

**THE USE OF MISTAKE BUSTER TECHNIQUE TO
IMRPROVE ENGLISH ABILITY IN ADJECTIVE ORDERS AT
A SENIOR HIGH SCHOOL IN BIREUEN**

THESIS

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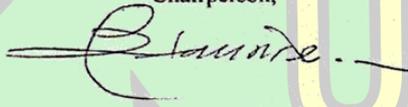
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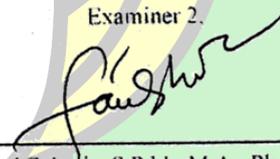
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**A STUDY OF STUDENTS' ABILITY IN UNDERSTANDING ADJECTIVE
ORDERS BY USING MISTAKE BUSTER METHOD AT SENIOR HIGH
SCHOOL**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan



Zoelfitra Hasymi

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Banda Aceh, 15 December 2023
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ABSTRACT

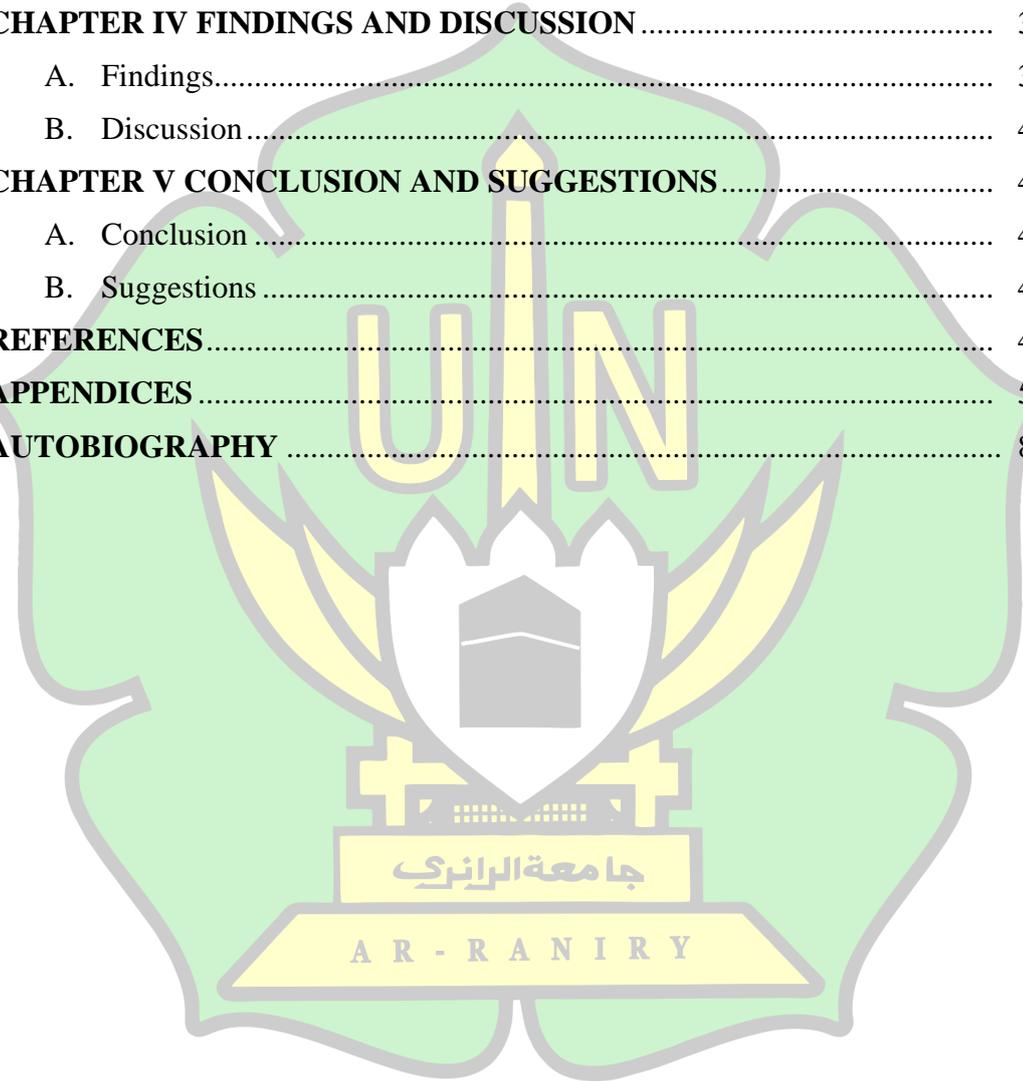
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Adjective order is one part of grammar lesson that is taught in senior high school. In improving students' understanding of adjective order, one technique that can be used in the learning process is the mistake buster. The objective of this study is to figure out that the mistake-buster technique is appropriate to improve students' understanding of adjective order. This study used a quantitative method with a quasi-experimental. The sample consisted of 28 students in class XI IPA 1, with the total population consisting of all class XI in MAN 3 Bireuen. Data collection was done through the application of pre-post tests. In processing data, this study used spss 26.0. The results of this study indicated that the utilization of the mistake-buster method has an impact on improving students' understanding of adjective order. This is evidenced by students' scores that change quite significantly. The students' pre-test mean score was 37.89 with a standard deviation of 15.0538, and their post-test mean score was 76.29 with a standard deviation of 11.02138. The researcher observed that the degrees of freedom were 27, and the probability value was less than α ($0.00 < 0.05$). It can be concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, which means that the mistake buster is efficacious in improving students' understanding of adjective order.

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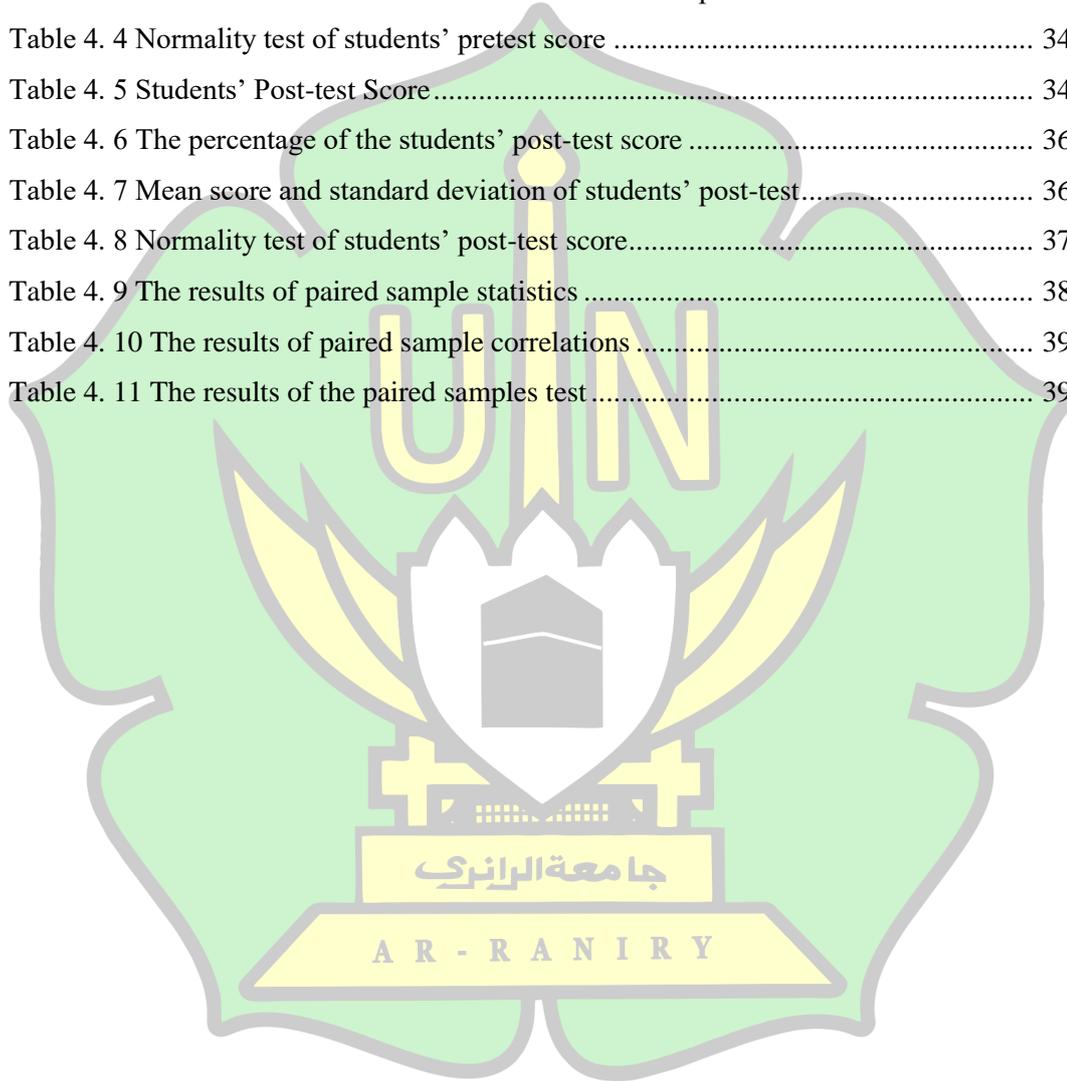
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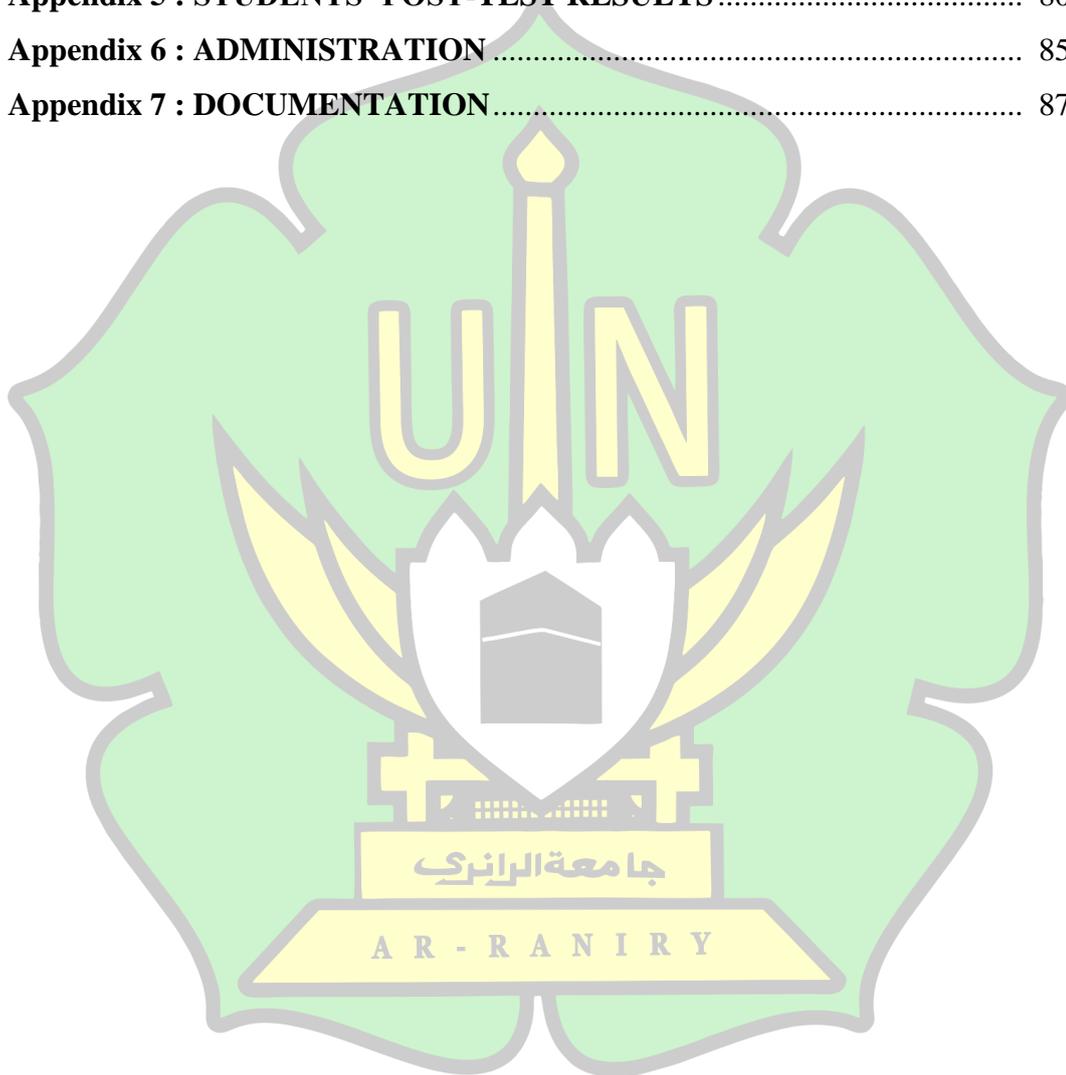
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CHAPTER I

INTRODUCTION

A. Backgrounds of study

In learning English, there are four aspects that learners should master: listening, speaking, reading, and writing. Those four macro skills have different elements, whether the level of understanding or mastery of the materials. Hidayatulloh and Margana (cited in Lestari and Azizah, 2020) pointed out it is anticipated that students' macro abilities, including listening, reading, speaking, and writing, will be supported by their command of grammar. Harmer (2001) says that knowledge of grammar is essential for competent language users. Without understanding grammar, the students' abilities would be limited to using different language pieces for various purposes. In conclusion, understanding grammar is one of the most essential parts of learning English to increase English skills.

Generally, the definition of grammar is some rules on correctly constructing sentences (sentence patterns). According to Philips (2002), "grammar" refers to the description of a language's structure and how linguistic components like words and phrases are combined to form sentences. The confusion of grammar is usually caused by the different patterns in learners' mother tongues. Khansir (cited in Ferguson, 1965) pointed out that one of the significant problems in learning a second language is the interference caused by the structural differences between the native language of the learner and the second language.

Birner and Ward (1998) state that a sentence must have the word to make sense and help us understand each constituent's grammatical function. So, when English learners create a sentence in English, they should use the standard English language, especially in word order. Dryer (2007, p. 3) stated, "One of the primary ways in which languages differ from one another is in the order of constituents, or as it is most commonly termed, their word order." Dryer (2007) added when people refer to the word order of a language, they often are referring specifically to the order of subject, object, and verb with respect to each other, but word order refers more generally to the order of any set of elements, either at the clause level or within phrases, such as the order of elements within a noun phrase. In this study, the order of words that focused is adjectives.

An adjective, as one of the word classes, describes or modifies another person or thing in the sentence (Carter, 2011). An adjective is a "describing word" in linguistics, and its primary syntactic function is to qualify a noun or noun phrase by providing additional details about the item being represented. The adjective comes from the Latin "adjectivum," an additional noun. In many languages, adjectives are inflected to mark concord with nouns they modify. English has no inflection showing gender, number, and case of adjectives, but inflection in number and gender occurs (Mastrorarde & Donald, 2013). By adding the detail of words in front of the nouns like little, blue, rich, and old, it can give the reader a clearer picture of what the speaker or writer means. To make the correct sentences, learners should know the kinds of adjectives and their rules in English sentences. Using two or more adjectives in a sentence is called adjective order (Andayani, 2018).

According to Decapua (2008), the order of adjectives in the English language is not random; different adjective types appear in a particular order. Some adjectives, such as general-descriptive adjectives and those describing physical characteristics (size, form, and color), may have their order reversed. In another way, there is a certain rule or order for adjectives in English.

Particularly, based on the researcher's interview that was handled on June 16, 2023, with an English teacher at MAN 3 Bireuen, she said that the grammar proficiency of the students was typically low. One sign was how frequently students get the wrong answer on grammar tests. She also said that the problems that made the grammar proficiency of the students still low did not just come from the students; one of them was that teachers just explained grammar to students before answering their questions and without first engaging them in a discussion.

English teachers should develop professionally by utilizing a variety of techniques and media to inspire and enthuse students about studying the English language. Harmer (2008) states that the teacher needs to find an appropriate technique according to the needs and wants of the student's personality, taking into consideration the aims of studying the English language. Khoiroh (2022) stated to improve the environment in the classroom, a fun, laid-back, and comfortable technique of teaching English grammar should be incorporated.

Nowadays, there are many ways to view the grammar of the language and many ways to teach it. One of the techniques that can be applied in teaching grammar is the mistake-buster technique. The mistake-buster technique is a technique that simply helps students learn by giving them a chance to reflect on

what they have learned and look at it from a new perspective (Huynh, 2003). It can also be used to help students master grammar rules (Hanifa & Tiarina, 2013), and it aids English teachers in assessing their students' knowledge of grammatical rules and developing their writing and production skills (Artawa et al., 2017).

Many studies have been carried out on the use of an authentic learning method to improve students' understanding of English, especially in the use of the mistake-buster method to improve students' understanding of adjective word order. In their earlier research, Amin (2015) showed that using a mistake-buster strategy effectively improve junior high school students' proficiency in English. Another research that was conducted by Abdollah, Yunus, and Elivan (2018) about adjective order showed that most students' errors in adjective order terms are the position of an adjective” shape.”

Due to the fact that grammar, especially adjective word order, is essential in learning English, the result of the researcher's interview with an English teacher at MAN 3 Bireuen and previous studies that were mentioned before, the researcher is interested in analyzing the effectiveness of using the mistake-buster method in teaching adjective order at senior high school by using the title “The Use Of Mistake Buster Technique To Improve English Ability In Adjective Orders At A Senior High School In Bireuen.”

B. Research Question

Based on the previous background, the researcher formulated the research question as follows: “Is using the mistake-buster technique effective to improve the students’ understanding of adjective order?”

C. Aims

The objective of this study is to figure out that the mistake-buster technique is effective to improve students’ understanding of adjective order.

D. The Significance of the Study

This study is expected to benefit academically, especially students, teachers, and other researchers.

1. Students

By accomplishing the research objectives, it was anticipated that this study would provide readers with additional information and knowledge regarding the use of mistake-busters to enhance grammar mastery.

2. Teachers

Teachers can utilize this research as a resource for classroom learning materials. It is also intended to assist teachers in discovering alternative ways of achieving learning objectives in the classroom, precisely grammar skills. In addition, it provides the teachers with a deeper awareness of the newest method that may aid teaching and learning.

