This includes advertisements, some newspaper and magazine articles, and some types of essay. This writing might include opinion or argument but as part of a logical case backed up with evidence, rather than just as an expression of feelings. The imaginative writing occasionally disguises true story, but if we are writing to inform or persuade, you should not make things up.

It will be summarized that the purposes of writing commonly depends on the writer. She or he can choose the purpose of writing based on her or his ideas, but according to Grenville, there are three purposes of writing in language, writing to persuade, to inform and to entertain.

#### **Types of Writing Styles**

The four main types of writing styles are persuasive, narrative, expository, and descriptive.

#### **Persuasive**

For this writing style, the writer is trying to convince the reader of the validity of a certain position or argument. Persuasive writing includes the writers' opinions, and provides justifications and evidence to support their claims.

Examples: Letters of recommendation; cover letters; Op-Eds and Editorial newspaper articles; argumentative essays for academic papers

### **Narrative**

Often seen in longer writing samples, the purpose of this writing style is to share information in the context of a story. Narratives should include characters, conflicts, and settings.

Examples: Short stories; novels; poetry; historical accounts

### **Expository**

This type of writing is used to explain a concept and share information to a broader audience. Expository writing provides evidence, statistics, or results and focuses on the facts of a certain topic. This type is not meant to express opinions.

Examples: How-to articles; textbooks; news stories (not editorials or Op-Eds); business, technical, or scientific writing

### **Descriptive**

This type of writing is used to depict imagery to create a clear picture in the mind of the reader. This method helps the readers become more connected to the writing by appealing to their senses. Descriptive writing employs literary techniques such as similes, metaphors, allegory, etc to engage the audience.

Examples: Poetry; fictional novels or plays; memoirs or first-hand accounts of events. On the whole, we can conclude that there are four types of writing. As the writers, we should know what type of writing that will be written by us. Every type of writing has different function in specific. Based on the Kane's theory, there are five types of text. Exposition to explain something, narrative to tell a story, description to describe the object, persuasion to interest the readers and entertaining to entertain the reader.

## **Review of Literature Related to the Study**

### **Definition of Descriptive Text**

Descriptive writing is a written English text in which the writer describes an object. It can be a person, a fruit, an animal, a house, a tree, a flower or it can be any topic. The function of this text is to describe a particular person, place or thing. Hence, this text focuses on the characteristic features of a particular thing. A kind of writing that consists of description, characteristics, definition of something, object or person is called by descriptive writing. In addition, a descriptive text is a text that describes the features of someone, something, or a certain place. The descriptive



text is usually in simple present tense. It uses adjective to describe something in its characteristic.

### **Descriptive Text**

According to (Johnson, 2012), description of writing is a written English text in which the writer describes an object. It can be a person, a fruit, an animal, a house, a tree, a flower or it can be any topic. The function of this text is to describe a particular person, place or thing. Hence, this text focuses on the characteristic features of a particular thing. In addition, a descriptive text is a text that describes the features of someone, something, or a certain place. It is usually in simple present tense. It uses adjective to describe something in its characteristic.

Based on the explanation above we can summarize that descriptive text is a text to describe something in details so that the reader can imagine it and the writer describes the object in fact. Such as history place in Sri Lanka, animal, fruits, someone and others, they will be described specifically.

### **Generic Structure of Descriptive Text**

There are two components of descriptive text:

a. Identification: it is to identify the object to be described. In generally, identification deals in the beginning paragraph. Example: Mr. Ayash is a rich man. He has a big house.

b. Description: It is the part of the paragraph that describes the parts, qualities, and characteristics of parts of object. This generic structure describes the object in details and more specific than identification. Example: Mr. Ayash's house consists of some rooms. They are a living room, a dining room, four bedrooms, a bathroom, a kitchen, two toilet and a garage.

On the whole, we can state that the generic structure of descriptive text has two components. They are identification and description. Identification deals introduction of object, while description describes the object in details.

## **METHODOLOGY**

### **Sample Setting**

The primary objective is to evaluate and document the extent of improvement in descriptive writing skills among Grade 10 students through the incorporation of adjectives in their compositions. This involves measuring the qualitative and quantitative changes in the students' ability to create vivid, detailed, and expressive descriptions by employing a variety of adjectives.

Moreover, for this research study a school was selected from Sammanthurai Education Zone and it was STR/Al-Hidayah Maha Vidyalaye. It is a Tamil Medium school and English is taught as a second language. There were totally 55 students from two classes named 10A and 10B in the secondary classes of this school. 10A

class consists of 30 students and 10B class consists of 25 students. The students of grade 10A were selected using purposeful method for this research study. This study investigated on "impact of adjectives in descriptive writing of the grade ten Students at Al-Hidaya Maha Vidyalaya ". And it found out what were the strategies that could be used to improve adjectives in descriptive writing of the grade ten students at Al-Hidaya Maha Vidyalaya.

