



The Student's Errors on The Use Of Adjectives with The Suffix-Ly (Case Study SMA Negeri 13 Medan)

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ABSTRACT

This study deals with student's errors on the use of adjectives and adverbs with the suffix-ly and regarding adjectives and adverbs identical in form mainly in-ly form and in without-ly form. This survey only investigates them in the written exercises. They cover descriptive adjectives, manner adverbs, intensifying adverbs, and sentence adverbs. The objective of this study is to find out the types and the causes of errors made by student's on the use adjective and adverbs with the suffix-ly. The sample of this study is 30 student of the third year students of SMA Negeri 13 Medan. This study uses a descriptive quantitative design. The instrument for collecting data consists of a teacher made test in the multiple choice form. The percentage of the student's errors is dominantly occurred in descriptive adjectives from 900 item occurrences, there were 423 errors which categorized into 5 sub categories on the use of adjectives and adverbs with the suffix-ly. Firstly, the use of descriptive adjective was 151 (35,70 %) errors divided into the use with the suffix-ly was 67 (15,84 %) errors and the use without the suffix-ly was 84 (19,86 %) errors. Secondly, the use of manner adverbs was 159 (35,22 %) errors divided into the use with the suffix-ly was 89 (21,04 %) errors and the use without the suffix-ly was 60 (14,18 %) errors. The other one is the use of intensifying adverbs with the suffix-ly was 64 (15,13 %) errors, another one is the use of time adverbs with the suffix-ly was 37 (8,75 %) errors, and the last one is the use sentence adverbs with the suffix-ly was 22 (5,2 %) errors. It is concluded that the errors are due to neglect of rules regarding the use of adjectives and adverbs with the suffix-ly. In short, the errors were dominantly caused by intralingual transfer on the use of adjectives and adverbs with the suffix-ly. It recommended that further in depth studies on the use of adjectives and adverbs with the suffix-ly had be done for the betterment of the teaching-learning process.

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INTRODUCTION

In learning language or target language, it often occurs some students get difficulties in transferring mother tongue to target language, which is called “mother tongue interference” (Rustipa, 2011). They make some mistakes and errors in using the target language. It is a natural part of the learning process (Tanveer, 2007). The experts considered that student’s errors in learning foreign language are parts of the learning process itself (Horwitz, 1988), (Myles, 2002).

Learning language is regarded as an impossible thing without making mistakes and errors at first (Dulay et al, 1982). Their mistakes and errors during the learning process are a lot and various. Nevertheless, when observed, they can show the learners made mistakes and errors in the past and how they mistakes and errors in the future (Dörner & Schaub, 1994). English has eight parts of speech, mainly, noun, verb, adjective, adverb, interjection, conjunction, determiner, and preposition. Each of them has function in the sentences (Santorini, 1990). Such as adjective and adverb will be the topic in this study. Adjective functions as modifier of nouns and pronouns, while adverb is as modifier of verb, adjective, and another adverb. Both of them have the same functions as modifiers. Morphologically, some adjectives and adverbs are identical in form. Some adjectives can be used as adverbs without changing the forms such as *fast* (Dixon, 2004). In addition, there is a small group of adjectives formed by adding the suffix-ly, like adverbs, to noun, for example *womanly, lovely, etc.* Moreover, both have comparison form such as *-err, est, more, most*.

Following Guidelines of Teaching 1994, the functional skill on the use of adjective and adverb has been taught beginning at the second year students of junior high school. It requires that the students are able to understand and use expressions of quality of something and manner of doing something. They are parts of adjectives and adverbs with the suffix-ly. The students are hoped to be able to distinguish the function and the use both of term in the sentences (Payne et al., 2010).

However, in fact, there are some students unable to distinguish whether it is adjective or adverb, particularly, ending with-ly. Some of them consider that the words have the suffix-ly are adverb. It can be understood because adjectives ending with-ly are seldom used and not common. Besides, some adjective forms function as adverbs or adverbials like *hard, long, etc* (ONU, n.d.), (Diepeveen & Van de Velde, 2010). Misusing occurs due to the learners or the students generalize that the words ending with-ly function as adverbs or all of adjectives forms are adjectives.

In addition, there are common errors in using adjective and adverb because of the word meaning. There are some adjectives which will be different in meaning if they are combined with the suffix-ly, for example, *hard* which means *giat*, and *hardly* which means *hampir tidak*.