3. Researchers

Based on the information, models, or references provided by this research, it can be a useful resource for further researchers to do better research on teaching and learning cases, and the researcher expects that other researchers will analyze, modify, reconstruct, or modify this research and conduct additional research on similar topics for different levels and purposes.

E. Terminology

This part explains the terminologies present in this study to help better understand the terms used.

1. *Mistake Buster*

Mistake Buster is a technique where the teachers purposefully act as the "mistake maker," and the students take on the role of rectifying mistakes (which is often done by the teacher) (Huynh, 2003).

2. *Adjective Order*

Adjective order is the sequence in which two or more adjectives often appear before a noun phrase. According to Decapua (2008), the order of adjectives in English is not arbitrary; various kinds of adjectives appear in a specific order. According to Fowler, Aaron, and McArthur (2007), the order of adjectives is Determiner, Opinion, Size, Age, Shape, Colour, Nationality, Material, and Qualifier. And those all of the nine types of adjectives are used in the study.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Concept of Adjective Word Order

1. *The Definition of Adjective*

According to Fika, Warib, and Soesanto (1991), an adjective is a word that attaches characteristics to objects or restricts the use of nouns. Sargeant (2007) stated that adjectives describe nouns and pronouns, and they provide you with more details about individuals, locations, and objects. In line with this, Decapua (2008) added since adjectives naturally characterize nouns, they are usually easy to recognize. In linguistics, as what have stated by Abdollah, Yunus, and Elivan (2018), an adjective is a "describing word," the prominent syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. It means adjective as one of the word classes that describes or modifies another person or thing in the sentences.

Adjectives primarily serve to describe nouns and pronouns such as things, places, and people. Adjective placement is often in front of the noun being described (Sargeant, 2007). In another way, Ryan (2023) stated when describing someone or something's attributes, adjectives can be employed either on their own or in relation to another entity. Adjectives were also known as the attributive function because an adjective usually appears before the noun it is describing. For instance: "The big black book is mine. The words "big and black" are adjectives. The sentence means the book that is big and has the black color is mine" (Andayani,

2018, p. 28). Moreover, adjectives can be attributive (occurring before the noun) or predicative (occurring after the noun). As a predicative, adjectives typically follow a linking verb (such as forms of the verb “to be”) that connects the subject of the sentence to the adjective, for example: “The soldier is proud” (Ryan, 2023).

2. *The Type of Adjective orders*

Determiners and attributional adjectives are usually assigned in a particular order based on their functions, and English speakers do not learn this sequence as a set of rules; instead, it's something that people naturally pick up and typically follow without giving it any thought (Ryan, 2023). According to Decapua (2008), the order of adjectives in English is not arbitrary; various kinds of adjectives appear in a specific order. The order of some adjectives generally consists of eight points; they are adjectives of quality, quantity, numeral, interrogative, proper, demonstrative, distributive, and possessive (Fika, Warib & Soesanto, 1991). Based on the definition above, it means that the English language has a unique rule or order for adjectives.

When an adjective comes before a noun, it usually has a particular order (Wierzbicka, 1986), for instance: “the beautiful young lady, not the young beautiful lady; a small white bag, not a white small bag” (Andayani, 2018, p. 12). The rules for adjective order are very complicated, and different grammars disagree about the details (Barber & Carreiras, 2005). A single noun can be described as a list of adjectives when two or more adjectives are used to modify a noun. According to Fowler, Aaron, and McArthur (2007), the order of adjectives is the following:

1) Determiners

The words positioned in front of a noun to clarify what the noun refers to are known as determiners. Determiners often appear at the start of a noun phrase. In line with this statement, Husnunnisa (2022) stated that clarifying the meaning of a noun is the purpose of a determiner, and determiners can also be used to restrict a noun's meaning.

Furthermore, depending on the type of determiner, there are even more specific applications for it. According to Fowler, Aaron and McArthur (2007), the determiners are broken down into the following categories: articles (a, the), demonstratives (this, that, those, and these), possessives (her, my, Muhammad's, students'), amounts (one, two, three, many, a few), and orders (first, second, next, final), for instance: the flowers, much money, Alpi's home, students' class, and so on.

2) Coordinate adjectives/opinions.

A coordinate adjective is a word that describes subjective evaluations or personal opinions. In another way, coordinate adjectives are a series of two or more adjectives that independently modify a noun and are roughly equal in importance. According to Bukit et al. (2023), when two or more adjectives are employed in a sentence to describe the same noun, it's called a coordinate adjective. These adjectives are frequently separated with conjunctions or commas. For example, nice taste, nasty boy, beautiful woman, my nephew is big and tall, etc.

3) Adjectives describing the size

Size refers to how much room someone or something takes up; it indicates how big or little something is. As stated in English Study Here (n.d.), the adjective size is an adjective that describes the nature of objects within the scope of size. Based on Erlidawati (2022, p. 126), “size is the total amount of physical space that a person or thing occupies, how large or small someone or something is. Size includes any number of descriptive size words, such as “large” “big” and “little.” Example: The size of the box is 12 inches long, 6 inches wide, and 5 inches tall”.

4) Adjectives describing age

Age is the sum of a person's life experiences. Age also can relate to certain age adjectives, such as 16 years old, or terms like "young," "old," "middle-aged," and so forth. Furthermore, not all English language specialists or native speakers prioritize age above opinion. For example, the large brown table is brand-new, and when I listen to a piece of old music, I get nostalgic (Erlidawati, 2022, p. 126).

5) Adjectives describing the shape

A shape is a geometric form like long hair, a short body, a square box, or a triangle. Based on Englishbix (n.d.), an object's shape is its external boundary or outline, represented graphically, as opposed to other attributes like color, texture, or material type. Through the use of commonly used adjectives to describe diverse 2D and 3D item shapes, we will be able to convey and contrast different objects according to their structural characteristics. For example, you will come across a narrow road or the deepest ocean.

6) Adjectives describing color

As we know, many colors are known by English learners, such as black skin, green leaves, blue eyes, violet grapes, and so on. As Averill (1980) stated, when talking about the adjective arrow of the color domain, what people recognize first is the color red. This even makes the color itself more often used as an adjective and noun than adverbs and count nouns seen based on the representation of the color red itself. Of course, there are so many other colors that are used as adjectives to describe the condition of the color imagery of an object.

7) Adjectives describing nationality

Nationality is called place of origin. Moreover, a verb that underlies the nominalization defines a situation that is described by an adjective. So, if the Adj+N describes a subtype of whatever type of thing the noun describes, then the EAs (Ethnic Adjectives) are proportional to a noun (proper). This means nationality adjectives are raised from the origin relation, which is specifically associated with EAs. For example, American tourists and the French invasion (Arsenijevic, Torrent, Gehrke & McNally, 2010).

8) Adjectives describing the material

Material is the matter in which it is made. According to Oliver (2014), material adjectives are a subset of privative adjectives, including adjectives like stone, wooden, plastic, foam, velveteen, etc. Material adjectives exhibit two essential features: they appear to violate the head-primacy principle, and their behavior and, thus, classification depend on the constituent that they combine. For example, gold rings, silver buttons, etc.

9) Nouns functioning as adjectives

Nouns that serve as adjectives are exactly what they sound like: a noun form of a word that describes another noun that serves as an adjective. GrammarFlip (n.d.) stated adjectives that operate as nouns are precisely what they sound like, noun forms of words that describe other nouns, and so assume the role of adjectives. For example, it was hard work climbing the rock wall (since "rock" defines the noun "wall," it becomes an adjective).

Based on the literature explanation, the conclusion of the adjective order is a particular order of adjectives when more than one adjective comes before a noun. Adjective order is broken down into nine categories, and the preparation process must adhere to the standard writing style that is validated by English grammar. This style starts with a determiner and ends with a noun that functions as an adjective, followed by the type of noun that the adjective describes. For further information, consider the following instances of adjective order encountered in noun phrases, which are made up of two to several different kinds of adjectives arranged in a particular order.

- My mom bought me an old wooden Swiss clock
- Hasymi is a handsome young boy
- This is an unusually big, rough, thick, square, old black Dutch wood cooking spatula.

B. Mistake Buster Technique

1. The Definition of Mistake Buster

The mistake-buster technique was first introduced by Huynh (2003) as a language teaching technique that stresses student engagement in evaluating grammatical faults that they observe in teacher-prepared materials (Setyaningsih, 2018). Huynh (2003) suggested this technique is suitable for all levels of students, from beginners to intermediate to advanced learners. Huynh designed this lesson to create and channel student engagement to be more active in the classroom. The simple reason for creating this technique, according to Huynh, is to help students learn better by reflecting on what they have learned and seeing it from a different perspective. Huynh claims that this technique is a kind of role-swapping between students and teachers where students take over the role of the teacher as the error corrector and the teacher as the "mistake maker."

According to Syam (2017), the mistake-buster technique is an activity where the students take over the role of correcting mistakes (which is normally done by the teacher), while the teacher deliberately becomes the "mistake maker." Similarly, the mistake-buster technique, according to Hanifah and Yuli (2003), involves students actively participating in examining their own grammatical mistakes as well as those that have been made or prepared by the teacher. The mistake-buster technique makes students more active in identifying and correcting some mistakes in grammar errors (Fitriyani, 2018).

Using the definition of mistake-buster that has been provided by the experts above, the following definition of the mistake-buster method is a teaching strategy that emphasizes student engagement and encourages them to participate more in the

teaching-learning process by empowering students to correct any mistakes that teachers make.

2. Steps of Mistake Buster

According to Hasanah (as cited in Kjosmen, 2015), two steps are used in applying the mistake-buster technique:

1) Choosing a mistaken category

Teachers should select the kind of mistake category that is related to the focus of the lesson being taught. In line with this, Faradila (2022) stated that in choosing mistake categories, teachers should select the fault category that poses the most challenge and serves as the lesson's primary focus.

2) Preparing for the mistake

In preparing the mistake, the teacher provides some grammatical errors to be found and corrected by the students. For example, incorrect verbs that students need to find and correct can be presented in the form of a verb list, short sentences, long sentences, or stories (Hyunh, 2003).

3. Implementation of mistake-buster

In the example below, Hyunh (2003) demonstrated how to implement the mistake-buster method to assess students' proficiency in grammar.

a. Warm Up

- Instruct the students that they will be reviewing a fundamental grammar drill (simple past).

- Split the class up into two teams and inform them that they will be participating in a competition.
- On the whiteboard, make two columns. Assign students to fill the left column with numerous present grammar (in this context, Hyunh used tense verbs).
- Inform students that they must locate the past tense versions of each verb. In order to receive permission to respond, they must swiftly raise their hands. The team will receive ten points for each accurate response.
- Once all of the verbs have been converted to the simple past tense, start the activity and total the points for each team.

b. Activity Begins

- Inform students that they will need to listen to both short and long sentences in order to identify verb tenses that are incorrect and fix them by using the simple past tense.
- Take a sentence at a time and begin reading. If they did not understand the sentence the first time, repeat it again.
- Students must swiftly raise their hands to signal that they are ready to respond. The team will receive ten points for each accurate response.
- After every sentence has been read and corrected, keep score and total them.

c. The use of narrative text

- Notify students that they will hear a narrative and should note any verbs that they believe are incorrect.
- Read the story once at a comfortable pace.

- If needed, go over it once more.
- To receive permission to respond, they must swiftly raise their hands.
- Request that they pronounce both the corrected verbs and the incorrect verbs they heard aloud.
- After all the verbs have been fixed, keep score and total them.

d. Wrap Up

- Appreciate the students for their efforts.
- If more clarification is required, review the key points again.

4. *The Advantages of Using the Mistake Buster Technique*

Hasanah (2017) explains that mistake-buster techniques in teaching grammar can give some benefits to the students and the teacher; they are;

- The mistake-buster technique makes students feel excited because they are actively involved in the learning process.
- Give the students a sense of accomplishment due to the opportunity to identify and correct the possible mistakes themselves instead of the teacher telling them what the mistakes are.
- Help the teacher check the students' comprehension of the lesson given.
- Students feel comfortable and fun in the teaching-learning process.

5. *The Disadvantages of Using the Mistake Buster Technique*

Based on Ratminingsih (2017), Some of this strategy's disadvantages are listed below.

- Requires analytical skills from the students; it will be challenging for a student with poor analytical ability to identify and fix grammatical errors. In order to make it easier for students to perform analyses, teachers should provide an introduction to the grammatical content.
- Both the maker and the corrector of errors will be the teacher's dual roles. Remember that teachers must explain what students have answered.
- The teacher must read the sentences aloud several times.
- Due to everyone's participation in the activities, the class will be noisy.

C. Review of Related Literature

several studies have been conducted on the use of mistake-buster in improving students' grammar skills, including the following.

Smith and Nguyen (2022) conducted research about enhancing ESL learners' grammar mastery through the mistake-buster technique. They found that the experimental group performed significantly better than the control group in the post-test, indicating that the mistake-buster technique was effective in enhancing grammar mastery among ESL learners. The findings suggested that the mistake-buster technique can be a useful tool in grammar instruction, particularly for learners who struggle with grammar rules and conventions.

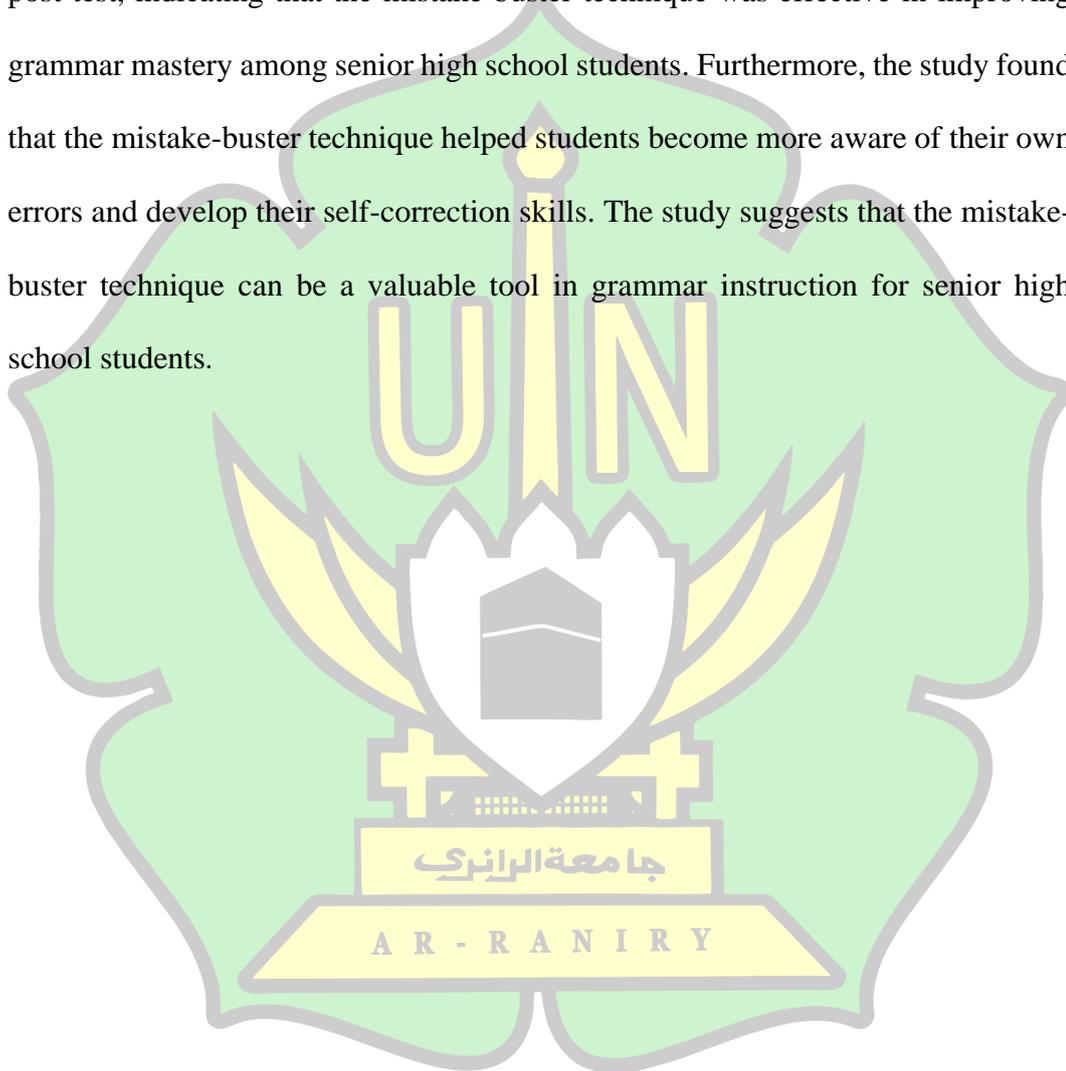
In the same line with the research that was established by Hasanah (2017) about utilizing the mistake-buster technique to enhance second-grade students' English proficiency in the past tense at SMP Guppi Samata Gowa regency, she found that the mistake-buster technique was suitable for teaching students grammar mastery because the result of the data indicates there was a significant improvement

in the students' English ability in the past tense because the result of sig. (2-tailed) (0,003) was lower than the level of significance (0,05). She concluded that using the mistake-buster technique was effective in improving the students' English ability in past tense and applicable in teaching grammar.

Syam (2017) in his research about the mistake buster technique to improve English grammar mastery found that the use of the mistake buster technique is more effective than the non-mistake buster technique in improving English grammar mastery of the ten grade students of SMA Negeri 3 Makassar. The students' result of the posttest for the experimental group is higher than the students' result of the posttest for the control group. It is proven that the mean score of the posttest of the experimental group is higher than the control group in the grammar test ($63.87 > 40.00$). The difference in those mean scores is statistically significant; it is based on the t-test value at a significant level of 0.05, and the probability value is lower than the significant level ($0.00 < 0.05$).

Another research on implementing mistake-buster to increase students' grammar mastery was conducted by Kaka, Suparwa, and Satyawati (2021). They found that the mistake-buster technique can improve the students' English ability in the use of simple past tense. It was proven by the improvement of students' mean scores that the score for the pre-test was forty-eight (48) and improved to (eighty-two (82) at the post-test score. Based on the results of observations and questionnaires, 85% of students considered the mistake-buster technique to be good and appropriate to the teaching-learning process.