### **Research Design Process**

The research design process is a systematic plan or blueprint that outlines the steps and procedures to be followed in conducting a research study. It involves making decisions about the overall approach, structure, and methodology of the research. The research design is crucial because it shapes the study, influences data collection and analysis, and ensures that the research objectives are met effectively. It includes research approach, research design, action research and research procedure and intervention.

### **Research Approach**

For a study on the "Impact of Adjectives in Descriptive Writing," a mixed-methods research approach could be employed to gain a comprehensive understanding of the topic. Scholars like (Pennebaker, 2011) have explored the significance of language in writing, emphasizing the nuanced effects of specific word choices. The quantitative aspect of the research could involve the analysis of written texts, assessing the frequency and types of adjectives used in descriptive writing across various genres and contexts. This would provide statistical insights into the prevalence and patterns of adjective usage.

Additionally, a qualitative approach may include in-depth interviews or focus group discussions with writers and readers to explore their perceptions of how adjectives contribute to the richness and effectiveness of descriptive writing. Such qualitative insights can offer a nuanced understanding of the subjective experiences and preferences related to the use of adjectives in descriptive language. Combining both quantitative and qualitative methods allows for a more robust examination of the impact of adjectives in descriptive writing.

### **Research Design**

A research design is the plan or framework used to conduct a research study. It involves outlining the overall approach and methods that will be used to collect and analyze data in order to answer research questions or test hypotheses (Singh, 2023). For the research design on the topic of "Impact of Adjectives in Descriptive Writing at Grade Ten Students," a quasi-experimental design with pretest-posttest measures were appropriated. The study aimed to investigate the influence of incorporating adjectives in descriptive writing among grade 10 students. The

research process commenced with a clear definition of the research problem, namely, understanding how the use of adjectives affects the quality of descriptive writing in this specific age group.

The research design involved selecting a sample from grade 10 students, considering factors like school diversity, socioeconomic status, and previous writing proficiency. A pre-test administered to assess the baseline descriptive writing skills of the students. Following this, an intervention phase introduced where students receive targeted instruction on effectively incorporating adjectives into their writing. After the intervention, a post-test would be administered to evaluate the changes in descriptive writing skills. The data collection analyzed using appropriate statistical methods to determine the significance of the impact of adjectives on writing quality. Ethical considerations were paramount, ensuring informed consent from participants and maintaining confidentiality.

### **Instrument Development Process**

This research study had been developed using some instruments as: instrument development, pre-test, post-test and interview.

### **Instrument Development**

Conducting test is the survey used for data collection, because a common test or a particular question can be given to all the students, and it provides an effective method that can be used to collect data from a large sample before quantitative analysis responses. And a semi-structured interview was conducted within the selected students to obtain a qualitative response.

### **Pre-test**

A pre-test was conducted within the students who are selected by using the simple random sampling method. Four types of questions were given to the students: firstly a gap filling questions were given to the students: this test was used to evaluate the students' adjective usage level and the improvement of the students. Secondly, underscored questions were given to the students to evaluate their improvement level and knowledge in the usage of adjective in descriptive writing. Then picture description question were conducted to improve their confident. The last but not least the essay writing question was given to identify the level of the students' writing. The marks of the students was evaluated and the students who obtained below 40 marks in all four tests will be selected to the teaching learning process/ to the implementation of the action to enhance their writing skills.

### **Post-test**

Finally at the end of the teaching learning process the post test was conducted among the selected students. Here, also four tests was conducted as pre-

test with different questions. And then their marks were evaluated and the pre-test marks and the post- test marks was analyzed and compared.

### **Interview**

The interview is used as one of the primary data collecting method. The students who obtained below 40 marks were selected from the students who participated in the pre-test. To identify what are factors that are influencing in the students writing skills? Can you describe your experience with writing essays in this course? And what challenges do you typically face when writing essays? These types of questions were asked to the students and their views or answers were collected and considered in this research study.

### **Data Analysis Process**

Data analysis of this research had been conducted in the following manner. They are: Data collection, data analysis and statistical technique of data analysis.

### **Data Collection**

A pre-test was conducted among the students of grade ten students at Al-Hidaya Muslim Maha Vidyalaya by meeting the students physically/ directly at. And after evaluating the marks of them an action process was implemented by using intervention plan and finally a post-test was conducted and the marks were evaluated and analyzed. And a semi-structured interview was conducted within the selected students.