Besides, when the learners translate the sentence into English, it is still affected by their mother tongue. E.g, *Dia mengendarai mobil dengan hati-hati*, translated into English: He drives the car with carefully. (incorrect), He drives the car carefully. (correct)

Observing the curriculum requirements and the facts above, it is urgent that the student’s errors should be corrected in order their errors will not be repeated anymore in the future.

RESEARCH METHODOLOGY

Design of the Study

This study is conducted by applying the descriptive design. It means that the quantitative approach is applied to answer the problem of the study presented in chapter one. (Best, 1983) says that: “Descriptive research describes what something is. It aims to describe the situation or things that exists at the same time of the study”. This study attempts to find out student’s errors on the use of adjectives and adverbs with the suffix-ly which will be classified based on sub categories.

Population and Sample

(Nuna, 1992) said that: “The population is all cases, situations, or individuals who share one or more characteristics. It means also all members of any well defined class of people, events, or objects (target population)”. It can be concluded that population is the members possessing one or more

similar characteristic and well defined. The population of this study is all of students of SMA Negeri 13 Medan.

There were two hundred and eighty eight students. For the purpose of the sample in this research, 30 students were taken as the sample of the research and the process of taking the sample was by using random sampling. It means $\frac{30}{288} \times 100\% = 10,42\%$ is already representative for the sample of the research.

Instrument for Collecting Data

This study used an objective test to obtain the data. The test will be a multiple choice and consisted of the items as follows.

Table 3.
The Distribution of the Items

| Sub categories | Item number | Number | Percentages |
|--|-----------------------|-----------|--------------|
| 1. Descriptive adjectives | | | |
| a) With the suffix -ly | 1, 11, 18, 19, 22, 27 | 6 | 20 % |
| b) Without the suffix -ly | 6, 7, 13, 23, 29 | 5 | 17 % |
| 2. Manner adverbs | | | |
| a) With the suffix -ly | 8, 9, 10, 12, 24, 26 | 6 | 20 % |
| b) Without the suffix -ly | 5, 14, 20, 28, 30 | 5 | 17 % |
| 3. Intensifying adverbs (degree) with the suffix -ly | 2, 15, 21 | 3 | 10 % |
| 4. Time adverbs (indefinite) with the suffix -ly | 4, 17, 25 | 3 | 10 % |
| 5. Sentences adverbs with the suffix -ly | 3, 16 | 2 | 6 % |
| Total | | 30 | 100 % |

The major characteristic of a good test is the existence of validity and reliability. Validity of a test is the degree to which a test measures what it is supposed to measure. It is essentially a matter of relevance (Iado, 1961). In other words, a test said to be valid if it really measures what it is intended to measure. This statement is relevant to Wiersma's statement (1991) says that: "The validity of measurement is the extent of which the instrument measures what it is designed to measure".

A good test should be both valid and reliable. Validity refers to whether or not a test measures what it purpose to measure. Reliability is a general quality of stability of scores regardless of what the test measures. Thus, a test cannot be valid unless it is also reliable, for an unreliable test does not measure what it should measure. One of the targets to know a good test is to consider its validity because it is important to prepare a test.

In relation to the validity, (Wallen and Frankeul, 1991) states that validity refers to the extend to which an instrument gives us information we want. Furthermore, (Stanley, 1981) gives his definitions as follows "Validity as the degree to which measuring instruments actually serves the purpose for which it is used".

In line with the definitions above, it can be concluded that a good test is called valid if the test can measure, for instance, the ability of a student in mastering one material after it has been taught. The validity of the test can be calculated by applying item to search index of the difficulties in each item. The following formula was used to get the validity:

$$P = \frac{B}{J_s} \text{ (Arikunto, 1992)}$$

Where:

P = Index of the difficulties

B = Scores

Js = Number of sample

While, reliability is the consistency of the test scores. (Lado, 1961) states that: "Reliability is a general quality of stability of scores regardless of what the test measures". Thus, a test can not be valid unless it is also reliable, for an unreliable test can not measure the object of research. Whereas, Wiersma (1991) says that: "Reliability is the consistency of the instrument in measuring whatever it measures". Reliability coefficient can take on values of - 1,0 to 1,0 inclusive.

Reliability is a necessary characteristic of any good test to be valid at all, a test must first a reliable measuring instrument. (Wallen and Fraeukel, 1991) define reliability refers to the consistency of information obtained.

The definition above implies that more reliable the test is more confident we can have the scores obtained from the administration of the test. Therefore, if the test scores of the students are not fluctuate too much, then the test is called reliable.