For the last previous research, Garcia, Cruz, and Reyes (2021) conducted research about the effectiveness of the mistake-buster technique in improving grammar mastery among senior high school students. They found that the experimental group performed significantly better than the control group in the post-test, indicating that the mistake-buster technique was effective in improving grammar mastery among senior high school students. Furthermore, the study found that the mistake-buster technique helped students become more aware of their own errors and develop their self-correction skills. The study suggests that the mistake-buster technique can be a valuable tool in grammar instruction for senior high school students.



CHAPTER III

RESEARCH METHOD

A. Research Design

In conducting the research, the researcher employed quantitative research. According to Creswell (2015), quantitative is a correlation statistic that researchers use to measure the degree of relationship between two variables. This research design helps the researcher to achieve research objectives. The researcher wants to know whether mistake-buster improves students' understanding of adjective word order and discovers the difficulties they face when learning or not.

In this study, the researcher used quantitative research with quasi-experimental. A quasi-experimental design is a design that is commonly employed in the evaluation of educational programs when random assignment is not possible or practical (Gribbons & Herman, 1996). Sugiyono (2016) added that the use of this quasi-experimental method is based on the consideration that in the implementation of this research, learning takes place naturally, and students do not feel experimented, so with such a situation, it is expected to contribute to the level of validity of the research.

The form of quasi-experimental design used is pre-test and post-test. This research design uses only one group, so it does not require a control group (Sugiyono, 2016). It means Before giving treatment, the experimental group will face a pre-test, then the researcher will give treatment using the authentic method,

and after that, the post-test will be held. It aims to find out whether this research can improve students' grammar mastery or not; the research design can be illustrated as follows:

Table 3.1 *Research Design*

Pre-test	Treatment	Post-test
01	X	02

(Gay, 2006:26)

B. Research Variable

According to Arikunto and Suharsimi (2013), the kinds of variables that correlated with the research design consisted of two variables: independent and dependent variables.

1. Independent Variable

An independent variable is a variable that influences another variable to achieve the researcher's expectation. The independent variable of this research was the use of the mistake-buster technique.

2. Dependent Variable

The dependent variable is the result that is expected through the implementation of the independent variable. The dependent variable of this research was senior high school students' ability in adjective order.

C. Population and Sample

Population

According to Sugiyono (2016), the population is the object or subject of a generalization with certain qualities or characteristics determined by the researcher to be investigated in his research. The population that the researcher took are the students of senior high school in the second grade at MAN 3 Bireuen.

Sample

The sampling technique is a technique to take samples (Sugiono, 2008). The sampling technique employed in this research is purposive sampling. Palinkas et al. (2015) explain that purposive sampling is widely used in quantitative analysis to identify and select cases rich in information related to interest development targets. Furthermore, purposive sampling is a strategy to minimize the object of the study and participants, who are selected from the population (Noy, 2008). Purposive sampling is a non-random sampling technique determined by the special characteristics of the researcher in choosing the sample. According to the researcher's criteria, the sample was chosen based on factors such as the class which had completed grammar lessons about adjectives in first-grade senior high school, class with the highest mean score in English at the first semester, classes that are taught in both languages (Bahasa and English) and based on the researcher's interview on June 16, 2023, with the English teacher of MAN 3 Bireuen. The teacher suggested choosing the XI IPA 1 Class, which consisted of twenty-eight (28) students, because that class is interested and least biased toward English.

D. Data collection

According to Arikunto (2000), instruments in data collection are tools used to assist researchers in collecting data to make it easier and systematic. In this study, the instruments that the researcher used were a pre-test and a post-test. Galbraith and Ginns (2023) state the pre-test and post-test design is an instrument used to investigate the effects of educational innovations and generality in educational research. They are often analyzed via ANOVA on change scores, or, which is the same number, repeated measure ANOVA to test for treatment with chance interactions.

There are three main procedures that the researcher did to collect the data, as follows:

1. Pre-test

Before the treatment was given, the researcher applied a pre-test by spending 60 minutes, and the form of the test was multiple choice with four alternatives. The total number of questions is 30 items. This test aims to find out the students' basic ability to arrange adjectives. For the pre-test instrument, see Appendix 1.

2. Treatment

The researcher applied the treatment using the mistake-buster to improve student's abilities. The treatment was given three times. At the first meeting, four types of adjectives were provided and taught. At the second meeting, the last five

adjectives were given and taught. At the last meeting, the teacher strengthened the students' understanding by reteaching all of those adjective categories to ensure that students already understand the adjective order.

For every single meeting, the researcher applied treatment in three steps: pre-activity, main-activity, and post-activity. The three steps of every single meeting are elaborated below;

a. First Meeting

- Pre-activity

At this stage, the researcher greeted the class and led a prayer to start the lesson. Verified the students' attendance and checked the student's physics and mind ready.

- Main-activity

Before getting started with the first activity, the researcher informed the students of the lesson's goal, instructed them to review the four adjective categories and their order form, and then divided the class into two groups.

The activity began when the researcher wrote four categories of adjectives and nouns on the board, which had been divided into two parts beforehand, namely the part of the word list and the completion part. After all the words were written on the board, the researcher asked each group to form a sentence from the words in the correct order of adjective arrangement and then told the group representatives to write it on the board. Each group arranged the words into a noun phrase consisting of at least two adjectives in sequence according to the writing standards.

For example, adjectives (determiner: many, opinion: beautiful, size: little, age: young) and nouns (lady) were then arranged into a sentence, such as many beautiful little young ladies. For more details about the material used, please see Appendix 3 (Lesson Plan: Teaching Material). At the end of this activity, the researcher totaled each group's scores.

- **Post-activity**

In this stage, the researcher summarized the key ideas or offers additional clarification on the material that has been covered and then expressed gratitude to all of the students for their efforts. The final step involved giving some of the questions to the students in order to assess their memorization of the content. The summary of the materials and the lessons were given to the students before class ended.

b. Second Meeting

- **Pre-activity**

At this point, the researcher greeted the students and led a prayer to begin the class. Confirmed the students' presence and prepared their physics and minds.

- **Main-activity**

Before starting the second activity, the researcher informed the students about the lesson's goal and instructed them to review the last five categories of adjectives (shape, color, origin, material, nouns as adjectives) and their order form that were not mentioned in the first meeting, and divided the class into two groups.

In the next move, the activity began with the researcher reading short and long sentences with the wrong adjective order. Then, each group was told to sort the adjective order in the sentence so that it became the correct sentence. Each group was allowed to write and then discuss it, and if it was not understood and unclear, then the researcher would repeat and read it up to 3 times. For example, The clown was wearing a rounded American yellow and green hat. This sentence is not correct due to the adjective color mentioned after American. After students listen to this sentence, they have to arrange that sentence into the “the clown was wearing a rounded green and yellow American hat” (See Appendix 3: Teaching Materials); each group that wants to answer is required to raise their hands. Then, each correct answer will be given a score.

- **Post-activity**

In this phase, the researcher provided a summary of the main points, further explanation of the material presented, and an appreciation to all of the students for their hard work. In order to evaluate the students' memorization of the material, a few of the quizzes were put forward to the students in the last phase. Students could be given a brief overview of the material.

c. Third Meeting

- **Pre-activity**

In order to begin the class, the researcher welcomed everyone and conducted a prayer at this point. Confirming the students' attendance and preparing them mentally and physically for the class.

- Main-activity

The researcher explained the purpose of the session to the students before beginning the third exercise and gave them instructions to go over all of the adjective categories they had learned and the proper order in which to use them.

In the next step, the researcher told the students that they would listen to a narrative reading and identify which sentences (noun phrases) were not in the correct order of adjectives. Then, the researcher reread the narration at normal speed. After that, the researcher permitted if there were students to raise their hands to answer the task. For the type of narrative text used and its procedure, please see the lesson plan (Appendix 3).

- Post-activity

During this phase, the researcher appreciated each student for their efforts, highlighted the primary points, and provided more explanations on the topic that was presented. In order to assess the students' retention of the material, the last step was to assign some of the questions to them. The students received an outline of the materials.

3. Post-test

Finally, the researcher gave a post-test. The researcher applied the post-test by spending 60 minutes, and the form of the test is multiple choice with four alternatives. Those questions are the same as the pre-test but have already changed the four alternatives, so the students can not realize that the optional answers are the same as the pre-test. For the post-test instrument, see Appendix 2. The result of

the post-test was used to determine the improvement of students' understanding of adjective order after using the mistake-buster method.

E. Data Analyses Technique

To analyze the data, the researcher applied some steps:

1. The formula used in scoring the students' correct answers

$$\text{Total Grade} = \frac{\text{Total Corrects}}{\text{Total Items}} \times 100$$

(Brown & Abeywickrama, 2004)

2. The scale for classifying the students' scores

Table 3.2 *Classifying the score of the students' answer*

A	90 – 100	Excellent
B	80 – 89	Good
C	70-79	Adequate
D	60-69	Inadequate
E	Below 60	Failing

(Brown & Abeywickrama, 2004)

3. Normality Test

The purpose of the normality test is to determine the normality of the data so that it may be determined whether or not the class has a normal data distribution.

The Shapiro-Wilk test in SPSS 20 has been used to analyze the normality test.

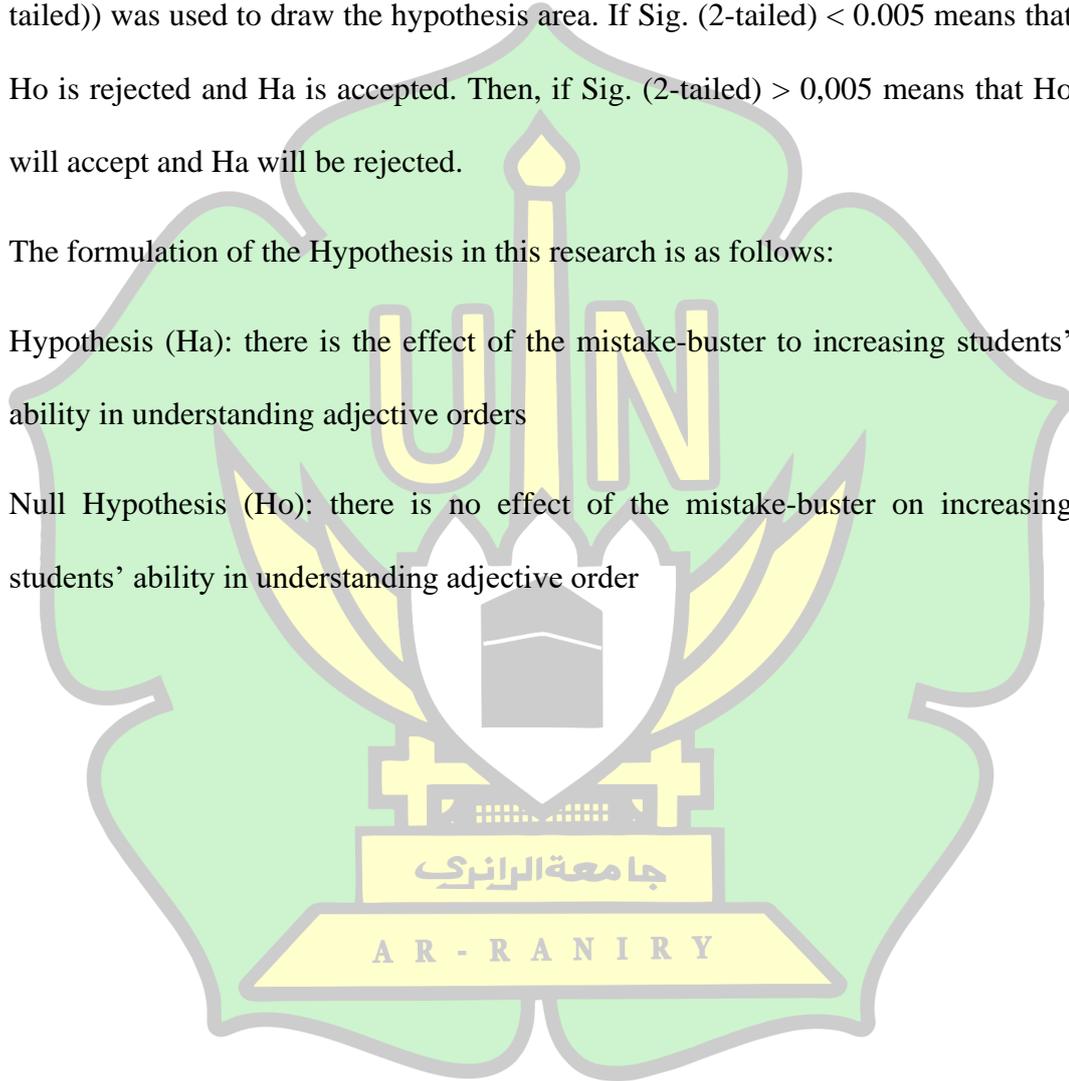
4. *T-test*

The average test was used to determine whether the pre-test and post-test scores that were decided have different averages. The mean score of the two scores will be compared using the T-test. Furthermore, the paired sample test (Sig. (2-tailed)) was used to draw the hypothesis area. If Sig. (2-tailed) < 0.005 means that H_0 is rejected and H_a is accepted. Then, if Sig. (2-tailed) $> 0,005$ means that H_0 will accept and H_a will be rejected.

The formulation of the Hypothesis in this research is as follows:

Hypothesis (H_a): there is the effect of the mistake-buster to increasing students' ability in understanding adjective orders

Null Hypothesis (H_0): there is no effect of the mistake-buster on increasing students' ability in understanding adjective order



CHAPTER IV

FINDINGS AND DISCUSSION

The research findings and the accompanying discussion have been expanded over this chapter. The problem statements listed in the introduction section and the findings are related. The writer elaborated on the results of data analysis based on pre-test and post-test, which were utilized to analyze the students' performance on the basis of adjective order after the mistake-buster approach was applied. The explanations and analyses of the research's findings are covered in the discussion section. The research findings presented in this study were derived from the examination of the data gathered and the utilization of the methodology expounded upon in the preceding section.

A. Findings

The author discussed the findings of the data analysis in both the pre-and post-tests in this part. Following a description of the data, the students' scores were separated in a table.

1. Students' Pre-test

a. The students' scores and classification in the pre-test

The multiple-choice method was used to get the data provided in this section. Three steps were included in the analysis of the interpretations: grading the exam, categorizing the results, and computing the mean, standard deviation,

frequency, and other supporting sources of statistical elements. The pre-test scores of the students and their classifications are displayed in the table below.

Table 4. 1 *Students' Pre-test Score*

No	students' initial	score	classification
1	CFUH	63	inadequate
2	MH	43	Failing
3	Nay	33	Failing
4	TMR	13	Failing
5	MN	50	Failing
6	AZ	50	Failing
7	ZD	33	Failing
8	SR	47	Failing
9	AA	40	Failing
10	CL	33	Failing
11	MZ	30	Failing
12	NAy	67	inadequate
13	AF	47	Failing
14	EM	40	Failing
15	NLN	63	inadequate
16	IN	40	Failing
17	NU	17	Failing
18	SU	17	Failing
19	RGn	13	Failing
20	RA	7	Failing
21	RT	39	Failing
22	NI	33	Failing
23	RG	47	Failing
24	SNR - R A N R Y	40	Failing
25	M	33	Failing
26	HF	33	Failing
27	JU	50	Failing
28	H	40	Failing
	total	1061	
	mean	37.89	Failing

Source: students' pre-test

According to the pre-test results displayed in the table, there were 28 students in total, and the overall score was 1061, with a mean score of 37,89, placing the students in the failing category. In the column of students' pre-test, there are various categories; there were three students with inadequate categories and 25 students with failing categories. None of the students belong to the adequate, good, and excellent category.

As stated earlier, after tabulating and analyzing students' scores, the percentage will be shown in the form of a table. Below is the percentage of students' pre-test scores.

Table 4. 2 *The percentage of the students' pre-test score*

classification	score	Frequency	percentage
excellent	90-100	0	0%
good	80-89	0	0%
adequate	70-79	0	0%
inadequate	60-69	3	11%
failing	below 60	25	89%
total		28	100%

Based on the data in Table 4.2, the pre-test showed there were 28 students (100%) consisting of 3 students (11%) with inadequate category, 25 students (89%) with failing category, and zero frequency for students who are positioned in the excellent, good and adequate category.

b. The mean score and standard deviation of students' pre-test

The students were given a pre-test to determine their prior knowledge before the treatments were administered. In addition, the test's goal was to determine whether or not the students were on the same level. Following the pre-test calculation, the mean score and standard deviation for the students are displayed in the following table.

Table 4. 3 *Mean score and standard deviation of students' pre-test*

Means	standard deviation
37.89	15.0538

With a standard deviation of 15.0538, which is below the mean of 37.89, the standard deviation score is smaller and closer to the mean score. This indicates that the pre-test scores of all students are relatively similar and acceptable. Because the smaller the standard deviation, the more similar the values on the item or the more accurate the mean. The pre-test mean score was failing based on the categorization, which suggests that the students' categorization score is still relatively low.

c. Normality test of students' pre-test score

The normality test is used to determine whether the samples taken come from a normally distributed population or not. The results of the normality test can be seen in the Tests of Normality table after being processed with SPSS 26.0 for Windows. The normality test used is the normality test with the Shapiro-Wilk method. The results of the normality test data processing can be seen in Table 4.4

Table 4. 4 Normality test of students' pretest score

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-test	.158	28	.070	.954	28	.244
a. Lilliefors Significance Correction						

Based on Table 4.4, it can be seen that the significance value of the pretest learning outcomes of the experimental class is 0.244, which shows a significance value of more than 0.05, which means H_0 is accepted. Based on the test results, it can be concluded that the pretest data is normally distributed.

2. Students' post-test

a. The students' scores and classification in the pre-test

In the same way as the pre-test, multiple-choice questions with four answer choices are used by researchers to gather information about students' abilities. The study of the interpretations involved three steps: calculating the mean, standard deviation, frequency, and other supporting sources of statistical elements, grading the exam; and classifying the outcomes. The table below shows the students' post-test results along with their classifications.

