

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter present the result and discussion of research connected with something that has certain relationship with the research at A Class In Banyuanyar English Center (BEC). The data collected from the interview and observation which is discussed based on the theory and concept from the previous chapter.

This chapter is presented based on the research problem stated in the first chapter. It covers the study of students' mastery in Adjective Phrase At A Class In Banyuanyar English Center (BEC). The result and the discussion of research will be explained in the part of the study as follows:

A. Result

In this chapter, the researcher would like to give the result of the students' mastery in Adjective Phrase At A Class In Banyuanyar English Center (BEC) connected with the background of students it selves and their problems in learning and in learning English phrase.

The researcher took data from inside and outside of class. Inside the class is the students' activity on English subject. The A Class In Banyuanyar English Center (BEC) are containing of 15 students.

Meanwhile this section will be began from descriptions. The descriptions are: the students' mastery in Adjective phrase, the students' problemsand the solution based on the problems in learning process.

To know the students' mastery, the researcher takes some ways of the field as follows:

- 1) Direct interview with the teacher of English subject in Banyuanyar English Center (BEC) .
- 2) Direct interview with the A class in Banyuayar English Center (BEC).

By those ways, the researcher can describe and analyze the students' mastery in Adjective phrase, students' problems and the problem solving of the teacher.

1. The problems faced by Students in Mastering Adjective Phrase?

In this section of students' problem on phrase, the researcher tells the result of interview at the first, after that the researcher compares with the result of observation are done, the researcher classifies the data through each problems that occurring among students.

Here are problems on phrase faced by A class in Banyuanyar English Center (BEC).

a. Interview

From the interview data, the researcher conducts some interviews with teacher and students regarding this problem. The teacher and students response about what problems are faced in mastering Adjective phrase. This

is the response of Mr. Fathur rosy as an English teacher of Banyuanyar English Center (BEC) :¹

“Permasalahan dalam penguasaan phrase memang sering dialami oleh peserta didik dikalangan siswa kelas A Banyuanyar English Center (BEC) karena ketika mereka belajar bahasa Inggris di rumahnya, mereka hanya diajari dasar-dasarnya saja, jadi saat mereka dihadapkan dengan sesuatu yang baru dalam materi, mereka mendapat masalah dalam memahaminya”

The meaning is:

“Problems in mastering phrase is often experienced by students circle of A class in Banyuanyar English Center (BEC), because when they learned English in their home, they had just been taught essentially alone, so when they are dealing with something new in their material, they get problem in understanding it”

As Nur Agung Fahrizal adds an opinion about English Phrase.²

he responses the question what do you think about Adjective phrase.

“Menurut pendapat saya, adjective phrase sukar dimengerti untuk saya karena saya adalah pemula dalam belajar bahasa inggris dan adjective phrase juga mempunyai banyak peraturan dan fungsi yang harus dipahami untuk bisa menguasainya.”

The meaning is:

“I think adjective phrase is hard for me to be understood because I am beginner in learning English and it has rules and functions that should be comprehended in order to master it”

1. Problem in Learning

Problem in learning happened not only for students but also for teacher. Sometimes, learners have problem when they learn something

¹ Direct to Fathur rosy at 29th December 2020 at 09:30 AM

²Direct to Nur Agung Fahrizal at 06th January 2021 at 06:30

because less of awareness to study. The teacher gives explanation about, do you get your students have problem in learning: the interview is as:³

“Sebenarnya siswa/peserta didik mengalami masalah dalam belajar khususnya bahasa inggris karena dasar pemahamannya kurang,dan juga kurangnya membaca buku-buku referensi, mereka hanya menunggu penjelasan dari guru mereka, padahal sebenarnya, mereka harus mempunyai basic yang cukup tentang bahasa inggris sebelumnya.”

The meaning of interview is:

“In fact, the students were having problems in learning especially English because of lack of basic understanding,and also lack of reading reference books, they are only waiting for an explanation from the teacher, whereas they actually should have enough basic about the English language then before.”

2. Problems in Grammar Mastery

The most important things to learn grammar is understanding the theories and producing. As one of students responses what problems cause the grammar mastery become difficult.⁴

“Menurut saya di dalam belajar grammar itu kesulitannya terletak pada pemahaman peraturan-peraturan dalam grammar karena grammar memiliki banyak peraturan yang harus dipahami dan pula diingat oleh saya untuk bisa menulis dan berbicara bahasa inggris dengan kaidah-kaidah bahasa inggris yang benar.”