In this study, KR 21 formula is applied to obtain the reliability of multiple choice test. The reason of choosing KR 21 is it does not need to do items analysis taking a long process.

To get the reliability of the test, the following formula is used:

$$KR-21 = \frac{k}{k-1} \left[1 - \frac{M(k-M)}{k(s)} \right]$$

Where :

k = The number of the items in the test

M = The mean of the test scores

s = The standard deviation of the test

To get the reliability of the test, first, the mean and the standard deviation were counted by using the following formula:

$$M = \frac{\sum fx}{N}$$

Where :

M = Mean

f = Frequency

N = The number of the scores

X = The raw scores

$$S = i \sqrt{\frac{\sum fd}{N} - \left(\frac{\sum fd}{N} \right)^2}$$

Where :

i = Interval

f = Frequency

d = Deviation

N = Number of the students

S = Standard Deviation

Procedure for Analyzing Data

If the answers of the students from the test were acquired, it would make a proportion of the students who can pass and fail of each item of the tests. Thus, the results of the data were obtained.

In analyzing the data, the procedure is as follows: Identifying the errors by giving a cross check on every wrong answer in every item., Describing the errors by classifying according to categories., Interpreting the percentage of the student's errors in the table by applying the formula:

$$N = \frac{X}{Y} \times 100\%$$

Where :

N = The error percentage

X = The number of error per type

Y = The total number of all errors

After the percentage of each score has been counted, the percentage of each score with the standard ability that has been set was compared to determine whether or not the students were able to do the test. Determining the causes of the errors, Reconstructions of errors.

RESULTS AND DISCUSSIONS

Findings

After administering the multiple choice test to the forty students, the errors were identified by giving a cross check on every items number which was answered wrong by each students. It was found out 423 errors of 900 item occurrences. Then, they were classified according to sub categories. Next, it is obtained the data which is described as follows:

Table 4.
The Distribution Errors of each Students

| Student's number | Subcategories | | | | | | |
|------------------|---------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 1a | 1b | 2a | 2b | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 001 | 3 | 0 | 3 | 2 | 1 | 0 | 0 |
| 002 | 2 | 2 | 2 | 1 | 2 | 1 | 1 |
| 003 | 2 | 2 | 3 | 0 | 2 | 2 | 1 |
| 004 | 2 | 3 | 2 | 3 | 2 | 0 | 0 |
| 005 | 2 | 2 | 2 | 2 | 2 | 2 | 0 |
| 006 | 2 | 0 | 4 | 3 | 2 | 1 | 1 |
| 007 | 1 | 3 | 5 | 2 | 1 | 1 | 0 |
| 008 | 1 | 3 | 4 | 2 | 3 | 0 | 0 |
| 009 | 2 | 4 | 4 | 0 | 1 | 1 | 1 |
| 010 | 2 | 3 | 2 | 3 | 2 | 1 | 0 |
| 011 | 3 | 1 | 1 | 3 | 3 | 1 | 1 |
| 012 | 0 | 2 | 3 | 3 | 2 | 2 | 1 |
| 013 | 0 | 5 | 3 | 1 | 3 | 2 | 1 |
| 014 | 2 | 4 | 4 | 0 | 1 | 2 | 2 |
| 015 | 3 | 4 | 4 | 0 | 2 | 1 | 1 |
| 016 | 4 | 4 | 2 | 3 | 2 | 0 | 0 |
| 017 | 3 | 3 | 3 | 2 | 3 | 1 | 0 |
| 018 | 1 | 2 | 5 | 2 | 2 | 2 | 1 |
| 019 | 1 | 4 | 4 | 1 | 3 | 2 | 0 |
| 020 | 3 | 2 | 2 | 2 | 3 | 1 | 2 |
| 021 | 3 | 4 | 2 | 1 | 3 | 1 | 1 |
| 022 | 4 | 2 | 2 | 3 | 1 | 1 | 2 |
| 023 | 3 | 3 | 3 | 4 | 1 | 1 | 0 |
| 024 | 2 | 2 | 3 | 3 | 2 | 2 | 1 |
| 025 | 2 | 3 | 4 | 2 | 3 | 1 | 1 |
| 026 | 2 | 4 | 3 | 2 | 3 | 2 | 0 |
| 027 | 2 | 4 | 3 | 3 | 3 | 1 | 0 |
| 028 | 1 | 4 | 4 | 1 | 3 | 1 | 2 |
| 029 | 4 | 2 | 2 | 3 | 1 | 2 | 2 |
| 030 | 5 | 3 | 1 | 3 | 2 | 2 | 0 |
| Total | 67 | 84 | 89 | 60 | 64 | 37 | 22 |

