CHAPTER I
INTRODUCTION

This chapter presents background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

To communicate with other people, we need a language. Language is very useful in everyday life so that people can express and share their ideas and feelings. Without language, people will not be able to live in a certain community.

One of the important languages in the world is English. English is an international language that is used by many people in many countries of the world. It is used for global communication. People throughout the world need English to get information about technology business, etc. This is because most books of knowledge are written in English. By understanding English, people can “open” the windows of knowledge. Therefore, in many countries, including Indonesia, English is taught as a compulsory subject. Learning English is very vital in order that we are not left-behind from the development of knowledge and technology.

There are four skills to master in learning English. They are listening, speaking, reading and writing. In studying these four skills, grammar has an important role to make the use of the language effective. Certain discourse will be effective (meaning that the message can be understood by the second party) when it
applies appropriate grammar. On the other hand, when the grammar is not applied appropriately, the message of the discourse will not be delivered effectively. It means that the listeners or the readers will not understand it.

Grammar covers a lot of points, ranging from word, phrase, clause and sentence to verbs, adjectives, adverbs, nouns, etc. One of the important topics of English grammar is *Adjective*. Adjective describes or modifies noun. It is words that describe noun or pronoun to answer the questions: What kind? How much? Which one? How many? (Laurie R: 2003). There are many kinds of adjectives, it is really the large subject to explain. Some adjectives include original adjective such as small, bad, and beautiful, adjective for comprising such as: comparative adjective (smaller, worse and more beautiful) and superlative adjective (eg: smallest, worst and most beautiful), and adjective made from verbs or nouns by adding suffix such as tired, attractive, exciting, national, dangerous, etc.

Adjectives made from verbs are divided into two kinds; present participle adjective and past participle adjectives. The present participle always ends in –ing (confusing, interesting, boring and so on). It describes a person or thing causing or stimulating an experience. Whereas, Past participles usually end in -ed, -d, -en, -n, or –t (bored, spoken, excited and so on). A past participle describes a person or thing undergoing an experience (St.Martin’s: 2008). Actually present and past participles are easy to understand, they differ just in active or passive form (eg: between bored and boring). But sometimes, Indonesian students that use English as foreign language are confused in practicing whether they are active or passive.
The previous research held by Yuliati (2004) entitled “Error analysis on parts of speech in the composition written by the advanced English class students of Tourism Department”, found that many foreign language learners may produce incorrect form of language either error or mistake in using parts of speech. It stated that the error in using parts of speech will produce different meaning and word class. The word expected, for example, is classified as a verb in sentence: “we had not expected him to complain”, and as an adjective as in a sentence: “we gave the expected reply. Yuliati also found errors in adjective use. Many students often make error in forming suffixes case, such as: suffixes {-ful}, {-less}, {-y}, {-ous}, {-able}, {-ent}, {-ed}, {-ing}, etc.

Furthermore, Wardhana (2002) in her research entitled “Grammatical errors produced by students of the English department at Petra Christian University in their writing” said that one of errors that students did in their writing was errors in the distribution of verb group. In this type of errors, it found errors in the use of present participle, error in the use of past participle and error in the use of past perfect.

The writer found an error related to this research: I am interesting at her suggestion, so I tried to apply for a part time job in the property of company. A sentence above found two errors namely error in the use of preposition and error in the use present participle adjective. But this part, the writer focused on error used in present participle adjective. The word “interesting” in that sentence should be “interested”. Therefore, the correct answer was: I am interested……, so I tried to apply for a part time job in the property of company.
Based on the previous research, it can be seen one case of students’ error is the use of adjectival verb that derived into two kind, they are present and past participle adjectives. Then, this study intends to know the students’ ability in using present and past participle adjectives.

On the other hand, in daily phenomena around the students, instead of saying ‘I am bored some students say ’I am boring’, or, instead of saying ‘I am interested in studying history’, they probably say ‘I am interesting in studying history’. These certainly result in producing misunderstanding between the speaker and the listener or the writer and the reader. There are still many other examples when students are not able to determine whether they should say the active or passive participles. The reason perhaps is that the two forms are closely related and easily misinterpreted. To find out whether the students use the right participle, it can be seen that the –ed participial (past participle adjective) form is used when people describe something that was done by someone or something else. The –ing participial (present participle adjective) form, in contrast to the –ed, is used when the subject is the one doing an action or activity that affects others (DeCapua: 2008).

Based on the above phenomena, it is considered necessary to investigate the level of the students’ ability in using present and past participle as adjective. This research will contribute positive impact to the students’ in order that they can make effective language. By using the result of this analysis, the students will be able to improve their grammar, especially in using present and past participle as adjective.

This study will take place at the English Department of University of Muhammadiyah Malang. Meanwhile, the target population is the third semester
students since they have been taught the topic of present and past participle adjectives.

1.2 Statement of the Problem

The problem to be investigated in this research is formulated in the following question:

“How is the ability of the third semester students of English department of UMM in using present and past participle as adjective?”

1.3 Purpose of the Study

Based on the problem of the study, the purpose of this research is to describe the ability of the third semester students of English department of UMM in using present and past participle as adjective.

1.4 Significance of the Study

By this research, it is expected that the result will produce useful contribution for both the English teachers and students as the feedback of their teaching and learning process. Using the information found by this research, the teacher is expected to be able to measure whether their teaching has been considered successful or not. In turn, they are expected to be able improve the quality of their teaching. Meanwhile, the students are expected to be able to see their strengths and weaknesses in using present and past participle as adjective, so that they will more serious to improve the quality of their grammatical use.
1.5 Scope and Limitation

This study focuses on the ability of the third semester students of English Department of UMM in using present and past participle as adjective. However, it will be limited on the students’ ability in using present and past participle adjective on written form.

1.6 Definition of Key Terms

To avoid misunderstanding of the terms used in this study, it is necessary to define the key terms:

1. *Ability* is able to do something; it is a person’s capability or skill that divided into potential and actual. Both of the abilities can be seen by practicing. It means that the students’ ability to use this knowledge in different task and can be measured by several of competence tests. In this research, ability refers to the students’ potential in using participle adjectives, and the ability is indicated through the result of students’ test in using the participle adjective.

2. *Adjective* is a word that acts to modify, describe and qualify nouns and pronouns. It specifically qualifies nouns or pronoun and it answers the question such as: how many, how much, what kind and which one.

3. *Participle* is a verb form that divided into two, present and past. Present participle ends in –ing, it conveys an active meaning and past participle ends in -ed, -d, -t, -en, -n, it conveys in passive meaning.
4. *Present participle adjective* is an -ing verb form functions as adjective, it is used to indicate an active state. As adjective, it describes a person or thing causing a condition or situation.

5. *Past participle adjective* is an –ed, -en –d –t verb form (past participle verb form) as adjective it is used to carry a passive meaning. As adjective, it describes a person or thing that gets the effect of the cause.