The meaning is :

“I think in learning grammar, the difficulty lies in understanding the roles of grammar because grammar has many roles which should be comprehended and also remembered by me to be able to write and speak English correctly. It means by using a correct grammar.”

³ Direct to Mr. Fathur Rosy at 29th December 2020 at 09:30 AM

⁴ Direct to Abd. Wahid at 13th January 2021 at 06:30 AM

The teacher of A class Banyuanyar English Center (BEC) adds his opinion, how do you response about the problem of grammar mastery which are faced by the students.⁵

“Memahami teori dalam grammar seperti peraturan-peraturan dan macam-macam grammatical unit adalah hal yang benar-benar sulit dalam grammar karena banyaknya peraturan yang harus diketahui dan juga dipahami oleh para siswa untuk dapat menguasai grammar, sehingga kadang-kadang mereka dapat memahami teorinya akan tetapi mereka tidak bisa mengaplikasikannya tulisan maupun dalam berbicara.”

The meaning of interview is :

“Understanding the theory in grammar such the roles and kinds of grammatical units is really the most difficult thing in grammar, because there are many roles which must be known and understood by the students to master about grammar, so that sometimes the students can understand the theory but they can not apply it in writing or speaking.”

3. Students’ Problem in Mastering Adjective Phrase

There are many position and rules in adjective phrase which must be learned by A class Banyuanyar English Center (BEC), but according to the English teacher of A class Banyuanyar English Center (BEC), the material which include the most difficult is adjective phrase.⁶

The answer of interview what is the most difficult material in adjective phrase is as follow:

“Dari materi-materi yang sudah saya ajarkan pada siswa di kelas A Banyuanyar English Center (BEC), materi yang tersulit adalah adjective phrase. Kenapa saya bilang itu yang tersulit, karena dalam memahami adjective phrase, memahami posisinya dalam kalimat, peraturannya, macam-macam dan fungsinya juga harus dikuasai, akan tetapi tidak semua siswa/peserta didik saya memahami terhadap

⁵ Direct to Mr. Fathur Rosy at 14th January 2021 at 06:30 AM

⁶ Direct to Mr. Fathur Rosy at 14th January 2021 at 06:30 AM

posisi, peraturan-peraturan, macam-macam dan fungsinya. Mereka memiliki kesulitan bahkan kebingungan dalam menganalisanya.”

The meaning is :

“From the materials that I have taught at A class Banyuwangi English Center (BEC), the material which is the hardest material is adjective phrase. Why I said it was the hardest, because in understanding of adjective phrase, understanding of it’s position, it’s rules, it’s kinds and functions must be mastered, but not all of my students have understood against it’s position, it’s rules, it’s kinds and it’s functions. They had difficulty even confused in analyzing it.”

After the researcher asked to teacher about the problem in mastering adjective Phrase, the researcher interviews to the other student about the same question. And Arjun Maghroby gives his opinion.

The interview is as follow:⁷

“Menurut saya, masalah yang saya hadapi saat mempelajari adjective phrase, saya masih kebingungan tentang letak/posisi head word dalam adjective phrase, saya tidak bisa membedakan kata sifat yang berfungsi sebagai head word atau sebagai modifier, saya bisa membedakan beberapa contoh yang diberikan oleh guru saya akan tetapi, jika guru saya memberikan contoh lain, saya kebingungan lagi karena saya belum mengerti atau memahaminya secara mendalam.”

The meaning of interview is :

“In my opinion, the problem that I faced when I learned adjective phrase, I am still confused about position of head word in adjective phrase, I can not determine an adjective whether it is as head word or modifier, I can determine some examples given by my teacher but, if my teacher gives another example, I am confused anymore because I have understood yet deeply.”

In the other hand, the problem in adjective phrase is also in analyzing adjective phrase. Learning to analyze adjective phrase becomes

⁷ Direct to Arjun Maghroby at 13th January 20121 at 06:30 AM

one of confused things for students because some students can not analyze it well.

As follow the interview with the other student, Kholilullah gives his opinion, as follow:⁸

“Menurut pendapat saya ketika saya belajar adjective phrase, permasalahannya terletak dalam penganalisaan adjective phrase tersebut karena sebelum menganalisa adjective phrase, saya harus memiliki pemahaman yang mendalam tentang bagian-bagian eight part of speech seperti halnya noun, pronoun, adjective, preposition dan verb, dll. Ketika guru saya memberi saya sebuah pertanyaan tentang adjective phrase dan menyuruh saya untuk menganalisanya, saya kebingungan karena saya belum memahami the eight part of speech dengan baik sehingga kadang-kadang saya tidak yakin dengan jawaban saya.”