### **Data Analysis**

Each and every test that is conducted by the researcher can be evaluated in different ways. There are four types of tests to be conducted in both pre-test and the post-test. Gap filling question, underscored question, picture description question and descriptive essay writing question in the pre-test and post-test were evaluated using the marks obtained by the students.

A semi-structured interview was conducted within the selected students, six questions were asked to the students and the answers given by the students was collected and analyzed and the reason for the cause of particular problem was defined. Data analysis is a process of ordering data, organizing them into patterns, categories and description of basic units. Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. According to (Shamoo, 2009) various analytic procedures "provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data". It is recommended that the process aims to provide help and topics for hypothesis.

## **Statistical Technique of Data Analysis**

Data were analyzed using descriptive statistics as charts with the help of Microsoft Excel 2021. The name of the students, marks and grades were the variables displayed in those tables and charts.

## **DATA FINDINGS AND ANALYSIS**

### **Introduction**

In the data analysis section and findings of this part, the focus was specifically on evaluating the impact of adjectives on students' descriptive writing skills. The analysis aimed to measure the effectiveness of incorporating adjectives in enhancing the quality of descriptive text by comparing students' performance before and after the intervention. This involved examining the specific influence of utilizing adjectives on the students' ability to create vivid and detailed descriptions, as evidenced by the differences in their pre-test and post-test scores. The results were presented in tables providing a visual representation of the students' progress and facilitating a clear comparison of their descriptive writing abilities. Additionally, questionnaire analysis, adjective usage analysis, and observation analysis were conducted to provide a comprehensive understanding of how the intervention impacted students' vocabulary development and descriptive writing skills. The findings indicated a significant improvement in students' descriptive writing following the intervention, highlighting the effective strategies for enhancing descriptive text through the incorporation of adjectives.

### **Profile of sample respondents**

This segment furnishes crucial insights into the participation of students in both the pre-test and post-test, organized by gender categories. The information offered is a condensed amalgamation sourced from Excel software, highlighting essential details regarding the students' engagement in the assessments.

The chart above depicts the sample size for this research investigation, which involved students from the 10A class undertaking all four tests of the pre-test. In total, 30 students were part of this study, comprising 14 males and 16 females. All 30 students were involved in the pre-test phase. However, during the post-test phase, only 20 students participated, with 11 females and 9 males taking part.

### **Pre-test Analysis**

The pre-test was conducted to identify the descriptive writing using adjectives level of student in the particular school. Four tests were conducted in this pre-test as Gap filling question, underscored question, picture description question

and descriptive essay writing question. The marks of these tests were evaluated and described with the help of charts.

### **Analysis of gap filling Question**

There was a question under this to filling the blanks with choosing suitable adjective. This includes 10 questions. The students must answer filling the blanks with choosing suitable adjective. The total marks of this question is displayed in the chart and appendix.

The bar chart depicted above showcases the scores achieved by students on the gap filling question. The highest score recorded in this test was 85, while the lowest score attained was 21. Only a third of the students, precisely 33.33%, managed to secure scores exceeding 40 marks, indicating a relatively low proportion. Conversely, the majority, comprising 66.67% of the students, obtained scores equal to or less than 40 marks. This analysis of the chart leads to the conclusion that a significant portion, specifically 66.67%, of the students obtained scores of 40 marks or less in the pre-test for the gap filling exercise.

### **Analysis of Underscored Question in pre-test**

In this structure, there is a questionnaire consisting of 10 questions, each carrying a total of 20 marks. Students are required to answer these questions by highlighting the correct answer within the given sentence. The chart displays the total marks obtained by each student for their responses to the questions.

The bar chart depicted above represents the scores obtained by students on the underscored question. The highest score recorded for this test was 80, while the lowest was 23. Notably, only one-third, or 33.33%, of the students managed to achieve a score higher than 40 marks, indicating a relatively low performance level. Conversely, the majority, or 66.67%, of students scored below or equal to 40 marks, suggesting a significant portion struggled with this particular question. Based on the data presented in the chart, it can be inferred that 66.67% of students attained scores below or equal to 40 marks in the pre-test for gap filling exercises.

### **Analysis of Picture Description Question in pre-test**

In the pre-test, students were tasked with describing a given picture using their own words. This particular question was labeled as the "picture description question." The chart provided showcases the marks achieved by students for their responses to this question.

The bar chart depicted above showcases the scores obtained by students on the picture description question. The highest score recorded in this test was 71, while the lowest score was 19. Notably, only one-third of the students, constituting 33.33%

of the total, achieved scores higher than 40 marks. Conversely, the majority, comprising 66.67% of the students, scored less than or equal to 40 marks. This analysis of the chart indicates that a significant proportion, specifically 66.67% of students, scored below 40 marks in the gap filling pre-test.