Table 4. 5 Students' Post-test Score

No	students' initial	pre-test	classification
1	CFUH	83	good
2	MH	87	good
3	Nay	70	adequate
4	TMR	83	good

5	MN	83	good
6	AZ	80	good
7	ZD	83	good
8	SR	63	inadequate
9	AA	60	inadequate
10	CL	80	good
11	MZ	73	adequate
12	NAy	80	good
13	AF	77	adequate
14	EM	77	adequate
15	NLN	93	excellent
16	IN	50	failing
17	NU	87	good
18	SU	50	failing
19	RGn	70	adequate
20	RA	83	good
21	RT	70	adequate
22	NI	70	adequate
23	RG	70	adequate
24	SN	90	excellent
25	M	87	good
26	HF	70	adequate
27	JU	87	good
28	H	80	good

Total		2136	
Mean		76,285714	adequate

Source: students' post-test

According to the post-test results displayed in Table 4.5, there were 28 students in total, and the overall score was 2136, with a mean score of 76,29, placing the students in the adequate category. In the column of students' post-test, there are various categories: two students failing, two students with inadequate, nine students with adequate, thirteen students with good, and two students with excellent.

As stated earlier, after tabulating and analyzing students' scores, the percentage will be shown in the form of a table. Below is the percentage of students' post-test scores.

Table 4. 6 *The percentage of the students' post-test score*

classification	score	frequency	percentage
Excellent	90-100	2	7,1%
Good	80-89	13	46,4%
Adequate	70-79	9	32,3%
inadequate	60-69	2	7,1%
Failing	below 60	2	7,1%
total		28	100%

Based on the data in Table 4.6, the post-test showed there were 28 students (100%) consisting of two students (7,1%) with excellent category, thirteen students (46,4%) with good, nine students (32,3%) with adequate, two students (7,1%) with inadequate, and two students (7,1%) with failing.

b. The mean score and standard deviation of students' post-test

The researcher gave a post-test to determine students' ability after the treatments were administered. In addition, the test's goal was to determine whether or not the students were on the same level. Following the post-test calculation, the mean score and standard deviation for the students are displayed in the following Table 4.7.

Table 4. 7 *Mean score and standard deviation of students' post-test*

Means	Standard deviation
76,29	11,02138

With a standard deviation of 11,02138, which is below the mean of 76,29, it can be seen that the standard deviation score is lower and quite far from the average value. This indicates that the post-test scores of all students are relatively unequal, scattered in various types, but still acceptable. Because the smaller the standard deviation, the more similar the values on the item or the more accurate the mean. The post-test mean score was adequate based on the categorization, which suggests that the students' categorization score is better than the pre-test.

c. Normality test of students' post-test score

The results of the normality test of the post-test can be seen in the Tests of Normality table after being processed with SPSS 26.0 for Windows. The normality test method used is Shapiro-Wilk. The results of the normality test data processing can be seen in Table 4.8.

Table 4. 8 *Normality test of students' post-test score*

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
posttest	.168	28	.042	.916	28	.028
a. Lilliefors Significance Correction						

Based on Table 4.8, it can be seen that the significance value of the post-test learning outcomes of the experimental class is 0.028, which shows a significance value of more than 0.05, which means H_0 is accepted. Based on the test results, it can be concluded that the post-test data is normally distributed.

3. *Test of significance (T-Test)*

To determine the difference between the students' scores before and after learning the mistake-buster technique, the researcher conducted data analysis. The researcher used SPSS 26.0 and the Paired Sample T-test to analyze the data. Because of the normal distribution of the data, the researcher employed the T-test. The following table displays the outcome:

a. Statistics of Paired Samples

Table 4. 9 *The results of paired sample statistics*

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	37.8929	28	15.05383	2.84491
	posttest	76.2857	28	11.02138	2.08285

The results of the paired sample statistics indicate that there is a difference in values between the pre-and post-test means. The pre-test mean is 37.8929, and the post-test mean is 76.2857. This indicates a higher post-test average than the pre-test average. There are 28 students in total as the study's subjects (N). In the meantime, the pre-test standard deviation is 15.05383, and the post-test standard deviation is 11.02138. The pre-test standard error mean is 2.84491, and the post-test standard error mean is 2.08285.

b. Correlations of paired samples

Table 4. 10 *The results of paired sample correlations*

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pretest & posttest	28	.201	.306

With 28 students as study subjects (N), the correlations score 201, and the scores have a significant value of 0.306, which is higher than 0.05 ($0.306 > 0.05$). Thus, it is decided to accept the null hypothesis (H0). This indicates a relationship between the data collected before and after the use of the mistake-buster in the teaching-learning process.

c. Paired samples test

Table 4. 11 *The results of the paired samples test*

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-38.39286	16.77816	3.17077	-44.89875	-31.88697	-12.108	27	.000

Based on the statistical calculation using SPSS 26.0 in Table 4.11, the significant value (sig. 2-tailed) of the scores is 0.000, and it is lower than 0.005 ($0.000 < 0.005$). It can be concluded that the null hypothesis (H0) is rejected, and

the alternative hypothesis (H_a) is accepted. It means using a mistake-buster is effective in improving students' ability to understand adjective orders.

B. Discussion

To further demonstrate the study's value, the following interpretations are offered following the findings. According to the results of the pre-test administered before treatment, students in the experimental class generally possessed the same level of comprehension regarding adjective orders. The statistical results indicated that the majority of students did not comprehend the concept of adjective order. Since the standard deviation of 15.0538 is less than the mean of 37.8929, all students' pre-test results are comparatively acceptable and similar.

The statistical results of data analysis showed that the students' categorization scores are still relatively low. This is evidenced by the 25/28 students who scored below 60 (89%), and none of them were in the adequate, good, and excellent categories (See Table 4.2). However, all data obtained through the student pre-test are normally distributed because the experimental class's pretest learning outcome is 0.244, indicating a significant value greater than 0.05 and the acceptance of H_0 (hypothesis Null).

In applying the treatment using the mistake-buster technique to improve students' understanding of adjective orders, the researcher divided it into three meetings. Starting with the use of a list of vocabularies, which are then arranged into noun phrases at the first meeting, then the use of learning instruments in the form of a list of sentences in the form of incorrect adjective arrangements at the

second meeting, and finally the use of narrative texts that must be read and corrected by students for writing errors and also the three ways of treatment are based on the involvement of students who act as correctors of errors made by researchers as explained in (See Section 3. Point D).

To prove that teaching using the mistake-buster technique influenced student learning outcomes, a post-test was then applied. The overall score of the 28 students was 2136, with a mean score of 76,29, according to the post-test results shown in Table 4.5. This puts the students in the adequate category, with the majority falling into the good and adequate category. It is noticeable that the standard deviation score is lower and significantly away from the average value (given in Table 4.7), with a standard deviation of 11,02138, which is below the mean of 76,29. This suggests that while all students' post-test results are acceptable, they are rather uneven and dispersed across different categories.

In order to prove the acceptability of the students' scores, the normality test of the students' post-test results in Table 4.8 strongly suggests that H_0 is accepted. This indicates that the post-test data is normally distributed because the experimental class's post-test learning outcomes have a significance value of 0.28, which indicates a value of more than 0.05.

Furthermore, the domain under investigation is employed by means of a comparative analysis of the test results subsequent to the validity of the pre-and post-test data being demonstrated. The average post-test score of $76.2857 >$ pre-

test 37.8929 indicates that students' scores have improved following treatment, according to statistics from paired samples in Table 4.9.

The hypothesis concerning the existence of a mutually related relationship between the two test scores is thus proven, as indicated by the paired sample correlation's significant value of 306, which indicates that it is greater than 0.05. The alternative hypothesis (H_a), which indicates that mistake buster use is effective in helping students understand adjective order, is accepted. This indicates that hypothesis H_0 is rejected because the significant value in Table 4.11 shows $0.00 < 0.005$.

The significant effect of the mistake-buster technique on the students' grammatical ability (adjective ordering) in the experimental class can also be explained by a number of different factors. First, the students in the experimental class are put in situations where they have to actively analyze and apply what they have found. Apart from being the subjects of their own education, students also perform the knowledge they have acquired, especially in the area of grammar.

Hanifa and Tiarina (cited in Hilmina, 2019) stated by actively participating in the learning process, students can become enthusiastic when teachers use the mistake-buster technique. This is the reason why the researcher provided students with a feeling of achievement since they can recognize and fix potential errors on their own rather than have the teacher point them out, so students are more enthusiastic. Then, by giving students the opportunity to evaluate and challenge

the understanding of other students of the materials taught in the teaching-learning process, students feel comfortable and have fun.

As mentioned in the research conducted by Kaka, Suparwa, and Satyawati (2021), they said that the use of the mistake-buster learning method is very helpful in increasing students' level of understanding of grammar and making students more active in teaching and learning activities. This is in line with the results obtained in this study, that if what is focused on teaching and learning activities is active student involvement and participation, especially in teaching grammar, then the mistake-buster method is very suitable for use.

On the other hand, the fact that the substance of the grammar material taught by Kaka et al. (2021) about simple past tense is different from the one taught by the researcher actually about adjective order gives a new indication that there might be a non-correlation between the teaching method and the type of grammar discussion taught. Therefore, it can be said that there is a possibility that the utilization of the mistake-buster method might not be suitable for the scope of other grammar materials besides tenses and adjective order.

In conclusion, when comparing their post-test results to their pre-test results, the majority of MAN 3 Bireuen and XI IPA 1 students showed greater growth (significant improvement). It means using the mistake-buster method to help students grasp adjective order is a very effective way to improve their understanding.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study was conducted at a senior high school, MAN 3 Bireuen. Purposive sampling was used to select one class according to the used criteria. Twenty-eight students in class XI IPA 1 were taken as samples in total.

It is concluded that the mistake-buster technique is a useful technique for teaching adjective orders based on the findings and discussion presented in Chapter IV. This is proved by the results of the T-test in the statistical calculation using SPSS 26.0. The students' pre-and post-test scores, the mean score, and the standard deviation could be used to determine the effect of the mistake-buster on students' understanding of adjective orders. The students' pre-test mean score was 37.89 with a standard deviation of 15.0538, and their post-test mean score was 76.29 with a standard deviation of 11,02138. The researcher observed that the degree of freedom was 27, and the probability value was less than α ($0.00 < 0.05$). Pre- and post-test t-test values were noted to be significantly different. It can be concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

Based on the students' pre-and post-test results, mean scores, standard deviations, and probability values, the author generates the conclusion that using the mistake-buster method could help students learn adjective orders more successfully.

B. Suggestions

Based on this study's findings, the researcher then provides three specific suggestions for teachers, students, and future researchers:

1. For teachers

- To make it easier for the student to fully understand the material, English teachers must be creative in how they convey English knowledge to the students, especially in the grammar material. With the use of mistake-busters, of course, students will more actively participate in the exchange of opinions so that the materials taught will be more quickly understood.
- Teachers will give many opportunities for their students to practice speaking and writing in the correct grammar with the use of teaching methods such as the researcher used because one of the other benefits of the mistake-buster method is to improve students' writing and speaking skills. It strongly encouraged teachers to motivate their students to learn English, especially its grammatical structures.
- Teachers must understand that one of their duties is to motivate students to learn. Therefore, giving students the opportunity to engage directly will make them more confident and, of course, give them the pride that, as a teacher, he has succeeded in educating their pupils. And that is another advantage of the mistake-buster method.

2. For Students

- The use of the mistake buster itself gives students more opportunities to express their ideas and enables students to correct their teachers directly when there are errors in delivering the learning material.
- The use of the mistake buster method is recommended because students show respect for their teachers and obey their instructions when they provide guidance, advice, or correction because there is no longer a gap between students and teachers.
- Students are recommended to take their study of English grammar very seriously and meticulously. Therefore, the use of the mistake-buster learning method is very suitable to make students more interested in learning.

3. Future researchers

The researcher hopes that the following researcher will find this final project as a useful reference because additional research is necessary to achieve optimal results in similar fields. Additionally, the researcher anticipated that other researchers using the same methodology would be able to select different genres or use the qualitative method to assess the mistake buster's efficacy.

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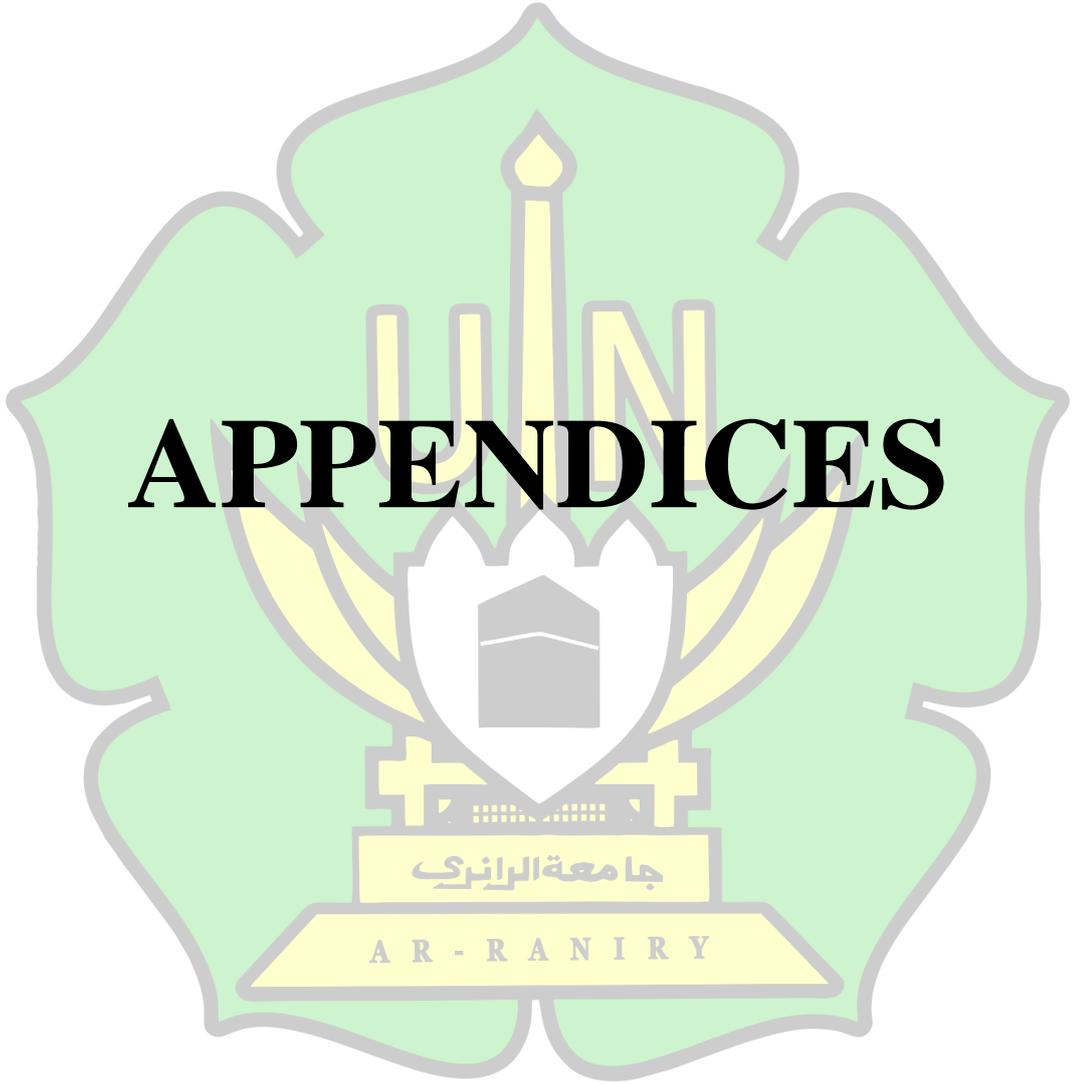
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APPENDICES



Appendix 1 : PRE- TEST

1. My uncle wore a ____ to the wedding.
 - a. silk blue tie
 - b. tie blue silk
 - c. blue silk tied
 - d. blue biggest tie silk

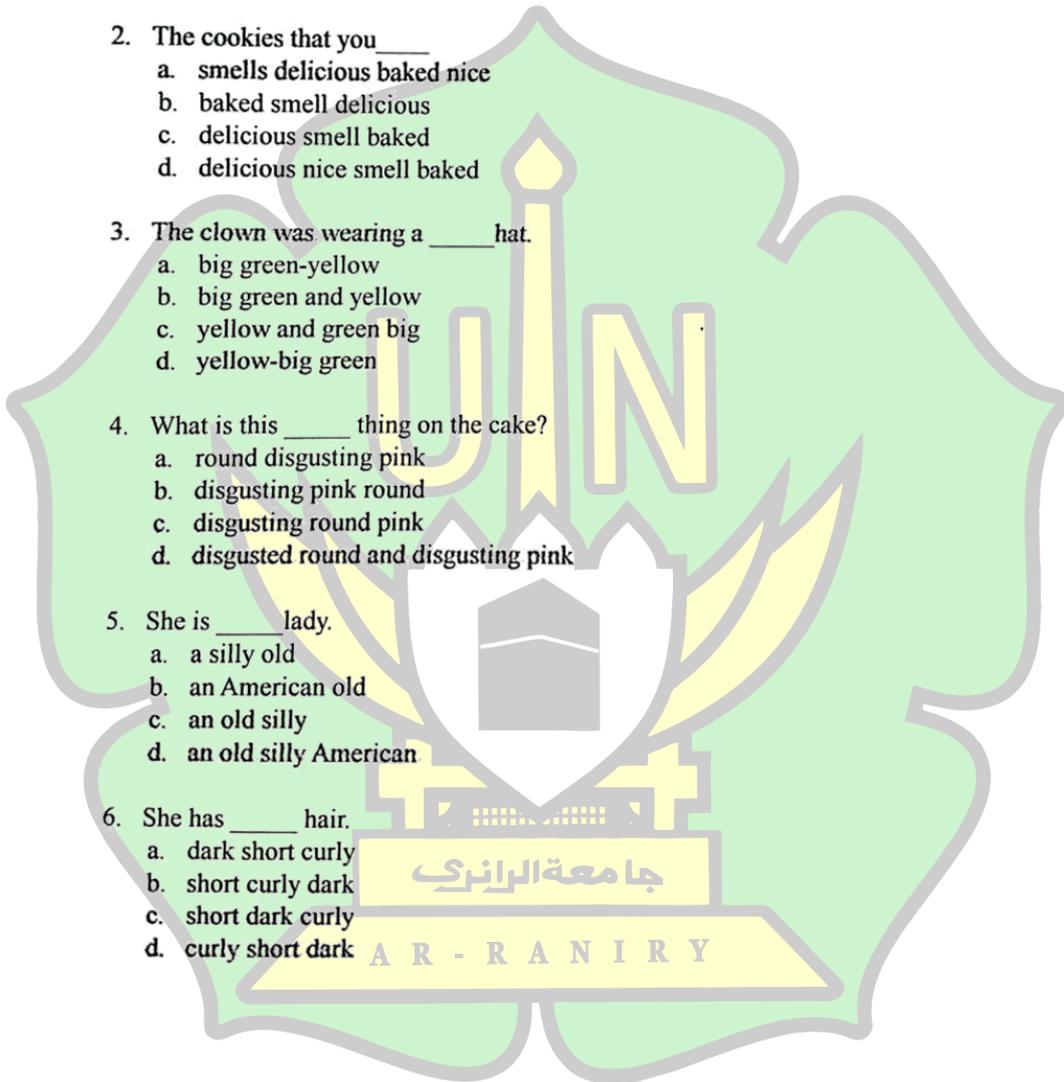
2. The cookies that you ____
 - a. smells delicious baked nice
 - b. baked smell delicious
 - c. delicious smell baked
 - d. delicious nice smell baked

3. The clown was wearing a ____ hat.
 - a. big green-yellow
 - b. big green and yellow
 - c. yellow and green big
 - d. yellow-big green

4. What is this ____ thing on the cake?
 - a. round disgusting pink
 - b. disgusting pink round
 - c. disgusting round pink
 - d. disgusted round and disgusting pink

5. She is ____ lady.
 - a. a silly old
 - b. an American old
 - c. an old silly
 - d. an old silly American

6. She has ____ hair.
 - a. dark short curly
 - b. short curly dark
 - c. short dark curly
 - d. curly short dark



7. They used to have _____ car.

- a. a blue big American
- b. an American big blue
- c. a big blue American
- d. a blue American big

8. She has a crush on her _____ teacher.

- a. young intelligent French
- b. intelligent young French
- c. French intelligent young
- d. young French intelligent

9. the _____ will be adopted tomorrow.