The meaning is :

“I think when I learn adjective phrase, the problem lies in analyzing adjective phrase because before analyzing adjective phrase, I must have deep comprehension about the eight part of speech such as noun, pronoun, adjective, preposition and verb, etc. When my teacher gives me a question about adjective phrase and orders me to analyze it, I am confused because I do not understand the eight part of speech well, so that, sometimes I am not sure at my answer.”

According to Mr Fathur Rosy, comprehension of eight part of speech also becomes problem in mastering adjective phrase. Such as Kholilullah’ explanation, comprehension of eight part of speech makes him confused in adjective phrase lesson.⁹

“Sekilas the eight part of speech memang terlihat gampang untuk dimengerti akan tetapi banyak anak didik saya yang masih kebingungan karena dalam eight part of speech berisi tentang noun, pronoun, adjective, adverb dan lain-lain. Dan sebagian murid atau anak didik saya belum memahami masing-masing komponen dari the eight part of speech. Sehingga murid saya merasa kebingungan dan kesulitan dalam menganalisa adjective phrase dengan baik.

⁸ Direct to Kholilullah, at 13th January 2021 at 06:30 AM

⁹ Direct to Kholilullah at 13th January 2021 at 06:30 AM

Yaaa... intinya balik lagi kepada pemahaman dasar mereka masing-masing.”

The meaning of interview is :

“At the first glance, the eight part of speech looks easy to understand but there are some of my students were still confused because in the eight part of speech is consist of noun, pronoun, adjective, adverb, and etc. And some of my students do not comprehend yet each components of them, so that my students feel confused and difficult in nalyzing adjective phrase well. Yaaa.. essentially turning again to their basic understanding of each.”

b. Observation

From the observation in the class, during the teaching learning process, materials which are taught in English subject for A class Banyuanyar English Center (BEC) are difficult to be mastered. Such as adjective phrase’s rules, it’s position, and it’s functions. In this material, the students were confused to analyze adjective phrase because they do not understand the eight part of speech well. It happen because they are beginner in English and it also becomes something new for them.¹⁰

Beside that, the material which makes students get confused to master is determining modifier of head word in adjective phrase because the head word can have many kinds of modifier. In one adjective phrase, it can have so many modifier that consist of noun+noun, adjective+noun+noun, and it can be consist of many adjectives which always makes the students get confused in determining kinds of modifier.¹¹

In the other hand, modifier has two kinds namely pre-modifier and post-modifier, so that the students get confused to determine the head word

¹⁰ The result of observation at 13th January 2021

¹¹ The resul of observation at 13rd January 2021

in one adjective phrase. It happen because it is new material for them and they never learn about it before.¹²

c. Documentation

Researcher presented the result of documentation of what has been gained during researched at A class Banyuanyar English Center (BEC). First of all, researcher conducted several interviews with teacher and students with the questions which is suitable with interview guideline.

In finding data for research documentation is about lesson plan, it is used by the researcher to know whatever in adjective phrase are taught by the teacher and also help the researcher easily to find the difficult material of adjective phrase. (see appendix 4)

2. The teacher solves students' problems in Adjective Phrase

The finding for researching, researcher presented the solution of the problems to master adjective phrase, that is started of interview, observation and documentation. These stages will be discussed by the researcher on the solve of students' mastery in adjective phrase at A class Banyuayar English Center (BEC).

a. Interview

The next techniques are interviews where the interview technique is a technique to obtain accurate with multiple informants interviews with teacher and students. Now the researcher will present the result of data from

¹² The result of observation at 13th January 2021

interviews with several informants regarding the solving of students' mastery in adjective phrase at A class Banyanyar English Center (BEC).

Indeed, to solve some difficulties which is faced by students in mastering Adjective phrase, the teacher used his skill. The researcher interviews the teacher and asks, if your students get difficulty in learning and mastering adjective phrase, what your response about it and the solution. The result of interview is:

“Kesulitan siswa kelas A Banyuanyar English Center (BEC) dalam menguasai adjective phrase dalam proses belajar mengajar di kelas adalah tugas dari seorang guru untuk mengetahui dan peduli terhadap peserta didik mereka, jika misalnya, seorang anak didik tidak konsentrasi saat mengikuti pelajaran, seorang guru harus selalu siap untuk mendengarkan keluhan dari peserta didik mereka. Peduli terhadap peserta didik tidak hanya saat mereka benar saja tapi pada saat mereka salah pun seorang guru harus siap mengoreksi kesalahan mereka, baik itu mengenai pelajaran atau tidak berkaitan dengan pelajaran.”