#### 4.3.4 Analysis Descriptive Essay Writing Question in pre-test

In the pre-test, students were instructed to express their thoughts in their own words on the subject of a "memorable day in their life." This task was labeled as a "descriptive essay." The resulting marks earned by the students for their responses are visualized and presented in the accompanying chart.

The bar chart depicted above showcases the scores attained by students in a descriptive essay writing assessment. The highest score achieved in this test was 69, while the lowest was 22. Notably, only one-third of the students, accounting for 33.33% of the total, managed to score above 40 marks. Conversely, the majority, constituting 66.67% of the students, received scores equal to or less than 40 marks. From the data presented in the chart, it can be inferred that a significant portion, specifically 66.67% of the students, secured marks below or equal to 40 in the pre-test for descriptive essay writing.

### Post-test Analysis

The post-test aimed to assess the descriptive writing proficiency of students immediately following the completion of the pre-test. The pre-test consisted of four sections: gap filling questions, underscored questions, picture description questions, and descriptive essay writing questions. Each section evaluated students' performance, and the results were analyzed and illustrated using charts for clear depiction and understanding.

#### Analysis of Gap Filling Questions in the Post-Test.

In this section, an examination of the gap filling questions from the post-test is conducted. These questions comprised a total of 10 items, each requiring students to fill in the missing information. The cumulative marks allotted to these questions amounted to 20, as depicted in the accompanying chart.

The bar chart depicted above showcases the performance of students in the post-test's gap filling question. The highest score attained was 85, while the lowest recorded score was 45. Notably, every student, constituting 100% of the total, achieved a score surpassing 40 marks. Within this cohort, 45% of students attained scores ranging from 40 to 59, while the remaining 55% secured scores falling within the 60 to 89 range. Ultimately, the data suggests a universal achievement of scores above the 40-mark threshold among all students.

#### Analysis of Underscored Question in post-test

Analysis of the gap filling questions in the post-test involved a set of 10 questions, each requiring the selection of the correct answer to fill the gap. These questions collectively carried a total of 20 marks, as indicated in the provided chart. Participants were required to respond to these questions by identifying and providing the appropriate missing information.

The bar chart depicted above showcases the distribution of scores for the highlighted question in the post-test. The highest score attained was 88, while the lowest recorded score was 45. Notably, every student achieved a score surpassing 40 marks, indicating 100 percent success in this regard. Within this range, a quarter of the students scored between 40 and 59 marks, while the majority, constituting 75 percent, achieved scores ranging from 60 to 89. In summary, all students achieved scores above the 40-mark threshold, showcasing a commendable performance across the board.

### **Analysis of Picture Description Question in post-test**

In the post-test, students were instructed to verbally describe a given picture using their own words. This question was specifically labeled as the "picture description question." The chart presented here illustrates the marks acquired by each student for their responses to this task.

The bar chart depicted above showcases the scores attained by students in the picture description question during the post-test. The highest score recorded was 90, while the lowest score stood at 45. Remarkably, every student achieved a score exceeding 40 marks, indicating a comprehensive performance across the board. Specifically, 20 percent of students fell within the score range of 40 to 59, whereas the majority, comprising 80 percent of students, obtained scores ranging from 60 to 89. This collective data underscores the notable achievement of all students in surpassing the 40-mark threshold, reflecting a commendable level of proficiency in the picture description question.

### **Analysis of Descriptive Essay Writing Question in post-test**

Students were tasked with expressing their personal experiences on the theme of a "Essay on the person you admired." In the post-test, this prompt was labeled as a descriptive essay. The chart presented here illustrates the scores achieved by the students for their responses to this writing task.

The bar chart depicted above showcases the distribution of marks for the descriptive essay question in the post-test. The highest score attained was 86, while the lowest recorded was 45. Notably, every student achieved a score exceeding 40 marks. A quarter of the students fell within the range of 40 to 59 marks, while the majority, comprising 75 percent, obtained scores ranging from 60 to 89. In summary, it is evident that all students received marks surpassing the 40-point threshold.



## **Analysis of Pre and Post Test**

In this phase of analysis, we examined the scores obtained by students in both the pre-test and post-test questions to assess their improvement in each test. The marks achieved in these assessments were elucidated using visual aids such as charts to facilitate comparison and understanding of the progress made by the students.

### **Comparison of Gap filling Question.**

The chart exhibits the scores of the gap filling questions from both the pre-test and post-test, facilitating a direct comparison between the marks obtained in each. This comparison allows for an assessment of the progression or changes in scores from the pre-test to the post-test.