- a. Funny grey fat cat
- b. Grey funny fat cat
- c. Fat funny grey cat
- d. Funny fat grey cat

10. She told me not to forget to return her _____

- a. Red sleeping warm bag
- b. Red warm sleeping bag
- c. Warm red sleeping bag
- d. Warm sleeping red bag

11. I'm buying a _____

- a. New cheap European car
- b. European cheap new car
- c. European new cheap car
- d. Cheap new European car

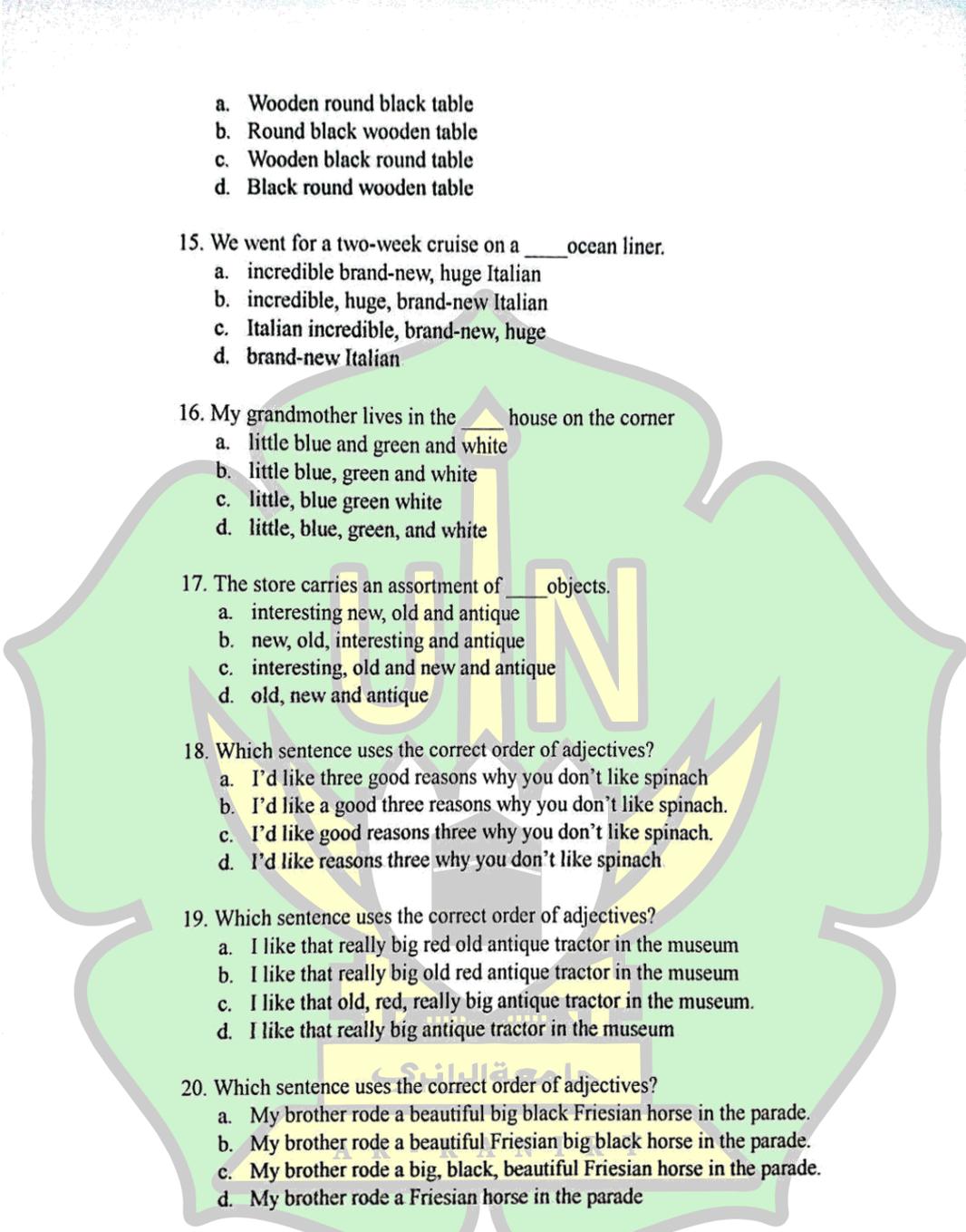
12. I bought a pair of _____ boots.

- a. new, nice, red rain
- b. nice new red rain
- c. red nice new rain
- d. new and nice

13. The house is _____

- a. large and white
- b. white and large
- c. large white
- d. white, large

14. We used to have lunch on this _____ every day.

- 
- a. Wooden round black table
b. Round black wooden table
c. Wooden black round table
d. Black round wooden table
15. We went for a two-week cruise on a ____ ocean liner.
a. incredible brand-new, huge Italian
b. incredible, huge, brand-new Italian
c. Italian incredible, brand-new, huge
d. brand-new Italian
16. My grandmother lives in the ____ house on the corner
a. little blue and green and white
b. little blue, green and white
c. little, blue green white
d. little, blue, green, and white
17. The store carries an assortment of ____ objects.
a. interesting new, old and antique
b. new, old, interesting and antique
c. interesting, old and new and antique
d. old, new and antique
18. Which sentence uses the correct order of adjectives?
a. I'd like three good reasons why you don't like spinach
b. I'd like a good three reasons why you don't like spinach.
c. I'd like good reasons three why you don't like spinach.
d. I'd like reasons three why you don't like spinach
19. Which sentence uses the correct order of adjectives?
a. I like that really big red old antique tractor in the museum
b. I like that really big old red antique tractor in the museum
c. I like that old, red, really big antique tractor in the museum.
d. I like that really big antique tractor in the museum
20. Which sentence uses the correct order of adjectives?
a. My brother rode a beautiful big black Friesian horse in the parade.
b. My brother rode a beautiful Friesian big black horse in the parade.
c. My brother rode a big, black, beautiful Friesian horse in the parade.
d. My brother rode a Friesian horse in the parade
21. Which sentence uses the correct order of adjectives?
a. I've bought a small antique statue Egyptian

- b. I've bought an Egyptian small statue antique
- c. I've bought an antique Egyptian small statue
- d. I've bought a small antique Egyptian statue

22. Which sentence uses the correct order of adjectives?

- a. The murder weapon was a long blue Japanese metal bar
- b. The murder weapon was a blue long Japanese metal bar
- c. The murder weapon was a Japanese metal long blue bar
- d. The murder weapon was a Japanese long blue metal bar

23. Which sentence uses the correct order of adjectives?

- a. Armen is very excited to buy those horrible 10 meters antique yellow curtains
- b. Armen is very excited to buy those horrible antique 10 meters yellow curtains
- c. Armen is very excited to buy those 10 meters horrible antique yellow curtains
- d. Armen is very excited to buy those antique 10 meters horrible yellow curtains

Read the narrative text below and choice the best answer to correct the order of adjectives for a better narrative.

February 14th is a holiday that I have been waiting for a long time. I planned to take a vacation with my sister and dinner with my girlfriend before taking a vacation. My girlfriend took me to a romantic dinner, and I was overwhelmed by the décor. The round large dining table (24) with white candles and beautiful white roses. It was fully white, which is my favorite color. The food was amazing. It was tender delicious (25) beef with various fresh vegetables. Also, the drink was perfect.

One week later. I visited Yogyakarta with my sister. When we arrived at Bandara Adisujipto, a seller offered us a soft long silk (26) fabric with amazing prints and he said that the pattern was typical Javanese. Without any hesitation, I bought three as souvenirs for my uncle's family. Ten years ago, my daughter lived with my uncle and his wife in Yogyakarta. Both of them have a unique interest.

My uncle likes to collect wooden old (27) furniture, such as tables and chairs. His wife is addicted to glass beautiful (28) goods. They are such a cute couple. This is the reason why I bought souvenirs at the airport. When we arrived at my uncle's house. He led us to taste a big madura round spicy (29) satay then said something that made my sister get shy about it. My uncle always remembers my sister because she has black shiny long (30) hair and pretty blue eyes.

24. a. large round dining
b. dining large round
c. round large dining
d. large dining round

25. a. tender delicious
b. delicious tender
c. tendering deliciously
d. deliciously tender

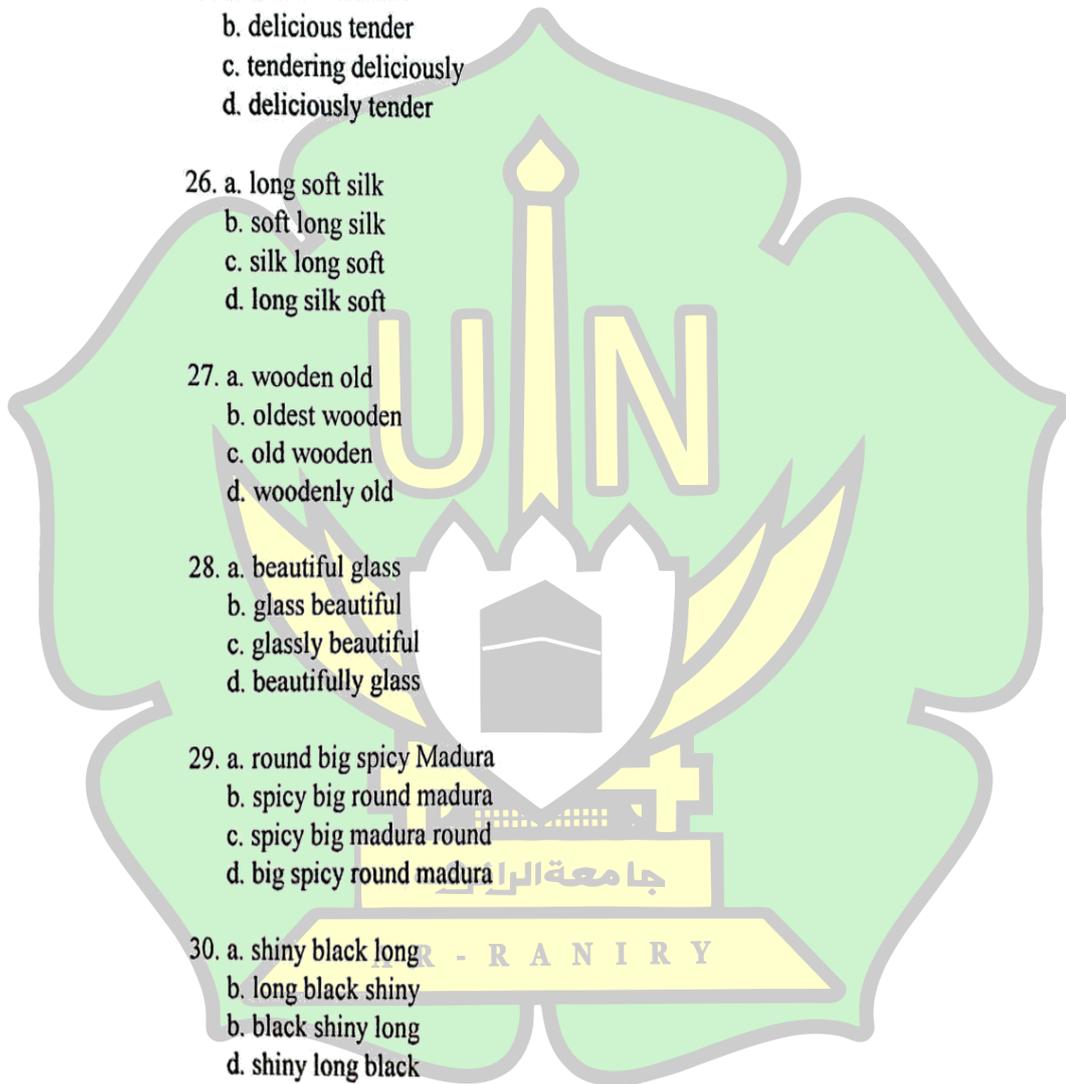
26. a. long soft silk
b. soft long silk
c. silk long soft
d. long silk soft

27. a. wooden old
b. oldest wooden
c. old wooden
d. woodenly old

28. a. beautiful glass
b. glass beautiful
c. glassly beautiful
d. beautifully glass

29. a. round big spicy Madura
b. spicy big round madura
c. spicy big madura round
d. big spicy round madura

30. a. shiny black long
b. long black shiny
c. black shiny long
d. shiny long black



Appendix 2: POST- TEST

1. Weda wore a ____ to the wedding.
 - a. silk brown tie
 - b. tie brown silk
 - c. brown silk tied
 - d. brown biggest tie silk

2. The cookies that you cooked ____
 - a. smell delicious baked nice
 - b. baked smell delicious
 - c. delicious smell baked
 - d. delicious nice smell baked

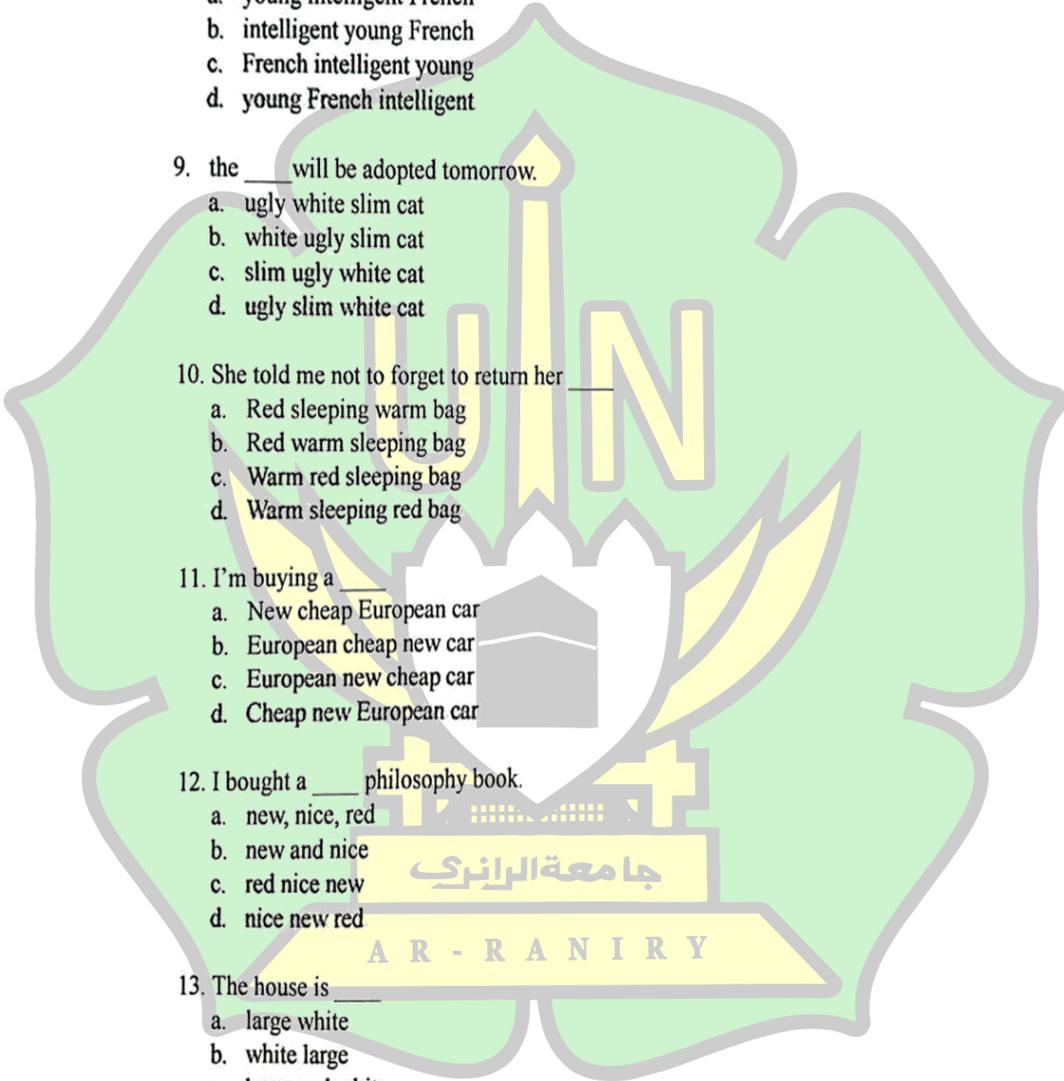
3. The clown was wearing a ____ hat.
 - a. big blue-grey
 - b. big blue and grey
 - c. grey and blue big
 - d. grey-big blue