The meaning is :

“The difficulty of A class Banyuanyar English Center (BEC) on mastering adjective phrase in the learning process in the class, it is the duty of a teacher to know and care about their students, if for example, a protege of the current concentration does not follow the lesson, the teacher must always be ready to listen to the complaints of a protege. Concerned about the students not only when they are right but at the moment, they they are wrong, a teacher must be ready to correct their mistakes, although it is about the lesson or not.”¹³

That is the opinion from the teacher about the solving of learner problems in mastering adjective phrase. But when the students get problems on mastering phrase, according to Mr. Fathur Rosy, he said, actually students get the problems in mastering adjective phrase because they do not

¹³ Direct to Mr. Fathur Rosy at 4th January 2021 at 06:30 AM

comprehend how to analyze it and less awareness to practice it.¹⁴ The interview is as follow:

“Memang dalam penguasaan adjective phrase, kesulitan yang dihadapi siswa lebih banyak dalam pembahasan cara menganalisa adjective phrase tersebut, makanya saya mengajar tidak selalu mengajarkan cara menganalisa adjective phrase secara langsung. Cara saya untuk mengatasinya, biasanya saya memberi beberapa pertanyaan-pertanyaan dan tugas terhadap murid atau anak didik saya, supaya mereka punya tanggung jawab dan beban dalam pelajaran, sehingga mereka terdorong untuk belajar lebih giat lagi, alasan saya melakukan itu agar anak didik saya memiliki kesadaran untuk belajar dan tidak selalu menunggu penjelasan dari guru saja.”

The meaning of interview is :

“Indeed in mastering adjective phrase, difficulties faced by the students more in discussion of how to analyze adjective phrase. That is why I teach do not always teach how to analyze adjective phrase directly, to solve it, usually I give some questions and task to my students, in order that they have responsibility and have loads in learning so that they are pushed to study more diligently. My reason why I do it, is in order my students have awareness to study and not only wait for teacher’ explanation.”

Teacher skills are also important, teacher skills are often used like managing class, matching task and the others. Mr. Fathur Rosy said, skill which is had by teacher helps the teacher to lost the boredom in the class during teaching learning process. The teacher responses the question, what ways which is used to solve phrase difficulties to be mastered by students during teaching learning process.

“Saat dalam kelas, peran seorang pendidik atau guru sangatlah penting. Pada saat mengajar, diperlukan adanya skill atau kemampuan yang sangat membantu dalam proses belajar mengajar. Contohnya pada saat suasana kelas mulai membosankan, maka pada saat itu juga seorang pendidik harus mampu mengatasi dan menghilangkan kebosanan tersebut, dari segi penjelasan materi, pendidik harus

¹⁴ Direct to Mr. Fathur Rosy 14th January 2021 at 06:30 AM

mempunyai cara bagaimana sebuah pelajaran tersebut benar-benar cepat dimengerti oleh anak didik.”

The meaning is :

“In the class, the role of a teacher is very important. At the time of teaching, skills are needed to be helpful in the learning process. For example during a classroom atmosphere was getting bored, so at that time, an educator should be able to eliminate these boredom. In terms of material explanation, educator must have the way how the lesson was really understood by students quickly.”¹⁵

The teacher ways to solve the difficulties faced by students in mastering adjective phrase, get positive responses from the students and the students can understand more than before. Such as the explanation from the interview with Sudehri, one of a class Banyuwangi English Center (BEC).¹⁶ Sudehri answer the question, does your teacher solve your difficulties in mastering adjective phrase.

“Ketika saya mendapat kesulitan dalam penguasaan adjective phrase di dalam kelas, guru saya memberi saya dan para siswa lainnya beberapa pertanyaan dan kita harus menjawabnya tanpa penjelasan guru lagi, dan jujur saja cara ini bisa merangsang saya untuk mempelajari materi sebelumnya, jadi saya bisa memahami materi yang diberikan oleh guru saya walaupun tidak maksimal.”

The meaning of interview is :

“When I get difficulty to master adjective phrase in my class, my teacher gives me and the other students some questions and we must answer it without teacher’s explaining again, and honestly this way can stimulate me to learn the material at first, so I can understand the material given by my teacher although it is not maximal.”