The bar chart above displays the scores of students in gap filling questions during both the pre-test and post-test. The lowest score recorded in the pre-test was 21, whereas in the post-test, the lowest score improved significantly to 45. In the pre-test, 66.67% of students scored below 40 marks, but in the post-test, 100% of students achieved scores surpassing 40 marks. When comparing both the pre-test and post-test, 33.33% of students demonstrated an improvement, achieving scores higher than 40 marks. This indicates a notable enhancement in their proficiency in gap filling questions.

### **Comparison of Underscored Question.**

The chart showcases the scores for specific questions highlighted in the pre-test and post-test. This display allows for a direct comparison of marks obtained for these particular questions across both tests.

The bar chart above depicts the scores achieved by students in a specific underscored question in both the pre-test and post-test. The lowest score recorded in the pre-test was 23, whereas in the post-test, it was 45. In the pre-test, 66.67% of students scored below 40 marks, while in the post-test, 100% scored above 40 marks. Comparing both tests, 33.33% of students achieved scores exceeding 40 marks, indicating an improvement in their proficiency level in filling the gap in the question.

### **Comparison of Picture Description Question.**

The chart exhibits the scores for the picture description question in both the pre-test and post-test, facilitating a direct comparison between the marks obtained in each assessment. This visual representation enables an analysis of any changes or differences in performance across the two tests.

The bar chart depicted above showcases the scores attained by students for the picture description question in both the pre-test and post-test phases. The

lowest score recorded in the pre-test was 19, whereas in the post-test, it increased to 45. In the pre-test, 66.67% of students scored below 40 marks, but in the post-test, every student achieved scores exceeding 40 marks. When comparing the pre-test and post-test results, it's evident that 33.33% of students demonstrated an improvement by achieving scores above 40 marks. This improvement signifies an enhancement in their proficiency level in responding to picture description questions.

#### 4.5.4 Comparison of Descriptive Essay Question.

The chart illustrates the scores attained on the descriptive essay question in both the pre-test and post-test, allowing for a direct comparison between the two sets of scores. This visual representation enables a clear examination of any differences or similarities between the marks obtained before and after the intervention or learning period.

The provided bar chart depicts the performance of students in the pre-test and post-test for a descriptive essay writing question. In the pre-test, the minimum score attained was 22, while in the post-test, the lowest score increased to 45. During the pre-test, 66.67% of students scored below 40 marks, whereas in the post-test, 100% of students achieved scores exceeding 40 marks. When comparing the pre-test and post-test results, it is evident that 33.33% of students demonstrated improvement by achieving scores higher than 40 marks. This indicates an enhancement in their proficiency in descriptive essay writing.

The summary is that the bar charts illustrate the performance of students in different question types during pre-tests and post-tests. For gap filling questions, the lowest pre-test score was 21, improving significantly to 45 in the post-test. In the pre-test, 66.67% scored below 40 marks, but in the post-test, 100% surpassed 40 marks, with 33.33% showing improvement. A similar pattern emerged in the underscored question, where the lowest pre-test score of 23 rose to 45 in the post-test. Again, 66.67% scored below 40 marks initially, but post-test results showed 100% above 40 marks, with 33.33% demonstrating improvement. The picture description question saw the lowest pre-test score at 19, increasing to 45 in the post-test. In the pre-test, 66.67% scored below 40 marks, contrasting with 100% surpassing 40 marks in the post-test, and 33.33% showing improvement. Lastly, for the descriptive essay writing question, the lowest pre-test score was 22, increasing to 45 in the post-test. In the pre-test, 66.67% scored below 40 marks, while in the post-test, all students achieved scores exceeding 40 marks, with 33.33% exhibiting improvement. These findings collectively indicate a notable enhancement in students' proficiency across various question types.

### **Analysis of Interview**

Based on the results of the interview above, the researcher can conclude that adjectives frequently occur in students' writing because they serve as descriptive

elements in writing subjects and in crafting academic compositions. Students mentioned that they felt compelled to include adjectives due to the perceived necessity of adhering to numerous rules in academic writing.

However, they struggled to resolve issues related to adjectives, despite the availability of various tools for assistance, leading to errors in their writing. Organizing sentences using appropriate adjectives emerged as a particularly challenging aspect for them. Interestingly, students preferred discussing these difficulties with their peers rather than seeking guidance from lecturers or senior figures at their campus. Upon analyzing the errors found in their writing, it is apparent that many students may lack prior instruction on how to effectively incorporate adjectives into their descriptive essays and sentences. This lack of experience could explain the prevalence of errors in their descriptive writing, as it may have been their first encounter with such writing tasks.