Note:

- 1a = Descriptive adjectives with the suffix -ly
- 1b = Descriptive adjectives without the suffix -ly
- 2a = Manner adverbs with the suffix -ly
- 2b = Manner adverbs without the suffix -ly
- 3 = Intensifying adverbs (degree adverbs)
- 4 = Time adverbs
- 5 = Sentence adverbs

Every error was interpreted into percentage by applying formula $N = \frac{X}{Y} \times 100\%$ in the following table:

Table 5.
The Percentage Errors of each Students

| Student's Number | Sub categories | | | | | | |
|------------------|----------------|---------------|---------------|---------------|---------------|--------------|--------------|
| | 1 | | 2 | | 3 | 4 | 5 |
| | A | b | A | b | | | |
| 1 | 0.71% | 0.00% | 0.71% | 0.47% | 0.24% | 0.00% | 0.00% |
| 2 | 0.47% | 0.47% | 0.47% | 0.24% | 0.47% | 0.24% | 0.24% |
| 3 | 0.47% | 0.47% | 0.71% | 0.00% | 0.47% | 0.47% | 0.24% |
| 4 | 0.47% | 0.71% | 0.47% | 0.71% | 0.47% | 0.00% | 0.00% |
| 5 | 0.47% | 0.47% | 0.47% | 0.47% | 0.47% | 0.47% | 0.00% |
| 6 | 0.47% | 0.00% | 0.95% | 0.71% | 0.47% | 0.24% | 0.24% |
| 7 | 0.24% | 0.71% | 1.18% | 0.47% | 0.24% | 0.24% | 0.00% |
| 8 | 0.24% | 0.71% | 0.95% | 0.47% | 0.71% | 0.00% | 0.00% |
| 9 | 0.47% | 0.95% | 0.95% | 0.00% | 0.24% | 0.24% | 0.24% |
| 10 | 0.47% | 0.71% | 0.47% | 0.71% | 0.47% | 0.24% | 0.00% |
| 11 | 0.71% | 0.24% | 0.24% | 0.71% | 0.71% | 0.24% | 0.24% |
| 12 | 0.00% | 0.47% | 0.71% | 0.71% | 0.47% | 0.47% | 0.24% |
| 13 | 0.00% | 1.18% | 0.71% | 0.24% | 0.71% | 0.47% | 0.24% |
| 14 | 0.47% | 0.95% | 0.95% | 0.00% | 0.24% | 0.47% | 0.47% |
| 15 | 0.71% | 0.95% | 0.95% | 0.00% | 0.47% | 0.24% | 0.24% |
| 16 | 0.95% | 0.95% | 0.47% | 0.71% | 0.47% | 0.00% | 0.00% |
| 17 | 0.71% | 0.71% | 0.71% | 0.47% | 0.71% | 0.24% | 0.00% |
| 18 | 0.24% | 0.47% | 1.18% | 0.47% | 0.47% | 0.47% | 0.24% |
| 19 | 0.24% | 0.95% | 0.95% | 0.24% | 0.71% | 0.47% | 0.00% |
| 20 | 0.71% | 0.47% | 0.47% | 0.47% | 0.71% | 0.24% | 0.47% |
| 21 | 0.71% | 0.95% | 0.47% | 0.24% | 0.71% | 0.24% | 0.24% |
| 22 | 0.95% | 0.47% | 0.47% | 0.71% | 0.24% | 0.24% | 0.47% |
| 23 | 0.71% | 0.71% | 0.71% | 0.95% | 0.24% | 0.24% | 0.00% |
| 24 | 0.47% | 0.47% | 0.71% | 0.71% | 0.47% | 0.47% | 0.24% |
| 25 | 0.47% | 0.71% | 0.95% | 0.47% | 0.71% | 0.24% | 0.24% |
| 26 | 0.47% | 0.95% | 0.71% | 0.47% | 0.71% | 0.47% | 0.00% |
| 27 | 0.47% | 0.95% | 0.71% | 0.71% | 0.71% | 0.24% | 0.00% |
| 28 | 0.24% | 0.95% | 0.95% | 0.24% | 0.71% | 0.24% | 0.47% |
| 29 | 0.95% | 0.47% | 0.47% | 0.71% | 0.24% | 0.47% | 0.47% |
| 30 | 1.18% | 0.71% | 0.24% | 0.71% | 0.47% | 0.47% | 0.00% |
| Total | 15.84% | 19.86% | 21.04% | 14.18% | 15.13% | 8.75% | 5.20% |

The Types of Errors

The type of errors in this study, the following surface strategy taxonomy, is only error of substitution or error of selection and it occurred on the level of lexicon because this study only studied about the words that are adjective and adverb. The errors occurred on the use adjectives and adverbs with the

suffix-ly which categorized into five sub categories mainly descriptive adjectives, manner adverbs, degree adverb, time adverb, and sentence adverb.