¹⁵ Ibid.

¹⁶ Direct to Sudehri at 20th January 2021 at 06:30 AM

b. Observation**➤ The First Observation¹⁷**

This section is the first observation concern with the process of teaching learning at A class Banyuwanyar English Center (BEC). To describe the teaching learning process, the researcher observes the activity by him self. After asking permission, the researcher inters to classroom while the students were in the process of teaching learning English and can be described as follows:

a) Introduction

In this introduction, the teacher greeted the students by salam and continued reading prayer together and also he asked the students' condition and then checked the attendant list.

Most of students followed the teaching learning process but there are some students who were not able to join the class because of many reasons.

b) Main activity

In this activity, the teacher would explain about adjective phrase. But before the teacher explained about it, he asked the students to remember the material last meeting. Most of students still remember it. It became a way to make students spirit in teaching learning process at that day.

Teaching learning at that day, the teacher explained the material about adjective phrase slowly. he explained from the elements of adjective phrase, then he told the functions of it in a sentence and gave some examples to make students understand more from him explanation.

¹⁷ Observation at 13th January 2021

After that, he asked the students' comprehension about what he had explained to them and some students did not understand yet, so that he re-explained in order that all of students could understand it and they were able to do the exercises.

After the students understood about the elements of adjective phrase and it's functions in a sentence, he continued to explain how to analyze the adjective phrase.

c) Closing

In the closing, the teacher evaluated students by giving information more related to the subject and asked them to learn what they had studied at that day and not forget to close the class by reading prayer and salam.

➤ **The Second Observation**¹⁸

The process of teaching learning of A class Banyuanyar English Center (BEC). The teaching learning, observed directly can be described as follows:

a) Introduction

As usual, the teacher opened the lesson by greeting to the students by English language, and continue with checking of attendant list.

The teacher was proud the students because they have strong wills to study English, it can be used to increase their abilities in English language.

b) Main activity

¹⁸ Observation at 017th January 2021

The teacher gave some questions related the material that day, before he gave the explanation. The teacher gave some questions the students and one by one the students answered it, although their answer are true or false. It made the teacher know whether him students had studied at home before or not. The students were anthusiastic to answer the questions. It showed that the students wanted to know about grammar.

According to the teacher, it can make the students understand quickly. he gave the question at first in order that the students can be stimulated their knowledge, the students can re-remember the material.

The teacher continued to explain the material and also correct the students answer about him questions. Sometimes the students were confused to her explanation, but some of them asked the teacher to re-explain the material. Teacher did not forget to make some jokking to make the situation in the class not bored.

c) Closing

In closing activity, the teacher evaluated the students by giving exercises in the whiteboard and also giving a homework, in order that the students can learn more and re-think the material given by their teacher at home.

c. Documentation

The third stage, researcher conducted documentation of the students in the class. When the teacher gives the questions, all of students are enthusiastic to answer it and write the answer in the whiteboard. The difficulties in mastering adjective phrase which are faced by the students at

A class Banyuanyar English Center (BEC) are also experienced by teachers who teach English grammar. As has been described above that English grammar is very important and become main thing in four skill (speaking, writing, reading and listening). (see appendix 4)

B. Discussion

This study consist of three element, namely; the process of students' mastery in adjective phrase, the problems faced by the students in mastering adjective phrase and the kind of solution of it. In this section, the researcher will give the analysis of the problems are faced by the students in mastering adjective phrase in teaching learning process.

1. The problems faced by the students in mastering adjective phrase

Adjective phrase is one of element of grammar which has a important play because it has many functions and position in the sentence. While grammar for students or learners is very important for their behaviors in English, when they practice their knowledge of English, not a few mistakes that they made, sometime they make others people did not understand or misunderstanding of what the students said or wrote. According to Harmer, the grammar of the language is the descriptions of the ways in which words can change their forms and can be combined into a sentence of language.

Students learn basic grammar at school level for a purpose of passing only in the tests and in the examinations and not to face any real life situations. So that less awareness of students to English grammar whereas grammar is element of four skills (speaking, reading, writing and listening) to help students to understand language.

When the students learn adjective phrase at A class Banyuanyar English Center (BEC. There are many students who get problem in learning and also matering the material such as; determining head word, analyzing adjective phrase, and also understanding elements of adjective phrase. In this

case, the students get confused in mastering adjective phrase because they still have less basic of grammar.