Based on the findings of the survey, the researcher posited that a significant portion of the students lacked prior familiarity with descriptive essay writing. This observation may stem from various factors. Firstly, it could be attributed to the absence of descriptive essay writing instruction in their previous semester's curriculum. Secondly, some students may have failed to motivate themselves to acquire the skills needed to craft a descriptive essay effectively. Thirdly, during interviews, students expressed feeling drained by the demands of descriptive writing, whether in the process of composition or in structuring their ideas into coherent paragraphs. Lastly, the researcher noted a tendency among students to rely heavily on peers for assistance when facing challenges in writing tasks.

Despite the students displaying an interest in the teaching methods, grasping the importance of descriptive essay writing, and being acquainted with the prescribed rules and adjective orders, their ability to effectively write descriptive essays remained subpar in this study. This inadequacy could be attributed to their infrequent study habits at home. Notably, one of the primary challenges encountered by the students was translating their ideas into the target language using appropriate adjectives. During interviews, many students admitted to relying on dictionaries to navigate through difficult words, and a few resorted to machine translation tools such as Google Translate for handling intricate adjective terms. Consequently, the researcher observed that these methods negatively impacted the students' descriptive essay outcomes, as these tools often failed to generate grammatically correct sentences.

Furthermore, a significant revelation was that 95% of the students refrained from discussing their writing challenges with their lecturers. Instead, during interviews, most students acknowledged confiding in their peers who faced similar writing issues. These factors collectively contribute to addressing the third question posed in the problem statement, shedding light on the various impediments that

hindered the effective utilization of adjectives in the students' descriptive essays or texts.

## **FINDINGS AND DISCUSSION**

### **Findings and Discussion**

Thirty students from grade 10A were selected as research study participants, and the investigator performed the inquiry with them. The pupils were chosen from Chawalakadei, STR/Al-Hidayah Maha Vidyalaya. A systematic methodology was used in the research, with assessments taken both before and after the experiment. Four different sorts of questions were included in the question sheets that the researcher created for the pre- and post-tests. In addition, a semi-structured interview with four predetermined questions was done. This thorough approach sought to obtain in-depth information on the pupils' comprehension and expertise in the topic being studied.

The preliminary assessment involved four questions, consisting of three inquiries focused on descriptive adjectives and one task on descriptive essay composition, completed by a total of 30 students from the 10A class. Only one-third, specifically 33.33%, of the students managed to score above 40 marks across all four questions. Conversely, the remaining 66.67% of students obtained scores equal to or below 40 in the same set of tests. Among these, seven students initially scored between 20 to 30 marks in the pre-test for the GFQ1, but surpassed the 40 marks threshold in the subsequent post-test. Meanwhile, in the USQ2, two-thirds or 66.67% of the students scored between 20 to 40 marks in both pre-test and post-test phases, demonstrating an improvement in their capabilities. This fluctuation suggests a varying proficiency level in selecting appropriate descriptive adjectives among students. Despite the participation of all 30 students in the pre-test for Picture Description Question 3 (PDQ3) and Descriptive Essay Writing Question 4 (DEWQ4), only a third, or 33.33%, managed to exceed 40 marks, indicating a considerable deficit in their ability to describe visual content effectively.

After implementing the teaching-learning process, a post-test was administered to assess student progress. Only those students who scored 40 marks or less in the pre-test were chosen for further intervention, totaling 20 individuals. Additionally, students who fell below the 40-mark threshold in the pre-test were also selected for an interview. Remarkably, all students, without exception, demonstrated improvement, with every single one achieving scores exceeding 40 marks. This outcome underscores the efficacy of the instructional methods employed, highlighting substantial enhancements in student performance.

The summary is that the bar charts illustrate the performance of students in different question types during pre-tests and post-tests. For gap filling questions, the lowest pre-test score was 21, improving significantly to 45 in the post-test. In the pre-test, 66.67% scored below 40 marks, but in the post-test, 100% surpassed

40 marks, with 33.33% showing improvement. A similar pattern emerged in the underscoring question, where the lowest pre-test score of 23 rose to 45 in the post-test. Again, 66.67% scored below 40 marks initially, but post-test results showed 100% above 40 marks, with 33.33% demonstrating improvement. The picture description question saw the lowest pre-test score at 19, increasing to 45 in the post-test. In the pre-test, 66.67% scored below 40 marks, contrasting with 100% surpassing 40 marks in the post-test, and 33.33% showing improvement. Lastly, for the descriptive essay writing question, the lowest pre-test score was 22, increasing to 45 in the post-test. In the pre-test, 66.67% scored below 40 marks, while in the post-test, all students achieved scores exceeding 40 marks, with 33.33% exhibiting improvement. These findings collectively indicate a notable enhancement in students' proficiency across various question types.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