Descriptive adjectives and manner adverbs were divided into two sub categories, they were (a). The use with the suffix-ly and, (b). The use without the suffix-ly. The number and the percentage of errors in each sub categories can be seen in the table 6.

Table 6.
The Number and the Percentage of Errors in each Sub Categories

| No. | Sub categories | Error occurrences | The percentages |
|-----|--|-------------------|-----------------|
| 1 | Descriptive adjectives | | |
| | a) With the suffix - ly | 67 | 15.84% |
| | b) Without the suffix-ly | 84 | 19.86% |
| 2 | Manner adverbs | | |
| | a) With the suffix - ly | 89 | 21.04% |
| | b) Without the suffix-ly | 60 | 14.18% |
| 3 | Intensifying adverbs with the suffix -ly | 64 | 15.13% |
| 4 | Time adverbs with the suffix -ly | 37 | 8.75% |
| 5 | Sentence adverbs with the suffix -ly | 22 | 5.20% |
| | Jumlah | 423 | 100 % |

The Dominant Type of Errors

From the table 6, it is known that the dominant type of errors is errors of selection or substitution, specifically, on the use manner of adverbs with the suffix-ly with the percentage 21,04 % or 89 errors, and generally, on the use of descriptive adjective either with the suffix-ly or without the suffix-ly with the percentage 19,86 % Or 84 errors.

The Causes of Errors

In this study, the errors occur caused by three factors, ignorance of rule restriction, false concept hypothesized, and over generalization. All of them are intra lingual error. In addition, having analyzed the answer sheet of the students, one item can consists of one or more causes. For furthermore explanation, it will be explained in the discussion section.

Form the information above, it indicates that the students lacked the knowledge about the use of adjectives and adverbs identical in form particularly which have the suffix-ly. Besides that, generally, they got difficulties in translating. Known they less practiced and understood the topic. Whereas, it has been taught in the junior high school. It seemed they have forgotten the topic though it have relationships with another topic in English.

Discussions

There are five sub categories of adjective and adverb which have identical in form particularly in this study namely descriptive adjectives, manner adverbs, intensifying adverbs, time adverbs, and sentence adverbs. There were errors in the use of the adjectives and adverbs. The proportion of the percentage of the errors is varied in the use of adjective and adverbs. The following discussion describes what was found out in the data.

The Types of Errors

Errors of Descriptive adjectives

Descriptive adjective is the only one type of adjective investigated in this study. There are two types of descriptive adjectives in this study, with the suffix-ly and without the suffix-ly. In the first one, it was found out 67 error occurrences. It is in the third position of the greater number of errors with

the percentage $\frac{67}{423} \times 100\% = 15,84\%$. (See the table 6). In the second one, it was found out 84 errors. It is in the second greater number of errors with the percentage $\frac{84}{423} \times 100\% = 19,86\%$

The items about descriptive adjectives with the suffix-ly are, for example, in the number 1, 11 and 22 (see the table 3 and appendix 2). In the number 1, there were 14 of 30 students answered right, it means there were 16 students who answered wrong. In the number 11, there were 23 students who passed to answer the item, it means 7 students who failed to answer it. Then, there were 22 students were able to answer the item in the number 22, and the others made errors. For more detailed, it can be seen in appendix 1.

The night feels.....and calm.

- Coldly
- Warmly
- Lonely
- Silently

The answer is option C

Select the **exact** use of the underlined word in each sentences

- The music sounds softly
- A lemon tastes sourly
- The air smells freshly
- They appear brotherly

The answer is option D

Select the **wrong** use of the underlined word in each sentences.