According to the teacher of A class Banyuanyar English Center (BEC), as an English teacher must have many ways to make students understand the material, because they still have less basic, so it can make students difficult in mastering adjective phrase material.

Some problems which are faced by the students are like determining head word, lack of understanding about elements of adjective phrase, less of practice, and also not knowing how to analyze adjective phrase.

a. Problem in determining head word

Determining head word becomes one of problems in mastering adjective phrase because some of students get confused to distinguish adjective whose function is as modifier and adjective whose function is as head word in adjective phrase.

Example: very good
 Adv adj
 M H

Even some of students can not distinguish them although the word class of modifier and head word is really different. It happens because the students are less of basic skill.

Example: good enough
 Adj adv
 H M

b. Problem in analyzing adjective phrase

Most of students have problem in analyzing adjective phrase. It always become a big problem in adjective phrase material because the students must have deep understanding about

the eight parts of speech another elements of adjective phrase at first. Before analyzing the adjective phrase, the students must master and comprehend the eight parts of speech because the eight parts of speech is the elements of adjective phrase which is very useful to analyze adjective phrase in order that the students can analyze it easily.

Example: So beautiful
adv adj
 M H

The elements of adjective phrase are not only adverb which can become pre-modifier. It has many kinds of pre-modifier, it can be comparative or superlative (more, the most).

Example: more handsome
Comparative adj
 M H

Adjective phrase has many elements which cause many students of A class get confused in analyzing it. So that, it is difficult to be understood by the students. Likewise, before analyzing Adjective phrase, the students must have deep understanding about the elements above in order that they can understand adjective phrase material easily and can analyze it well.

c. Problem in less of practice

One of obstacles to master adjective phrase at A class Banyuanyar English Center (BEC) are less of practice. They seldom practice what they have learned and gotten at school in

their each homes because they do not have awareness to learn. So that it is difficult for them to master adjective phrase material.

2. How the teacher solves students' problems in adjective phrase

Based on the result of this research, the students get problems or difficulties because there are many reasons. In this case, the teacher must make a good relationship with the students, when they get less concentration in learning adjective phrase. When the students get problem, the teacher must respect to them. Respecting is very important to make a good relationship between students and teacher. As a teacher, he is not just proud of his students, but also to be ready to correct mistakes made by his students.

Other hand, teacher does not just involve the relationship with the students. In teaching learning process, teacher skill is also important. Such as managing the class, it is helpful when the students feel bored with atmosphere of the class. Not only relationship and skill to managing the class, the teacher must have another ways or treatments to make the students understand and comprehend adjective phrase material more easily. In this case, the teacher uses some ways to solve the problems above as below:

a. Determining head word

The problem in mastering adjective phrase is not only happened in general problem in English, in learning and mastering adjective phrase, there are many students who get problem of the material, such as confused in determining head word and kinds of modifier. The solution to solve it, the teacher teaches by using illustrated explanation for their students.

During the teaching learning, teacher uses rule explanation an illustrated explanation to highlight their feature of adjective phrase. According to the English teacher, this way can stimulate students to be concentration, so that they can determine and also distinguish between modifier and head word. Aspecially, when distinguishing modifier which formed from pre-modifier or post modifier, the teacher hopes by using illustrated explanation, the students can have deep comprehension and can determine head word easily.

b. Less of practice

Students will be more succesful if they enjoy the activities, they are involved in and are interested or stimulated by the topics of lesson bring into classroom. So,giving some questions related to adjective phrase material is used in order to stimulate the students to always practice what their teacher has explained at school about the way to analyze adjective phrase and also stimulate the students' knowledgement of adjective phrase¹⁹.

That way is done by the teacher in order that It is able to motivate them to always practice, so that they can analyze adjective phrase well and correctly because he thinks that practice makes perfect.

¹⁹ Observation at 19th January 2018

c. Analyzing adjective phrase

Analyzing adjective phrase often become common problem at A class Banyuanyar English Center (BEC) because it always make the students confused if the students do it alone, so that the teacher makes a group of work must be suitable in order that the students can share their knowledge about how to analyze adjective phrase to their friends and they have responsibility to learn.

The teacher also uses a hand book of grammar to help students in mastering adjective phrase material. The students will learn the material has been given by their teacher by themsleves at their each homes, it can also become reference book. The teacher often uses this way because he thinks, it can make the students have the desire to learn English grammar especially learning adjective phrase.