In conclusion, this study aims to examine the impact of adjectives in descriptive writing among grade ten students at Al-Hidaya Maha Vidyalaya. The results of the pre-test and post-test demonstrate a significant improvement in students' descriptive writing abilities after incorporating adjectives into their compositions. The enhancement in students' scores indicates a noticeable refinement in the richness and vividness of their descriptive language. Throughout the teaching and learning process, particularly in writing tasks, the researcher observed a discernible enhancement in the usage and effectiveness of adjectives.

Analyzing the research findings, the researcher identified the pivotal role of adjectives in elevating the quality of descriptive writing, fulfilling the primary objective of the study. Common challenges faced by students in English composition, such as fear of inadequacy, limited vocabulary, and lack of confidence, were notably mitigated through the strategic integration of adjectives. Psychological barriers like fear of judgment and self-doubt were overcome, resulting in more expressive and confident writing.

Environmental factors, such as limited opportunities for practice and lack of support, were found to hinder students' development in descriptive writing. However, the introduction of adjectives served as a catalyst for overcoming these obstacles, providing students with a structured approach to enhancing their descriptive skills.

Numerous strategies were employed to harness the power of adjectives in descriptive writing. Extensive reading and practice emerged as highly effective methods for expanding students' adjective usage and enriching their descriptive vocabulary. Additionally, grammar instruction played a crucial role in refining sentence structure and enhancing the coherence of descriptive compositions.

Students reported that engaging in various descriptive writing activities, both independently and collaboratively, significantly improved their proficiency in utilizing adjectives. Tasks such as descriptive essay writing, gap filling exercises, and role-playing scenarios encouraged active participation and self-assessment among students. Moreover, these activities fostered a sense of ownership and accountability for their descriptive writing skills.

Teachers play a pivotal role in facilitating the effective integration of adjectives in descriptive writing. By implementing innovative teaching strategies and providing diverse learning experiences, teachers can create an engaging and supportive learning environment both inside and outside the classroom. Continuous evaluation and feedback mechanisms are essential for gauging students' progress and refining teaching practices to meet their evolving needs. Ultimately, the strategic incorporation of adjectives empowers students to craft more compelling and nuanced descriptive compositions, thereby enhancing their overall writing proficiency.

## **RECOMMENDATION**

The recommendation of this research were as follows:

### **The students**

- a. The researcher expects the student to improve their effort in increasing their knowledge in learning English especially about how to use adjective in writing descriptive text based on the rules.
- b. The students should be more active in teaching learning process. They should be braver in asking and answering, discussion, presentation and so on especially when they learn about adjective in writing descriptive text.
- c. The researcher hopes that the students increase their motivation and positive thinking in learning English so that they will learn English easily because they like it.
- d. The students should be accurate in writing because it has many rules that should be obeyed.

### **The English Teacher**

- a. The teacher should give more motivations to the students in teaching learning process about applying adjective in writing descriptive text.
- b. The teacher should be more creative in teaching adjective in writing descriptive text, for example the teacher can use picture, video and other media so that the students will be interested in learning.
- c. The teacher should teach the students patiently because the students have different ability in learning adjective in writing descriptive text.

### **The Readers**

- a. The researcher expects this research can give a contribution for the readers especially in analyzing in writing.
- b. The researcher hopes the readers will get information and knowledge from this research especially about the use of types of adjective in writing descriptive text.
- c. The researcher also expects the readers will be interested to conduct the similar themes of the research deeply.