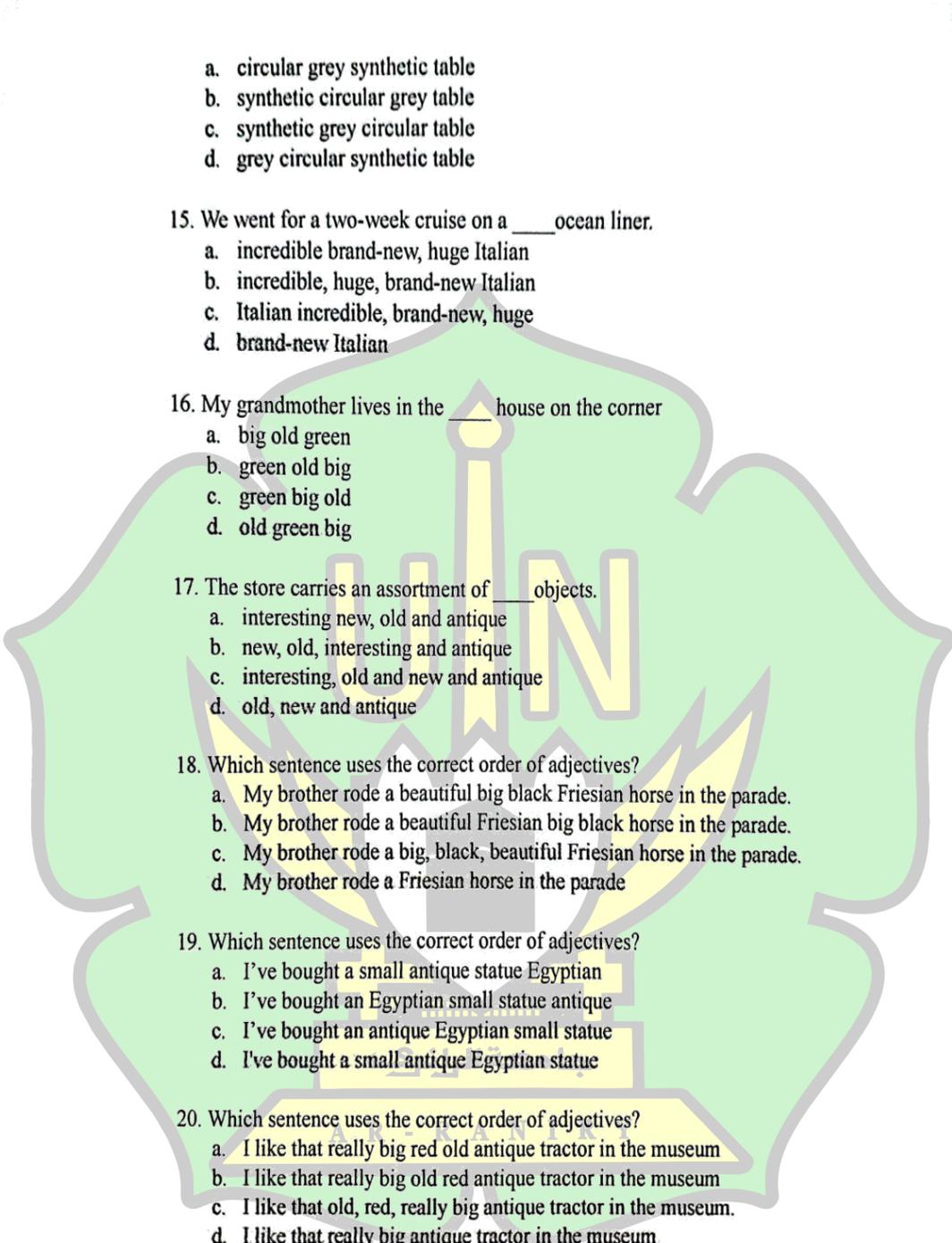
4. What this ____ thing on the cake is?
 - a. circle nasty pink
 - b. nasty pink circle
 - c. nasty circle pink
 - d. pink circle nasty

5. She is ____ lady.
 - a. a silly old
 - b. an American old
 - c. an old silly
 - d. an old silly American

6. Dita has ____ hair.
 - a. blonde long curly
 - b. long curly blonde
 - c. blonde long curly
 - d. curly long blonde

7. They should buy _____ car.
- a blue big American
 - an American big blue
 - a big blue American
 - a blue American big
8. She thought that her _____ teacher was an artist.
- young intelligent French
 - intelligent young French
 - French intelligent young
 - young French intelligent
9. the _____ will be adopted tomorrow.
- ugly white slim cat
 - white ugly slim cat
 - slim ugly white cat
 - ugly slim white cat
10. She told me not to forget to return her _____
- Red sleeping warm bag
 - Red warm sleeping bag
 - Warm red sleeping bag
 - Warm sleeping red bag
11. I'm buying a _____
- New cheap European car
 - European cheap new car
 - European new cheap car
 - Cheap new European car
12. I bought a _____ philosophy book.
- new, nice, red
 - new and nice
 - red nice new
 - nice new red
13. The house is _____
- large white
 - white large
 - large and white
 - white and large
14. We used to have lunch on this _____ every day.



- 
- a. circular grey synthetic table
b. synthetic circular grey table
c. synthetic grey circular table
d. grey circular synthetic table
15. We went for a two-week cruise on a ____ ocean liner.
a. incredible brand-new, huge Italian
b. incredible, huge, brand-new Italian
c. Italian incredible, brand-new, huge
d. brand-new Italian
16. My grandmother lives in the ____ house on the corner
a. big old green
b. green old big
c. green big old
d. old green big
17. The store carries an assortment of ____ objects.
a. interesting new, old and antique
b. new, old, interesting and antique
c. interesting, old and new and antique
d. old, new and antique
18. Which sentence uses the correct order of adjectives?
a. My brother rode a beautiful big black Friesian horse in the parade.
b. My brother rode a beautiful Friesian big black horse in the parade.
c. My brother rode a big, black, beautiful Friesian horse in the parade.
d. My brother rode a Friesian horse in the parade
19. Which sentence uses the correct order of adjectives?
a. I've bought a small antique statue Egyptian
b. I've bought an Egyptian small statue antique
c. I've bought an antique Egyptian small statue
d. I've bought a small antique Egyptian statue
20. Which sentence uses the correct order of adjectives?
a. I like that really big red old antique tractor in the museum
b. I like that really big old red antique tractor in the museum
c. I like that old, red, really big antique tractor in the museum.
d. I like that really big antique tractor in the museum
21. Which sentence uses the correct order of adjectives?
a. I'd like three good reasons why you don't like spinach

- b. I'd like a good three reasons why you don't like spinach.
- c. I'd like good reasons three why you don't like spinach.
- d. I'd like reasons three why you don't like spinach

22. Which sentence uses the correct order of adjectives?

- a. The murder weapon was a short black Dutch metal bar
- b. The murder weapon was a black short Dutch metal bar
- c. The murder weapon was a Dutch metal short black bar
- d. The murder weapon was a Dutch short black metal bar

23. Which sentence uses the correct order of adjectives?

- a. Armen is very excited to buy those antique 10 meters horrible yellow curtains
- b. Armen is very excited to buy those antique 10 meters yellow horrible curtains
- c. Armen is very excited to buy those horrible antique 10 meters yellow curtains
- d. Armen is very excited to buy those horrible 10 meters antique yellow curtains

Read the narrative text below and choose the best answer to correct the order of adjectives for a better narrative.

4 hours before we went on holiday. I visited Yogyakarta with my sister. At the same time, my girlfriend asked me to go outside with her. Hence, I decided to take my girlfriend out before taking a vacation with my sister. I was overwhelmed by the décor because there was tender delicious (24) beef on the table at the corner of that restaurant. After dinner, we planned to go home.

A few moments later, I and my sister prepared our back page before we went on vacation. That day was February 14th which means we got a holiday. That is the reason why we had planned to take a vacation to Yogyakarta. During the trip, I told my sister about dinner with my girlfriend at that restaurant. I told her that in the restaurant, there was a round large dining (25) table Which I had not ever seen before. She just laughed at me when she heard that tacky human story (me).

When we arrived at Bandara Adisujipto, a seller offered us a soft long silk (26) fabric with amazing prints and he said that the pattern was typical Javanese. Without hesitation, I bought three souvenirs for my cousin. A bit of time later, my cousin who lived in Yogyakarta near Adisucipto airport called us via WhatsApp to inform us that he had been waiting for us for 1 hour.

My sister and I spent our childhood in Yogyakarta which is why we are close to our cousin. My cousin likes to collect new metal brown (27) furniture. He

is also addicted to colorful rectangles and old (28) depictions. He is a kind person this is the reason why I bought souvenirs at the airport. When we arrived at my cousin's house. He led us to taste a big spicy round Italian (29) pizza which I had never tasted before. he also said to us that the horrible old large black circular German plastic (30) Mario doll I gave him is still kept to this day.

24. a. delicious tender
b. tender delicious
c. tendered delicious
d. delicious tendered

25. a. large round dining
b. round large dining
c. round dining large
d. dining large round

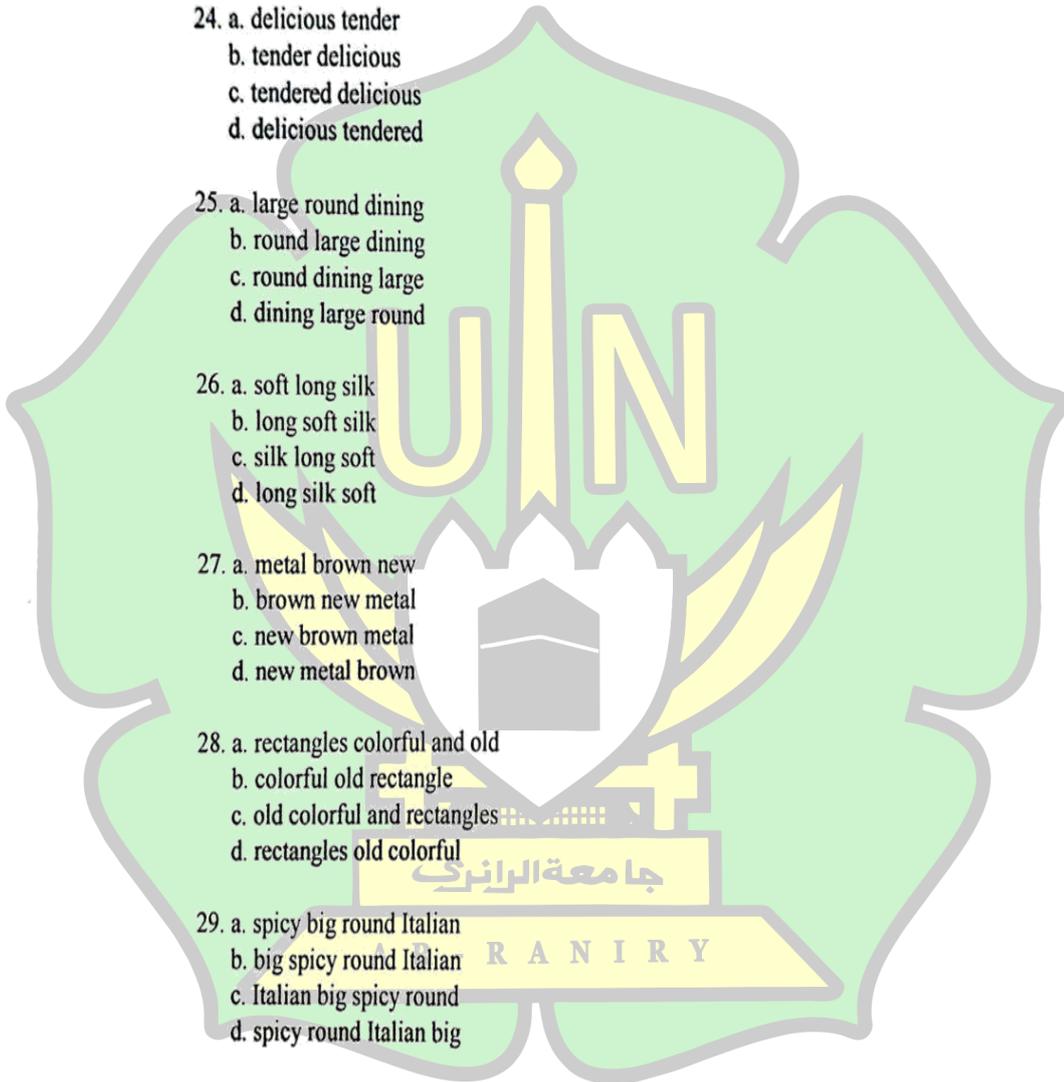
26. a. soft long silk
b. long soft silk
c. silk long soft
d. long silk soft

27. a. metal brown new
b. brown new metal
c. new brown metal
d. new metal brown

28. a. rectangles colorful and old
b. colorful old rectangle
c. old colorful and rectangles
d. rectangles old colorful

29. a. spicy big round Italian
b. big spicy round Italian
c. Italian big spicy round
d. spicy round Italian big

30. a. the horrible old large circular German black plastic
b. the horrible large old German plastic circular black
c. the horrible large old circular black German plastic
d. the large horrible circular old black German plastic



Appendix 1 : LESSON PLAN

MODUL AJAR

1. INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun : Zoelfitra Hasymi
Nama Sekolah : MAN 3 BIREUEN
Mata Pelajaran : Bahasa Inggris
Kelas : XI
Materi : Adjective Order
Alokasi waktu : 6 x 45 menit (3 kali pertemuan)
Tahun Pelajaran : 2023-2024

B. KOMPETENSI AWAL

- 1) Peserta didik sudah mengetahui apa itu adjective order dan pembagiannya
- 2) Peserta didik mampu memahami penggunaan dan tata letak adjective order pada kalimat

C. PROFIL PELAJAR PANCASILA

- 1) Beriman dan bertaqwa kepada tuhan YME dan berakhlak mulia.
- 2) Mandiri: mencari referensi dan data-data pendukung argumennya.
- 3) Gotong royong: proses pembelajaran dilaksanakan berkelompok
- 4) Bernalar kreatif: menghasilkan gagasan orisinal, menggabungkan beberapa gagasan menjadi ide atau gagasan imajinatif yang bermakna untuk mengekspresikan pikiran dan/ atau perasaannya.

D. SARANA PRASARANA

- 1) board
- 2) Gadget (handphone/laptop)
- 3) paper
- 4) Jaringan internet: pembelajaran ini memerlukan jaringan internet untuk mencari referensi dan mengkomunikasikan hasil belajar di media sosial peserta didik
- 5) Artikel: pembelajaran ini menggunakan artikel terkait materi ajar adjective order yang berhubungan dengan silabus dan kehidupan sehari-hari siswa
- 6) Buku cetak (bahan pegangan)
- 7) Lingkungan sekolah

E. TARGET PESERTA DIDIK

Peserta didik yang menjadi target yaitu:

- 1) Peserta didik regular/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar
- 2) Peserta didik dengan gaya belajar yang berbeda: auditory, visual, kinestetik.
- 3) Peserta didik dengan level pemahaman bahasa pada tingkat lower-upper intermediate
- 4) Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu berfikir secara logis untuk mengikuti aturan ketatabahasaan.

F. MODEL PEMBELAJARAN

Model pembelajaran yang digunakan *Discovery Learning* dengan tatap muka

2. KOMPETENSI INTI

A. TUJUAN PEMBELAJARAN

- 1) Peserta didik mampu membedakan dan menentukan urutan kata adjective
- 2) Peserta didik mampu membuat kalimat tentang urutan adjective dalam kalimat
- 3) Peserta didik mampu menganalisa kata-kata yang mereka anggap susah untuk dijadikan sebagai vocabulary tambahan

B. PEMAHAMAN BERMAKNA

Setelah mengikuti pembelajaran ini, peserta didik mengetahui kegunaan dan tata letak 2 atau lebih adjective yang saling berurutan pada sebuah kalimat

C. PERTANYAAN PEMANTIK

Apakah adjective hanya terbagi kedalam 8 jenis dan urutannya selalu sama?
Adakah contoh kalimat yang didalamnya terdapat semua jenis adjective dalam urutan yang benar?

D. KEGIATAN PEMBELAJARAN

Pertemuan 1 (2 X 45 menit)

Kegiatan Pendahuluan (15 menit)
<ol style="list-style-type: none">1. Guru memberi salam sebelum pembelajaran dimulai2. Guru mengkondisikan suasana belajar yang menyenangkan serta meminta peserta didik bersama-sama memperhatikan kebersihan ruang kelas serta memeriksa kehadiran peserta didik3. Guru menyampaikan capaian pembelajaran dan tujuan pembelajaran yang harus dicapai peserta didik selama pembelajaran yang akan dilaksanakan4. Guru mengingatkan Kembali materi belajar yang berhubungan dengan adjective order dan menyuruh siswa untuk meriview materi yang akan mereka pelajari.5. Guru membagi siswa menjadi 2 kelompok6. Guru memberitahu siswa bahwa setiap jawaban yang benar akan diberi nilai
Kegiatan Inti (60 menit)
<ol style="list-style-type: none">1. Guru menyajikan informasi dasar sebagai pengantar tentang apa saja yang diperlukan sesuai situasi kelas2. Sambil siswa meriview materi belajar, Guru menuliskan tipe-tipe adjective dan nouns dipapan tulis3. Guru menyuruh setiap kelompok untuk Menyusun kata-kata tersebut menjadi frasa kata benda yang tersusun paling kurang 2 adjective dan noun4. Guru menghitung semua skor yang didapat setiap kelompok5. Guru mrrmbimbing untuk memberikan jawaban dengan cara meminta peserta didik yang bersedia untuk memaparkan jawabannya didepan kelas6. Guru memberikan penguatan terhadap jawaban peserta didik
Kegiatan Penutup (15 menit)
<ol style="list-style-type: none">1. Guru memberikan umpan balik terhadap proses pembelajaran2. Guru memfasilitasi peserta didik dalam menemukan kesimpulan tentang adjective order3. Guru melakukan refleksi belajar terhadap materi dan proses pembelajaran4. Guru memberikan tindak lanjut dengan mengingatkan peserta didik untuk mempelajari tentang materi yang akan dibahas di

pertemuan berikutnya.