- The woodcarving is shapely
- How beautifully the view is !
- She looked after her child in a motherly way
- Every woman gets a monthly period

The answer is option B. It should be *How beautiful the view is !*

Having analyzed the student's answer sheets, for both the number 1 and 11, the causes of these errors are they ignored the verbs (sense verb or linking verb) which preceded the word and what type of the word should be used though all options using the words with the suffix-ly (ignorance of rule restriction). The word following the sense or linking verb should be adjective not adverb. Whereas, when adjective added the suffix -ly, it is adverb e.g. *fresh* (adjective) + -ly = *freshly* (adverb), and when noun added the suffix -ly, it is adjective e.g. *brother* (noun) + -ly = *brotherly* (adverb). In addition, it seemed there is inter lingual transfer affect in answering.

The error in number 22 was caused by ignorance the rule how compose a noun phrase (NP) or an exclamatory sentence (ES), and did not know what types of word should be used in composing the noun phrase or the exclamatory sentence, in addition, the words has been changed such as addition the suffix -ly. For example: NP = article + adjective (noun + -ly) + noun e.g. *a + motherly + way = a motherly way*, ES = how + adverb + noun/pronoun + verb or how +adjective + noun/pronoun + linking verb.

e.g. *How beautifully she dresses ! or How beautiful the view is !*

Next, the items concern with descriptive adjectives without the suffix-ly. For examples are in the number 7, 20 and 22 (see the table 2 and appendix 2). There was 20 students made errors in the first one, 15 in the second one, and 8 in the last one (see appendix 1).

Why do you just keep.....?

- Quiet
- Quietly

- c. Quite
- d. Quietly

The answer is option A

Based on the answer sheet of the students, most of the students who made the errors selected option B in this number. It means they knew that an adverb is modifying a verb and that the characteristic of adverb form is the suffix -ly. However, they did not know that there are some verbs have special combinations with adjective for instance *keep quite* or followed by adjective such as linking or sense verbs (see the table 1). This error can be called over generalization or ignorance of rule restriction or false concept hypothesized.

Select the exact use of the underlined word in each sentence.

- a. They have waited for you patient
- b. She welcomed us warm
- c. He walk away sad
- d. Silk feels smooth

The answer is option D

This error as said in the previous is ignorance of rule restriction because it should be after sense verb is adjective. Thus, beside sense or linking verbs, the other verbs are followed or preceded by adverbs.

Select the wrong use of the underlined word in each sentence

- a. Terrorists bombed the high building
- b. This fish smells bad
- c. I keep strong my promise
- d. How comfortable this chair is.

The answer is option C. It should be *I keep strongly my promise.*

There are some adverbs which may be used as linking verb and verb for example *keep* (compare *keep* in the item 7 and 23), *turn* in the sentences as follows : *She turned pale* (adjective) = *She became pale.*, *He turned angrily* (adverb) *to the man behind him.* (*turned* here is a deliberate action). Therefore, this error in this number is ignorance of rule restriction because they did not know the function and position of adjective.

Errors of Manner Adverbs

Manner adverb is one of our adverbs investigated in this study. Like descriptive adjective, it is divided into two types that is with and without the suffix -ly. It was found out 89 error occurrences is manner adverb with the suffix -ly. When this number is compared to the total number of error occurrences, the percentages 21,04 %. It is the greatest number of errors.

Then the other, it was found out 60 errors. It has proportion of the percentages fewer than manner adverb without the suffix -ly that is 14,18 %.

The items about manner adverbs with the suffix -ly, for example : are in the number 8, 12, and 26. it was found out 15 errors occurrences in the first number and 16 errors were found in the other too, and in the last one there were 9 errors.

The man looked.....at me.

- a. Suspicious
- b. Suspiciously
- c. Happy
- d. Friendly

The answer is option B.

Following analysis, most of the students were snared by choosing option D. It seemed they were affected by translation of words or they ignore that *looked* here is not a sense verb but a verb of action because it is followed preposition *at*. In addition, they ignore about a type of word whether

it is appropriate to be used in composition of sentence or not, in other words, they ignore about agreement in sentence.

Select the exact use of the underlined word in each sentence.

- She sings lovely
- She sings badly
- She sings beautiful
- She sings soft

The answer is option B.

Select the wrong use of the underlined word in each sentence

- Aluminum can be bent easily
- My father became angrily
- He spoke honestly
- Her mother looked at her hopefully

The answer is option B. It should be *My father became angry*.

Essentially, the causes of errors in number the 12 and 26 are similar with the causes of errors in the items have been explained above that mostly they are caused by ignorance of rule restriction, over generalized and false concept hypothesized. Being known that the students were not able to distinguish the types of word, in this case between adjectives and adverbs specifically, which have the suffix -ly, and the function.