## REFERENCES

- A. Penston, T. (2005). Concise Grammar for English Language Teacher. P 47. doi:org/10.4536/miml.2020.103022
- Brown, 3. H. (2000). Teaching by Principles An Interactive Approach to Language. 335. Retrieved September 22, 2023
- Cambridge, D. (n.d.). Adjective Order. Retrieved from Cambridge Dictionary.com: <https://dictionary.cambridge.org/grammar/british-grammar/adjectives-order>
- Coulmas, F. (2003). Writing System An Introduction to Their Linguistic Analysis. 1. Retrieved September 22, 2023
- Cynthia A. Broadman, J. F. (2008). Writing to Communicate. Xv. Retrieved September 20, 2023
- Fitri, I. (2017). AN ANALYSIS OF THE STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMPN 7 TAMBUSAI UTARA. 4, 1. doi:10.7763/IJSSH.2012.V4.163
- George, T. (2023, January). What Is Action Research? | Definition & Examples. Retrieved from Scribbr:<https://www.scribbr.com/methodology/action-research/#:~:text=Action%20research%20is%20a%20research,action%20at%20the%20same%20time>.
- Grenville, K. (2001). Writing from Start to Finish A Six-Step Guide. Vol,4, P 34. doi:org/10.5236/okl.2010.404072
- Hare, V. C. (1978). Development of preferred adjective ordering in. 71 (4), 190–193. Retrieved September 22, 2023
- Jitpranee, J. (2017, April). "A Study of Adjective Types and Functions in Popular Science Articles". Vol. 9, P. 59. doi:org/10.4236/ikj.2021.92005
- Johnson, A. (2012). The impact of adjectives on emotional appeal in descriptive writing. Journal of Language and Literature. 25(3), 45-67. Retrieved September 20, 2023
- Kobayashi, K. (2007). the strategic use of adjectives improved readers' perception of the writer's expertise and credibility. 27(3), 363-375. doi:10.1080/01443410601104171
- Lailatul Husna, Z. Y. (2013, July). An Analysis of Students' Writing Skill in Descriptive Text at Grade X1 IPA 1 of MAN 2 Padang. Journal English Language Teaching, 1 No. 2, 6. Retrieved September 22, 2023
- Pennebaker, J. (2011). The Secret Life of Pronouns: What Our Words Say About Us. P35. Retrieved November 03, 2023, from <https://www.secretlifeofpronouns.com/>
- Rodney Huddleston, G. K. (2005). A Student's Introduction to English Grammar. Retrieved September 19, 2023
- S.Abisamra, N. (2001). The Problem of Teaching Writing. Vol 4. Retrieved October 25, 2023, from [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiTzY\\_kI2DAXU0SaQEhQhxDryQFnoECA8QAQ&url=https%3A%2F%2Fprints.ums.ac.id%2F63269%2F8%2FBIBLIOGRAPHY.pdf&usq=AOvVaw2FjpgeiVWDOEcQk9O6SIFx&opi=89978449](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiTzY_kI2DAXU0SaQEhQhxDryQFnoECA8QAQ&url=https%3A%2F%2Fprints.ums.ac.id%2F63269%2F8%2FBIBLIOGRAPHY.pdf&usq=AOvVaw2FjpgeiVWDOEcQk9O6SIFx&opi=89978449)

- Samir. (2014). How to Observe the Research Work. Retrieved from [https://dial.uclouvain.be/pr/boreal/search/site/?f\[0\]=sm\\_creator:%22Grama,%20Borhan%20Samir%22](https://dial.uclouvain.be/pr/boreal/search/site/?f[0]=sm_creator:%22Grama,%20Borhan%20Samir%22)
- Selener, D. (1997). Participatory action research and social change. p. P.105. Retrieved November 16, 2023, from <https://www.participatorymethods.org/resource/participatory-action-research-and-social-change>
- Shamoo, A. R. (2009). Responsible conduct of research. Retrieved from [https://statisticseco.com/data\\_analysis/](https://statisticseco.com/data_analysis/)
- Singh, S. (2023, March 14). What is research design? Understand types of research design, with examples. Retrieved November 05, 2023, from Researcher-life: <https://researcher.life/blog/article/what-is-research-design-types-examples/>
- Smith, J. (2010). The Impact of Specific and Sensory Adjectives on Reader Comprehension. Smith, J., 25(2), 123-136. Retrieved September 21, 2023
- University, O. (2008). Oxford Learner's Pocket Dictionary. 516. Retrieved September 21, 2023
- Wignell, L. G. (1994). Making Sense of Functional Grammar. Vol 2. Retrieved November 01, 2023, from [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjss\\_mrko2DAxXlg\\_0HHXbLBekQgQN6BAGEEAI&url=https%3A%2F%2Fscholar.google.com%2Fscholar%3Fq%3DGerot%2Bband%2BWignell%2B\(1994%3A%2B208\)%26hl%3Den%26as\\_sdt%3D0%26as\\_vis%3D1](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjss_mrko2DAxXlg_0HHXbLBekQgQN6BAGEEAI&url=https%3A%2F%2Fscholar.google.com%2Fscholar%3Fq%3DGerot%2Bband%2BWignell%2B(1994%3A%2B208)%26hl%3Den%26as_sdt%3D0%26as_vis%3D1)
- Yolanda, S. (2017). The Correlation between Students' Ability in Using Adjective and Their Ability in Writing Descriptive Text". Thesis for S1 Degree of English Study Program, The State Institute of Islamic Studies Raden Intan Lampung. Retrieved September 1, 2023