5. Guru menutup pembelajaran dengan membaca alhamdulillah dan memberi salam.

Pertemuan 2 (2 X 45 menit)

Kegiatan Pendahuluan (15 menit)

1. Guru memberi salam sebelum pembelajaran dimulai
2. Guru mengkondisikan suasana belajar yang menyenangkan serta meminta peserta didik bersama-sama memperhatikan kebersihan ruang kelas serta memeriksa kehadiran peserta didik
3. Guru menyampaikan capaian pembelajaran dan tujuan pembelajaran yang harus dicapai peserta didik selama pembelajaran yang akan dilaksanakan
4. Guru mengingatkan Kembali materi belajar yang berhubungan dengan adjective order dan menyuruh siswa untuk meriview materi yang akan mereka pelajari.
5. Guru membagi siswa menjadi 2 kelompok
6. Guru memberitahu siswa bahwa setiap jawaban yang benar akan diberi nilai

Kegiatan Inti (60 menit)

1. Guru menyajikan informasi dasar sebagai pengantar tentang apa saja yang diperlukan sesuai situasi kelas
2. Kemudian Guru membacakan beberapa kalimat dalam bentuk Panjang dan pendek dan menyuruh peserta menyimak kemudian peserta mengidentifikasi kesalahan penulisannya
3. Peserta didik mengumpulkan lembaran jawaban tersebut dan dinilai
4. Siswa secara individu disuruh mengidentifikasi letak kesalahan penulisan adjective order pada kalimat yang telah dibacakan dan Setiap siswa yang mau menjawab harus mengangkat tangan dan kemudian guru memberikan nilai
5. Guru membimbing untuk memberikan jawaban dengan cara meminta peserta didik yang bersedia untuk memaparkan jawabannya didepan kelas
6. Guru memberikan penguatan terhadap jawaban peserta didik

Kegiatan Penutup (15 menit)

1. Guru memberikan umpan balik terhadap proses pembelajaran
2. Guru memfasilitasi peserta didik dalam menemukan

kesimpulan tentang adjective order

3. Guru melakukan refleksi belajar terhadap materi dan proses pembelajaran
4. Guru memberikan tindak lanjut dengan mengingatkan peserta didik untuk mempelajari tentang materi yang akan dibahas di pertemuan berikutnya.
5. Guru menutup pembelajaran dengan membaca alhamdulillah dan memberi salam.

Pertemuan 3 (2 X 45 menit)

Kegiatan Pendahuluan (15 menit)

1. Guru memberi salam sebelum pembelajaran dimulai
2. Guru mengkondisikan suasana belajar yang menyenangkan serta meminta peserta didik bersama-sama memperhatikan kebersihan ruang kelas serta memeriksa kehadiran peserta didik
3. Guru menyampaikan capaian pembelajaran dan tujuan pembelajaran yang harus dicapai peserta didik selama pembelajaran yang akan dilaksanakan
4. Guru mengingatkan Kembali materi belajar yang berhubungan dengan adjective order dan menyuruh siswa untuk meriview materi yang akan mereka pelajari.
5. Guru membagi siswa menjadi 2 kelompok
6. Guru memberitahu siswa bahwa setiap jawaban yang benar akan diberi nilai

Kegiatan Inti (60 menit)

1. Guru menyajikan informasi dasar sebagai pengantar tentang apa saja yang diperlukan sesuai situasi kelas
2. Kemudian guru memberikan sebuah narrative text yang disuruh baca sama siswa
3. Siswa secara individu disuruh mengidentifikasi letak kesalahan penulisan adjective order pada text tersebut dan Setiap siswa yang mau menjawab harus mengangkat tangan dan kemudian guru memberikan nilai
4. Guru membimbing untuk memberikan jawaban dengan cara meminta peserta didik yang bersedia untuk memaparkan jawabannya didepan kelas
5. Guru memberikan penguatan terhadap jawaban peserta didik

Kegiatan Penutup (15 menit)

1. Guru memberikan umpan balik terhadap proses pembelajaran
2. Guru memfasilitasi peserta didik dalam menemukan kesimpulan tentang adjective order secara keseluruhan
3. Guru melakukan refleksi belajar terhadap materi dan proses pembelajaran selama 3 kali pertemuan
4. Guru memberitahu siswa tentang test yang akan mereka lakukan tentang materi yang telah diberikan
5. Guru menutup pembelajaran dengan membaca alhamdulillah dan memberi salam.

E. ASESMEN

- 1) Asesmen selama proses pembelajaran (formatif)
- 2) Asesmen pada akhir proses pembelajaran (sumatif)

F. PENGAYAAN DAN REMEDIAL

- 1) Pengayaan akan diberikan pada peserta didik dengan capaian tinggi
- 2) Remedial akan diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami atau pembelajaran mengulang.

G. REFLEKSI

Refleksi bagi peserta didik dengan menjawab pertanyaan refleksi berikut ini:

No	Informasi yang diharapkan	Pertanyaan
1	Mengetahui apa yang dipahami setelah pembelajaran	Apa yang sudah dipelajari pada pembelajaran ini?
2	Mengetahui pertanyaan saat pembelajaran berlangsung dan belum terjawab hingga akhir pembelajaran	Apa saja yang muncul dan belum didapatkan jawabannya selama pembelajaran berlangsung

Refleksi bagi guru

No	Informasi yang diharapkan	Pertanyaan
1	Mengetahui kesesuaian antara tujuan pembelajaran dengan materi yang disampaikan	Apakah materi pembelajaran sudah sesuai dengan tujuan pembelajaran?

2	Mengetahui kesesuaian alokasi waktu	Apakah alokasi waktu pembelajaran sudah sesuai dengan yang direncanakan
3	Mengetahui efektivitas pembelajaran	Apakah pembelajaran dengan menggunakan discovery learning efektif diterapkan pada pembelajaran hari ini?

LAMPIRAN 1

A. PENILAIAN RANAH SIKAP

1. LEMBAR OBSERVASI

No	Aspek yang dinilai	Teknik penilaian	Waktu dan penilaian	Instrument
1	Religius	Pengamatan	Proses	Lembar observasi
2	Kreatif	Pengamatan	Proses dan tugas	Lembar observasi
2	Kerja sama	Pengamatan	Proses dan tugas	Lembar observasi
3	Mandiri	Pengamatan	Tugas	Lembar observasi
4	Bernalar kritis	Pengamatan	Proses	Lembar observasi

RUBRIK PENILAIAN SIKAP

ASPEK	INDIKATOR	Skor
Kreatif	Peserta didik memiliki rasa ingin tahu	4
	Peserta didik tertarik dalam mengejakan tugas	3
	Peserta didik berani dalam mengambil resiko	2
	Peserta didik tidak mudah putus asa	1
Kerja sama	Peserta didik terlibat aktif dalam bekerja kelompok	4
	Peserta didik bersedia melaksanakan tugas sesuai kesepakatan	3
	Peserta didik bersedia membanu temannya dalam satu kelompok yang mengalami kesulitan	2
	Peserta didik menghargai hasil kerja anggota kelompok	1

Mandiri	Peserta didik mampu memecahkan masalah	4
	Peserta didik tidak lari atau menghindari masalah	3
	Peserta didik mampu mengambil keputusan	2
	Peserta didik bertanggung jawab.	1
Bernalar kritis	Peser didik sangat mampu berbicara dengan baik dan runtun dengan menggunakan logika berpikir nalar	4
	Peser didik mampu berbicara dengan baik dan runtun dengan menggunakan logika berpikir nalar	3
	Peser didik kurang mampu berbicara dengan baik dan runtun dengan menggunakan logika berpikir nalar serta mampu berkomunikasi dengan lancar dan antusias.	2
	Peser didik belum mampu berbicara dengan baik dan runtun dengan menggunakan logika berpikir nalar serta mampu berkomunikasi dengan lancar dan antusias.	1
TOTAL		
SKOR TOTAL		

CATATAN:

Kode nilai/predikat:

- 75,01-100,00 = Sangat Baik (SB)
 50,01-75,00 = Baik (B)
 25,01-50,00 = Cukup (C)
 00,00-25,00 = Kurang(K)

$$\text{Nilai} = \frac{\text{Skor yang diperoleh}}{\text{skor total}} \times 100$$

2. LEMBAR PENILAIAN DIRI

No	Pernyataan	Ya	Tidak	Jumlah skor	Skor sikap	Kode nilai
1.	Selama diskusi, saya ikut serta mengusulkan ide/gagasan					
2.	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara					
3.	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok					

CATATAN:

- Skor penilaian ya = 100 dan tidak = 50
- Skor maksimal= jumlah pertanyaan dikalikan jumlah kriteria

- skor sikap = (jumlah skor dibagi skor maksimal dikali 100)
- kode nilai / predikat:

75,01-100,00	= Sangat Baik (SB)
50,01-75,00	= Baik (B)
25,01-50,00	= Cukup (C)
00,00-25,00	= Kurang(K)

3. LEMBAR PENILAIAN TEMAN SEBAYA

Nama teman yang diamati:
pengamat:

No	Pernyataan	Ya	Tidak	Jumlah skor	Skor sikap	Kode nilai
1.	Mau menerima pendapat teman					
2.	Memberikan solusi terhadap permasalahan					
3.	Memaksakan pendapat sendiri kepada anggota kelompok					
4.	Marah saat diberi kritik					

CATATAN:

- Skor penilaian ya = 100 dan tidak = 50
- Skor maksimal= jumlah pertanyaan dikalikan jumlah kriteria
- skor sikap = (jumlah skor dibagi skor maksimal dikali 100)
- kode nilai / predikat:

75,01-100,00	= Sangat Baik (SB)
50,01-75,00	= Baik (B)
25,01-50,00	= Cukup (C)
00,00-25,00	= Kurang(K)

جامعة الرانري

B. PENILAIAN RANAH KETERAMPILAN I R Y

RUBRIK PENILAIAN UNJUK KERJA

ASPEK	INDIKATOR	NILAI
Kesesuaian respon dengan pertanyaan	Penggunaan tata bahasa baik dan benar	
	Jawaban yang relevan dengan pertanyaan	
	Menjawab sesuai dengan materi	
	Mengkaitkan jawaban dengan kehidupan sehari-hari	
TOTAL		

Aktifitas diskusi	Keterlibatan anggota kelompok	
	Aktif bertanya dan menanggapi	
	Mencatat hasil diskusi dengan sistematis	
	Memperhatikan dengan seksama saat berdiskusi	
TOTAL		
Kemampuan presentasi	Dipersentasikan dengan percaya diri	
	Dapat mengemukakan ide dan berargumentasi dengan baik	
	Manajemen waktu presentasi dengan baik	
	Seluruh anggota kelompok berpartisipasi presentasi	
TOTAL		
Kerja sama dalam kelompok	Bersedia membantu orang lain dalam satu kelompok	
	Bersedia melakukan tugas sesuai dengan kesepakatan	
	Terlibat aktif dalam bekerja kelompok	
TOTAL		
SKOR TOTAL		

$$\text{Nilai} = \frac{\text{Skor yang diperoleh}}{\text{skor total}} \times 100$$

CATATAN:

Kode nilai/predikat:

- 75,01-100,00 = Sangat Baik (SB)
- 50,01-75,00 = Baik (B)
- 25,01-50,00 = Cukup (C)
- 00,00-25,00 = Kurang (K)

2. PENILAIAN RANAH PENGETAHUAN

1. ASESMEN DIAGNOSTIK

a. ASESMEN NON-KOGNITIF

- 1) Apa kabar semuanya pada hari ini?
- 2) Apa saja yang dilakukan sebelum belajar di pagi ini?
- 3) Ada yang masih ingat materi kita sebelumnya membahas apa?
- 4) Apa harapan kalian setelah mengikuti pembelajaran ini?

b. ASESMEN KOGNITIF

- 1) Apa yang dimaksud adjective order?
- 2) Kenapa adjective order perlu untuk difahami?

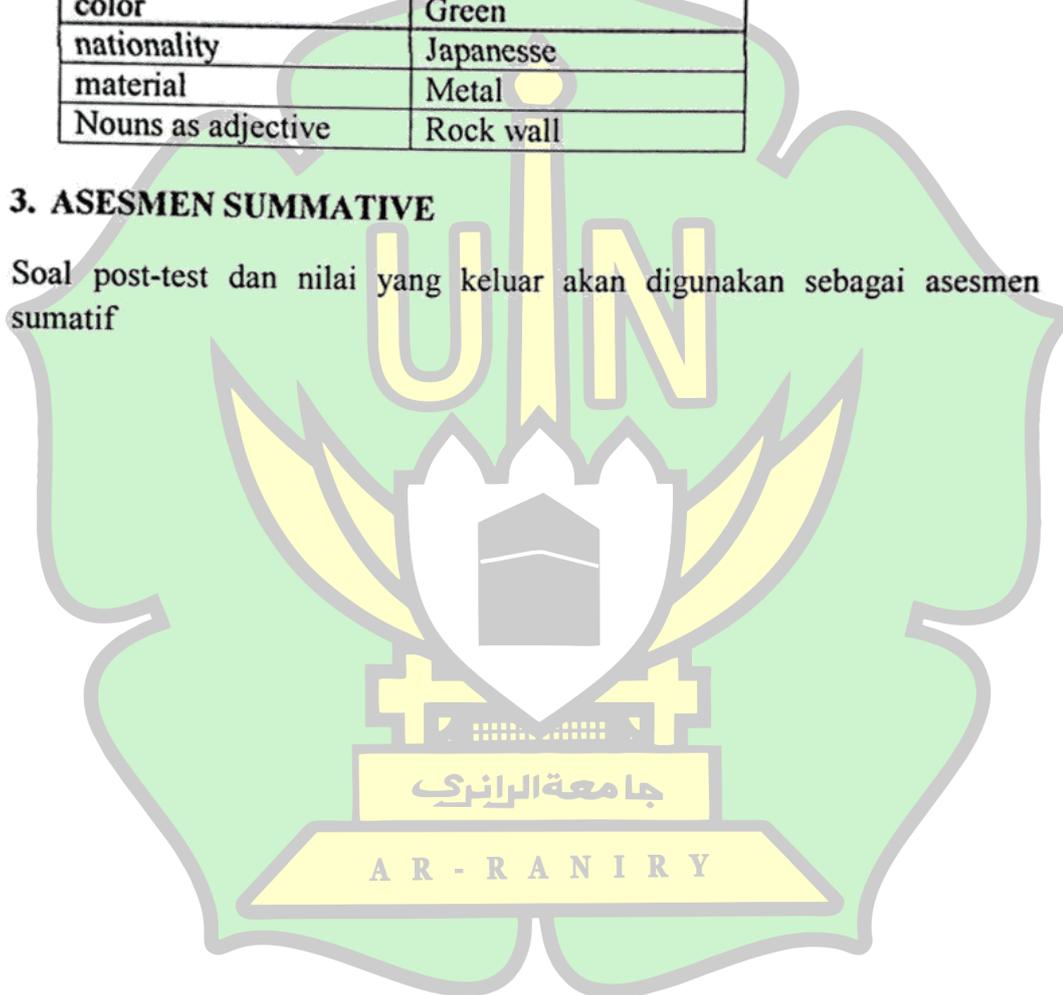
2. ASESMEN FORMATIF

Match each word in the left column with its opposite in the right column

Determiner	Second
Opinion	Nice taste
Size	12 inches
Age	Middle-aged
Shape	Triangle
color	Green
nationality	Japanesse
material	Metal
Nouns as adjective	Rock wall

3. ASESMEN SUMMATIVE

Soal post-test dan nilai yang keluar akan digunakan sebagai asesmen sumatif



TEACHING MATERIAL

Para pelajar harus menyusun paling kurang 2 adjective dan satu noun menjadi sebuah frasa nomina dalam sebuah kalimat

Pertemuan 1

Adjective:

First meeting (4 adjectives)

List of adjectives:

Determiner: The, those, these, many, most, enough, little, much, each,

Opinion: diligent, beautiful, handsome, smart, brave, strong, fast, wonderful, ugly, horrible,

Size: Big, colossal, enormous, gigantic, great, huge, immense, large, little, short, tall, tiny

Age: adolescent, adult, aged, old, young, older, junior, senior, raw, youthfull, immature, inexperienced, failing, girlish.

Nouns : lady, hat, cookies, tie, pizza, stick, billiard, gadget, school, laboratorium, museum, car, bike, hydrolic, key, wifi, ball, campus, thesis.

Pertemuan 2

Second meeting (5 adjectives: shape, color, nationality, material, nouns as adjectives)

Short and long sentences:

- The clown was wearing a rounded yellow and green hat
- This is the red square gold thing on the cake
- She is an American white lady
- My brother rode a metal Friesian fatty horse in the parade
- Armen is very excited to buy those horrible antique oval yellow curtains
- Kenny bought a massive plastic black dutch furniture as a gift for her father in his birtday

Pertemuan 3

Narrative text

February 14th is a holiday that I have been waiting for a long time. I planned to take a vacation with my sister and dinner with my girlfriend. Before taking a vacation. My girlfriend took me to a romantic dinner, and I was overwhelmed by the décor. The round large dining table with white candles and beautiful white roses. It was fully white, which is my favorite color. The food was amazing. It was tender delicious beef with various fresh vegetables. Also, the drink was perfect.

One week later, I visited Yogyakarta with my sister. When we arrived at Bandara Adisujipto, a seller offered us a soft long silk fabric with amazing prints and he said that the pattern was typical Javanese. Without any hesitation, I bought three as souvenirs for my uncle's family. Ten years ago, my daughter lived with my uncle and his wife in Yogyakarta. Both of them have a unique interest.

My uncle likes to collect wooden old furniture, such as tables and chairs. His wife is addicted to glass beautiful goods. They are such a cute couple. This is the reason why I bought souvenirs at the airport. When we arrived at my uncle's house. He led us to taste a big madura round spicy (29) satay then said something that made my sister get shy about it. My uncle always remembers my sister because she has black shiny long hair and pretty blue eyes



Appendix 2: Students' Pre-test Results

Pretest

8 : 19
5 : 11

Nama : ~~Regal Lukman Nurin~~

Kelas : X1.A

Pilih salah satu jawaban paling tepat dengan memberikan tanda silang (x) pada lembar jawaban yang telah disediakan.