Next examples are about manner adverbs without the suffix -ly. They are in the number 5, 20, and 30. There were 18 errors in the number 5, 15 errors in the number 20, and 13 errors in the last number.

You may go.....home

- Directly
- Straight
- Straightly
- Lonely

The answer is option B.

Select the exact use of the underlined word in each sentence

- Hold it tightly !
- Open widely your mouth !
- The goods were tight packed
- Open wide the windows please !

The answer is option D.

The error occurred because ignorance of a word which can be functioned as adjective and adverb without changing the form. As in the item 5 and 20, *straight* here functioned as adverb not adjective because the preceding verb is not a sense or linking verb and so did *wide*. Instead, *wide* as adverb, it also has -ly form that is *widely* but both have different meaning.

Select the wrong use of the underlined word in each sentence.

- We went by a fast train
- We had breakfast early
- Don't walk too fastly
- We had an early breakfast

The answer is option C. It should be *Don't walk too fast*.

As mentioned above, there are some words which can be functioned as adjective and adverb without change of form. Here, the students are necessary to know that not all of adjective, in this case descriptive adjective, must be added previously the suffix -ly to be able to function as adverb. For instance, in the item 5 and 30, there is no adverb with -ly form for *straight* and *fast*.

Errors Intensifying Adverbs (Adverbs of degree)

One of intensifying adverbs is an adverb of degree or it is called a quantifier. In this study, only adverb of degree with the suffix -ly was investigated. It was found out 64 errors in it. It is the fourth greater number of errors with the percentage as follows: $\frac{64}{423} \times 100\% = 15,13 \%$.

The items about it are in the number 2, 15 and 21. There were 19 errors in the number 2, 16 errors in the number 15, and 16 errors in the last number.

It showed that most of the students still did not understand about the use adverb of degree with the suffix -ly. Furthermore, it is explained below.

You are.....wrong

- Absolute
- Absolutely
- Greatly
- Great

The answer is option B

Select the exact use of the underlined word in each sentence.

- You'd hard believe it
- You must try more hardly
- I hardly know her
- This dress is hard long enough

The answer is option C.

For both items, the errors were caused by ignorance that not all of adjectives + -ly have similar meanings with when they are not added the suffix -ly yet. However, there are some adjectives when added the suffix -ly, their meanings are changed not as when they are adjectives. For example in the item 2, *absolute* means *complete* or *perfect* while *absolutely* means *at all*. Besides, it were caused by ignorance that there are some words have two adverb form such as *hard*, in the item 15, one is *hard* as adverb of manner which means *firm* or *difficult* or *heavy* and the other one is *hardly* as adverb of degree which means *almost not*.

Select the wrong use of the underlined word in each sentence

- I feel so terribly tired tonight
- I'm sincerely sorry
- She has been working awfully hard recently
- Mary looks quietly pale

The answer is option D. It should be *Mary looks quite pale*.

The causes of error are ignorance that an adverb is modifying an adjective and another adverb such as in this item, *terribly tired* (adjective), *sincerely sorry* (adjective), *awfully hard* (adverb). In addition, there is no form *quietly* for adverb.

Errors of Time Adverbs

Time adverb investigated here is time adverb with the suffix -ly. It was found out 41 errors in it. It is not including in the great number of errors. The percentage as follows: $\frac{37}{423} \times 100\% = 8,75 \%$.

The items about time adverb are in the number 4, 17, and 25. the numbers of error occurrences in each number are 16, 13 and 8. for clearer, let us go to the discussion below :

.....they come back to school after holiday

- lately
- completely
- eventually

d. justly

The answer is option C.

The cause is ignorance of word meaning in option particularly when the word has been added with the suffix -ly

Select the exact use of underlined word in each sentences

- Have you ever seen him lately ?
- The bus arrived lately
- Why did you come lately yesterday ?
- I had breakfast lately

The answer is option A.

Select the wrong use of underlined word in each sentence

- I will go there presently
- He has been busy lately
- Last night I went to bed lately
- I'll come back presently

The answer is option C. It should be *Last night I went to bed late*.

The causes of errors as mentioned previously are ignorance that there are different meaning and function of word in this case adjective when it is added the suffix-ly such as *lately* means *recently* and *presently* means *sons*.

Errors of Sentence Adverbs

There are 24 error occurrences on the use sentences adverbs. It is including the fewest number of error with the percentage as follows : $\frac{22}{423} \times 100\% = 5,2 \%$.

In the test, there are only two items concerning with sentence adverb that is on the item 3 and 16. It was found out 11 errors in the number 3 and 16 errors in the number 16. For clearer, take a look the discussion below :

.....no one noticed him

- poor
- poorly
- unfortunate
- unfortunately

The answer is option D

Select the exact use of the underlined word in each sentence.

- He certain will take the opportunity
- Possible I can't attend your invitation
- It is a probably thing
- John misses lessons occasionally.

The answer is option D

It seemed the causes of errors are ignorance that adverb can modify sentence which the existence of adverb is not modifying adjective nor verb nor another adverb and probably, it is affect of inter lingual transfer by translating the underlined words but ignoring the function of words themselves and the suffix-ly.

The Dominant Type of Errors

As mentioned in the previous section, the dominant type of errors, specifically, is error of selection or substitution on the use of manner adverbs with the suffix-ly, and generally, is that on the use of descriptive adjectives either with the suffix-ly. The discussion of them have been discussed and explained in the section 4.2.1 (37 and 41).

The Causes of Errors

Inter lingual Errors

These errors occur when the learner transfer their native language system into the target language system. For example in the item 1:

The night feels.....and calm.

- a. Coldly
- b. Warmly
- c. Lonely
- d. Silently

The answer is option C

If the students did not answer option C, it means they choose based on their translation of every word. Because, when the word in each option is translated and grammar is ignored then each word can be contextual to the sentence.

Intra lingual Errors

These errors are the incorrect generalization of rules or negative transfer within the target language. They consists of:

Overgeneralization

It occurs when the learners construct deviant structures in the target language on the basis of experiences of the language. For example, it is in the item 11.

Choose the exact use of underlined word in each sentence.

- a. The music sounds softly
- b. A lemon tastes sourly
- c. The air smells freshly
- d. They appear brotherly

When the students did not answer option D, it means they generalize that -ly words are adverbs and they supposed that all verbs are always followed by adverbs. In fact, not all -ly words are adverbs but adjectives too and not all verbs are followed by adverbs but adjectives too and not all verbs are followed by adverbs but adjectives that are linking verbs.

Ignorance of Rules Restriction

It is a failure to learn conditions under which rules apply. It occurs when the learners makes a sentence in the target language based on analogy. As the example, it is in the item 25.

Choose the wrong use of underlined word in each sentence.

- e. I will go there presently
- f. The bus arrived lately
- g. Last night I went to bed lately
- h. I'll come back presently

The answer is option C. it should be *Last night I went to bed late*.

It indicates that the students ignore that there are different meaning and function of word in this case adjective when it is added the suffix -ly such as *lately* means *recently* not *late* and *presently* means *soon* not *today*.

Development Errors

False concept hypothesized, It is an attempt of the learner to build up hypothesis about the English language from his limited experience of it in the classroom. In short, it is the faulty comprehension of distinction in the target language. As the example, it is in the item 26

Select the wrong use of the underlined word in each sentence

- a. Aluminum can be bent easily
- b. My father became angrily
- c. He spoke honestly

- d. Her mother looked at her hopefully
The answer is option B. It should be *My father became angry*.

The following analysis, the students built up a hypothesis that adverb only modifies verb or predicate of the sentence. Whereas, if the predicate is linking or sense verb, it is followed by adjective.

CONCLUSIONS

Based on the findings of the study, the writer concludes that: From 900 item occurrences, there were 423 errors which categorized into 5 sub categories on the use of adjectives and adverbs with the suffix-ly. Firstly, the use of descriptive adjective was 151 (35,7 %) errors divided into the use with the suffix-ly was 67 (15,84 %) errors and the use without the suffix-ly was 84 (19,86 %) errors. Secondly, the use of manner adverbs was 159 (35,22 %) errors divided into the use with the suffix-ly was 89 (21,04 %) errors and the use without the suffix-ly was 60 (14,18 %) errors. The other one is the use of intensifying adverbs with the suffix-ly was 64 (15,13 %) errors, another one is the use of time adverbs with the suffix-ly was 37 (8,75 %) errors, and the last one is the use sentence adverbs with the suffix-ly was 22 (5,2 %) errors., The dominant type of errors specifically is error of selection of substitution on the use of manner adverbs with the suffix-ly namely 89 errors (21,04 %) and that on the use of descriptive adjectives without the suffix-ly namely 84 errors (19,84 %) generally., There were three causes of errors: they were intra lingual errors, inter lingual errors, and developmental errors. The dominant cause of errors is intra lingual errors mainly ignorance of rule restriction.

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