1. My uncle wore a ____ to the wedding.

- a. silk blue tie
- b. tie blue silk
- c. blue silk tied
- d. blue biggest tie silk

2. The cookies that you ____

- a. smell delicious baked nice
- b. baked smell delicious
- c. delicious smell baked
- d. delicious nice smell baked

3. The clown was wearing a ____ hat.

- a. big green-yellow
- b. big green and yellow
- c. yellow and green big
- d. yellow-big green

4. What is this ____ thing on the cake?

- a. round disgusting pink
- b. disgusting pink round
- c. disgusting round pink
- d. disgusted round and disgusting pink

5. She is ____ lady.

- a. a silly old
- b. an American old
- c. an old silly
- d. an old silly American

6. She has ____ hair.

- a. dark short curly
- b. short curly dark
- c. short dark curly

d. curly short dark

7. They used to have _____ car.
- a. a blue big American
 - b. an American big blue
 - c. a big blue American
 - d. a blue American big

8. She has a crush on her _____ teacher.
- a. young intelligent French
 - b. intelligent young French
 - c. French intelligent young
 - d. young French intelligent

9. the _____ will be adopted tomorrow.
- a. Funny grey fat cat
 - b. Grey funny fat cat
 - c. Fat funny grey cat
 - d. Funny fat grey cat

10. She told me not to forget to return her _____
- a. Red sleeping warm bag
 - b. Red warm sleeping bag
 - c. Warm red sleeping bag
 - d. Warm sleeping red bag

11. I'm buying a _____
- a. New cheap European car
 - b. European cheap new car
 - c. European new cheap car
 - d. Cheap new European car

12. I bought a pair of _____ boots.
- a. new, nice, red rain
 - b. nice new red rain
 - c. red nice new rain
 - d. new and nice

13. The house is _____

- a. large and white
- b. white and large
- c. large white
- d. white, large

14. We used to have lunch on this _____ every day.

- a. Wooden round black table
- b. Round black wooden table
- c. Wooden black round table
- d. Black round wooden table

15. We went for a two-week cruise on a _____ ocean liner.

- a. incredible brand-new, huge Italian
- b. incredible, huge, brand-new Italian
- c. Italian incredible, brand-new, huge
- d. brand-new Italian

16. My grandmother lives in the _____ house on the corner

- a. little blue and green and white
- b. little blue, green and white
- c. little, blue green white
- d. little, blue, green, and white

17. The store carries an assortment of _____ objects.

- a. interesting new, old and antique
- b. new, old, interesting and antique
- c. interesting, old and new and antique
- d. old, new and antique

18. Which sentence uses the correct order of adjectives?

- a. I'd like three good reasons why you don't like spinach
- b. I'd like a good three reasons why you don't like spinach.
- c. I'd like good reasons three why you don't like spinach.
- d. I'd like reasons three why you don't like spinach

19. Which sentence uses the correct order of adjectives?

- a. I like that really big red old antique tractor in the museum
- b. I like that really big old red antique tractor in the museum
- c. I like that old, red, really big antique tractor in the museum.
- d. I like that really big antique tractor in the museum

Pretest

20. Which sentence uses the correct order of adjectives?
- a. My brother rode a beautiful big black Friesian horse in the parade.
 - b. My brother rode a beautiful Friesian big black horse in the parade.
 - c. My brother rode a big, black, beautiful Friesian horse in the parade.
 - d. My brother rode a Friesian horse in the parade
21. Which sentence uses the correct order of adjectives?
- a. I've bought a small antique statue Egyptian
 - b. I've bought an Egyptian small statue antique
 - c. I've bought an antique Egyptian small statue
 - d. I've bought a small antique Egyptian statue
22. Which sentence uses the correct order of adjectives?
- a. The murder weapon was a long blue Japanese metal bar
 - b. The murder weapon was a blue long Japanese metal bar
 - c. The murder weapon was a Japanese metal long blue bar
 - d. The murder weapon was a Japanese long blue metal bar
23. Which sentence uses the correct order of adjectives?
- a. Armen is very excited to buy those horrible 10 meters antique yellow curtains
 - b. Armen is very excited to buy those horrible antique 10 meters yellow curtains
 - c. Armen is very excited to buy those 10 meters horrible antique yellow curtains
 - d. Armen is very excited to buy those antique 10 meters horrible yellow curtains

Read the narrative text below and choice the best answer to correct the order of adjective for better narrative.

February 14th is a holiday that I have been waiting for a long time. I planned to take a vacation with my sister and dinner with my girlfriend. Before taking a vacation. My girlfriend took me to a romantic dinner, and I was overwhelmed by the décor. The round large dining table (24) with white candles and beautiful white roses. It was fully white, which is my favorite color. The food was amazing. It was tender delicious (25) beef with various fresh vegetables. Also, the drink was perfect.

One week later. I visited Yogyakarta with my sister. When we arrived at Bandara Adisujipto, a seller offered us a soft long silk (26) fabric with amazing prints and he said that the pattern was typical Javanese. Without any hesitation, I bought three as souvenirs for my uncle's family. Ten years ago, my daughter lived with my uncle and his wife in Yogyakarta. Both of them have a unique interest.

My uncle likes to collect wooden old (27) furniture, such as tables and chairs. His wife is addicted to glass beautiful (28) goods. They are such a cute couple. This is the reason

why I bought souvenirs at the airport. When we arrived at my uncle's house. He led us to taste a big madura round spicy (29) satay then said something that made my sister get shy about it. My uncle always remembers my sister because she has black shiny long (30) hair and pretty blue eyes.

24. a. large round dining
 b. dining large round
 c. round large dining
 d. large dining round

25. a. tender delicious
 b. delicious tender
 c. tendering deliciously
 d. deliciously tender

26. a. long soft silk
 b. soft long silk
 c. silk long soft
 d. long silk soft

27. a. wooden old
 b. oldest wooden
 c. old wooden
 d. woodenly old

28. a. beautiful glass
 b. glass beautiful
 c. glassly beautiful
 d. beautifully glass

29. a. round big spicy Madura
 b. spicy big round madura
 c. spicy big madura round
 d. big spicy round madura

30. a. shiny black long
 b. long black shiny
 c. black shiny long
 d. shiny long black

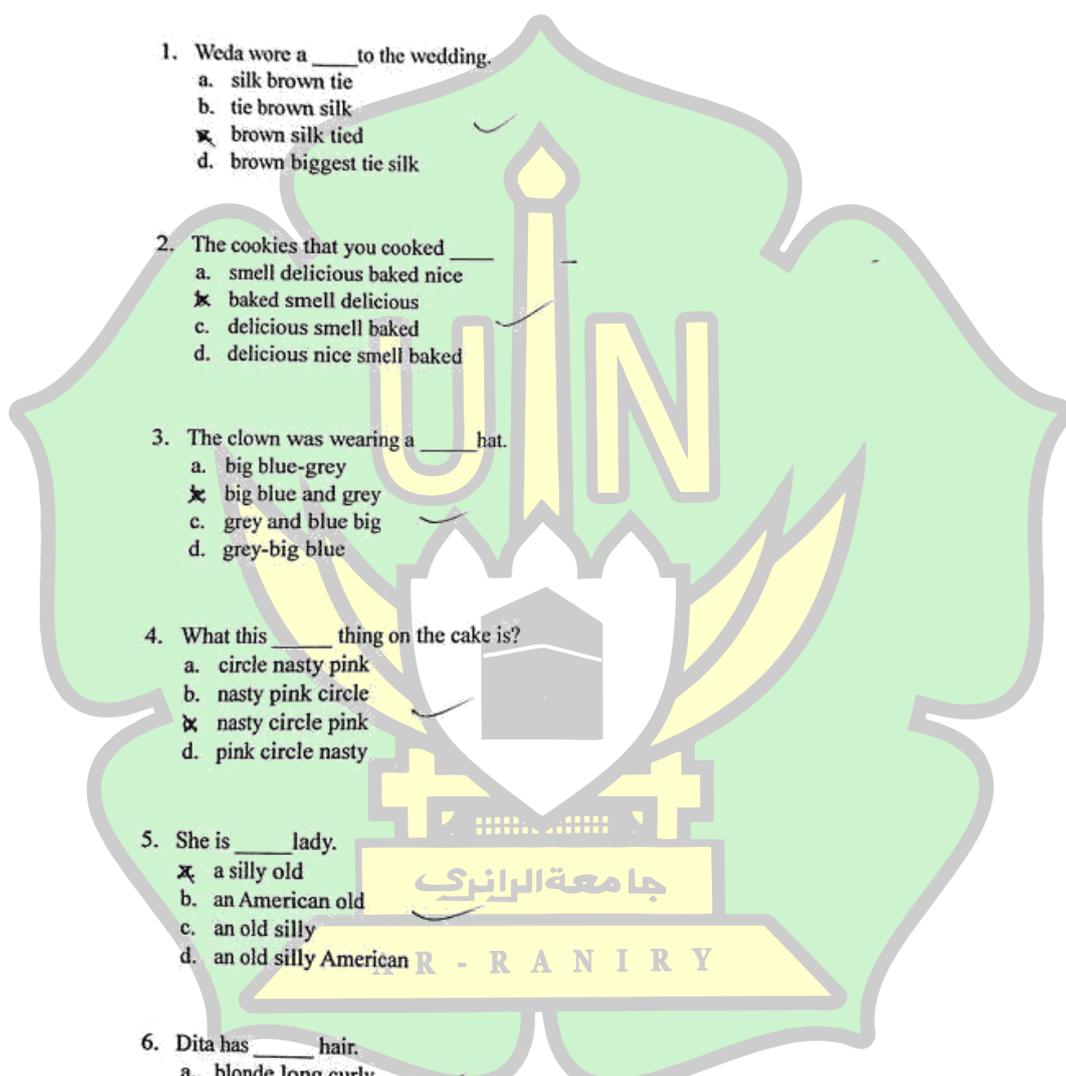
Appendix 3: Students' Post-test Results

Post-test 95
8.23
8.2

Nama : ~~Muhammad Hafid~~

Kelas : XI-A

Pilih salah satu jawaban yang paling tepat dengan memberikan tanda silang (x) pada lembar jawaban yang telah disediakan



1. Weda wore a ____ to the wedding.
a. silk brown tie
b. tie brown silk
 c. brown silk tied
d. brown biggest tie silk
2. The cookies that you cooked ____
a. smell delicious baked nice
 b. baked smell delicious
c. delicious smell baked
d. delicious nice smell baked
3. The clown was wearing a ____ hat.
a. big blue-grey
 b. big blue and grey
c. grey and blue big
d. grey-big blue
4. What this ____ thing on the cake is?
a. circle nasty pink
b. nasty pink circle
 c. nasty circle pink
d. pink circle nasty
5. She is ____ lady.
 a. a silly old
b. an American old
c. an old silly
d. an old silly American
6. Dita has ____ hair.
a. blonde long curly
 b. long curly blonde
c. blonde long curly

Post-test

- d. curly long blonde
7. They should buy ____ car.
- a. a blue big American
 - b. an American big blue
 - c. a big blue American
 - d. a blue American big
8. She thought that her ____ teacher was an artist.
- a. young intelligent French
 - b. intelligent young French
 - c. French intelligent young
 - d. young French intelligent
9. the ____ will be adopted tomorrow.
- a. ugly white slim cat
 - b. white ugly slim cat
 - c. slim ugly white cat
 - d. ugly slim white cat
10. She told me not to forget to return her ____
- a. Red sleeping warm bag
 - b. Red warm sleeping bag
 - c. Warm red sleeping bag
 - d. Warm sleeping red bag
11. I'm buying a ____
- a. New cheap European car
 - b. European cheap new car
 - c. European new cheap car
 - d. Cheap new European car
12. I bought a ____ philosophy book.
- a. new, nice, red
 - b. new and nice
 - c. red nice new
 - d. nice new red
13. The house is ____
- a. large white
 - b. white large

Post-test

- c. large and white
- d. white and large

14. We used to have lunch on this ___ every day.

- a. circular grey synthetic table
- b. synthetic circular grey table
- c. synthetic grey circular table
- d. grey circular synthetic table

15. We went for a two-week cruise on a ___ ocean liner.

- a. incredible brand-new, huge Italian
- b. incredible, huge, brand-new Italian
- c. Italian incredible, brand-new, huge
- d. brand-new Italian

16. My grandmother lives in the ___ house on the corner

- a. big old green
- b. green old big
- c. green big old
- d. old green big

17. The store carries an assortment of ___ objects.

- a. interesting new, old and antique
- b. new, old, interesting and antique
- c. interesting, old and new and antique
- d. old, new and antique

18. Which sentence uses the correct order of adjectives?

- a. My brother rode a beautiful big black Friesian horse in the parade.
- b. My brother rode a beautiful Friesian big black horse in the parade.
- c. My brother rode a big, black, beautiful Friesian horse in the parade.
- d. My brother rode a Friesian horse in the parade

19. Which sentence uses the correct order of adjectives?

- a. I've bought a small antique statue Egyptian
- b. I've bought an Egyptian small statue antique
- c. I've bought an antique Egyptian small statue
- d. I've bought a small antique Egyptian statue

Post-test

20. Which sentence uses the correct order of adjectives?
✗ a. I like that really big red old antique tractor in the museum. α
b. I like that really big old red antique tractor in the museum.
c. I like that old, red, really big antique tractor in the museum.
d. I like that really big antique tractor in the museum
21. Which sentence uses the correct order of adjectives?
✗ a. I'd like three good reasons why you don't like spinach.
b. I'd like a good three reasons why you don't like spinach. ✓
c. I'd like good reasons three why you don't like spinach.
d. I'd like reasons three why you don't like spinach
22. Which sentence uses the correct order of adjectives?
a. The murder weapon was a short black Dutch metal bar.
b. The murder weapon was a black short Dutch metal bar. ✓
c. The murder weapon was a Dutch metal short black bar.
d. The murder weapon was a Dutch short black metal bar
23. Which sentence uses the correct order of adjectives?
a. Armen is very excited to buy those antique 10 meters horrible yellow curtains α
b. Armen is very excited to buy those antique 10 meters yellow horrible curtains
✗ c. Armen is very excited to buy those horrible antique 10 meters yellow curtains
d. Armen is very excited to buy those horrible 10 meters antique yellow curtains

II. Read the narrative text below and choose the best answer to correct the order of adjectives for a better narrative.

4 hours before we went on holiday. I visited Yogyakarta with my sister. At the same time, my girlfriend asked me to go outside with her. Hence, I decided to take my girlfriend out before taking a vacation with my sister. I was overwhelmed by the décor because there was tender delicious (24) beef on the table at the corner of that restaurant. After dinner, we planned to go home.

A few moments later, I and my sister prepared our back page before we went on vacation. That day was February 14th which means we got a holiday. That is the reason why we had planned to take a vacation to Yogyakarta. During the trip, I told my sister about dinner with my girlfriend at that restaurant. I told her that in the restaurant, there was a round large dining (25) table which I had not ever seen before. She just laughed at me when she heard that tacky human story (me).

When we arrived at Bandara Adisujipto, a seller offered us a soft long silk (26) fabric with amazing prints and he said that the pattern was typical Javanese. Without hesitation, I

Post-test

bought three souvenirs for my cousin. A bit of time later, my cousin who lived in Yogyakarta near Adisucipto airport called us via WhatsApp to inform us that he had been waiting for us for 1 hour.

My sister and I spent our childhood in Yogyakarta which is why we are close to our cousin. My cousin likes to collect new metal brown (27) furniture. He is also addicted to colorful rectangles and old (28) depictions. He is a kind person this is the reason why I bought souvenirs at the airport. When we arrived at my cousin's house. He led us to taste a big spicy round Italian (29) pizza which I had never tasted before. he also said to us that the horrible old large black circular German plastic (30) Mario doll I gave him is still kept to this day.

24. a. delicious tender
 b. tender delicious ✓
 c. tendered delicious
 d. delicious tendered
25. a. large round dining ✓
 b. round large dining
 c. round dining large
 d. dining large round
26. a. soft long silk
 b. long soft silk ✓
 c. silk long soft
 d. long silk soft
27. a. metal brown new
 b. brown new metal
 c. new brown metal ✓
 d. new metal brown
28. a. rectangles colorful and old
 b. colorful old rectangle ✓
 c. old colorful and rectangles
 d. rectangles old colorful
29. a. spicy big round Italian ✓
 b. big spicy round Italian
 c. Italian big spicy round
 d. spicy round Italian big
30. a. the horrible old large circular German black plastic
 b. the horrible large old German plastic circular black
 c. the horrible large old circular black German plastic ✓
 d. the large horrible circular old black German plastic

Appendix 4: ADMINISTRATION



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-12972/Un.08/FTK.1/TL.00/12/2023

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Kantor Kementerian Agama Kabupaten Bireuen
2. Kepala MAN 3 Bireuen

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ZOELFITRA HASYMI / 190203146**

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

Alamat sekarang : Geulanglang Meunjee, Kec. Kutablang, Kab, Bireuen

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***A Study of Students' Ability in Understanding Adjective Orders by Using Mistake Buster Method At Senior High School***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 17 Desember 2023

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 26 Januari 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

A R - R A N I R Y



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SURAT KETERANGAN
B - 054/Ma.01.12.03/TL.00.1/ 01 /2024

Kepala Madrasah Aliyah Negeri 3 Bireuen menerangkan bahwa :

Nama : Zoelfitra Hasyimi
NIM : 190203146
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Sehubungan dengan surat Saudara No.12972/Un.08/FTK.1/TL.00/12/2023 tanggal 17 Desember 2023, tentang kegiatan Pengumpulan data dalam rangka penulisan Skripsi yang berjudul:

"A Study of Students' Ability in Understanding Adjective Orders by Using Mistake Buster Method At Senior High School"

Dengan ini kami menerangkan bahwa benar nama tersebut diatas telah mengadakan Pengumpulan data pada MAN 3 Bireuen Kab. Bireuen tanggal 8 s/d 10 Januari 2024.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Matangglumpang Dua, 11 Januari 2024
Kepala

Nur Azizah, S.Ag
Nip. 197111042005012008

جامعة الرانري

A R - R A N I Y

Appendix 5: Documentation

1. Preparing class



2. Pre-Test And Advicing Before Treatment Day 1



3. First Meeting



4. Second Meeting



5. Third meeting



6. Post-test

