

**THE USE OF ADJECTIVES WITH CONTEXTUAL LEARNING  
MODELS BASED ON CHARACTER EDUCATION FOR STUDENTS OF  
THE INDONESIAN INSTITUTE OF THE ARTS DENPASAR**

---

**I Gst. Ayu P. Jesika Sita Devi N<sup>1</sup>, I Nengah Sudipa<sup>2</sup>, Made Sri Satyawati<sup>3</sup>**

Faculty of Humanities, Udayana University, Indonesia.

---

**Article Received:** 06/03/2023

**Article Revised:** 08/03/2023

**Article Accepted:** 09/04/2023

**Published Online:** 10/04/2023

**DOI:**10.47311/IJOES.2023.5.04.138

---

**Abstract**

This study aims to determine the ability to use adjectives before and after the implementation of character education-based contextual learning models for the 3rd Semester students of the Interior Design Study Program, Faculty of Fine Arts and Design, Indonesian Institute of the Arts Denpasar and to determine the effectiveness of character education-based contextual learning models on the use of the adjectives. This research is an experimental study using a one-group pre-test and post-test design. This study showed that there was an increase in students' abilities to use adjectives after the implementation of a character education-based contextual learning model. From the first and second problem formulations, the difference in the average value before and after the application of the character education-based contextual learning model is 25.5. In the *N-Gain* test, it was stated that contextual learning of character education was effective for learning adjectives because it obtained an *N-Gain* percentage of >75%, namely 75.96%. In addition, the questionnaire test is also a supporting factor for the learning model to be effective based on the positive responses of students, and the other factor is by applying constructivism learning theory in the teaching and learning process.

**Keywords:** Adjectives, Contextual Learning Models, Character Education

**Introduction**

The presence of teaching and learning that can hone foreign language capabilities is expected to be an important instrument in facing a wave of global competition. Basically, the ability to speak English includes four skills, namely listening, speaking, reading, and writing. In improving the skills in the four fields mentioned above, basic skills regarding the features of the English language and grammar are needed, which can be used as the basis for mastering the four skills. One of the language features that must be mastered is word classes. In this study, basic knowledge of word classes is discussed, but adjectives are the focus of

this study. Deterding and Poedjosoedarmo (2001: 23) explain that an adjective is a 'describing word'. In this study, adjectives are the main study that will be examined in a contextual learning model that will be carried out with an experimental class of Interior Design study program students in the 3<sup>rd</sup> semester of the Faculty of Art and Design, the Indonesian Institute of the Arts Denpasar. In learning English, the success of the teaching and learning process is also determined by the application of character education. In realizing character education in innovative English teaching and learning activities between educators and students can be fostered through simple things. One of the simple learning models is the contextual learning model. By implementing this contextual-based learning model, students can develop their knowledge exploration more independently because they can take examples and reflections from things that happen around them and also through activities in everyday life.

### **Research Method**

This study used an experimental research method, namely pre-experimental with a *one-group pretest-posttest* design. In the *one-group pretest-posttest* design, there is a pre-test and a post-test. Thus the effect of the treatment can be calculated by comparing the post-test and pre-test scores. If the post-test value is greater than the pre-test, then the action has a positive effect (Sugiyono, 2021: 129). In this study, there was a class that was the subject of research, namely students in interior design, Class of 2021. The approach used in this study was a qualitative and quantitative approach (mixed method). A mixed method is a research approach that combines qualitative and quantitative characteristics. This study uses a concurrent mixed strategy method, in which researchers identify qualitative and quantitative data to obtain a comprehensive analysis of the problem formulation of this study.

### **Theoretical Framework**

The theoretical basis used in this study includes theories regarding constructivism learning, contextual learning principles, character values, categories of an adjective, orders of an adjective, and surface strategy taxonomy.

According to Suparno (1997:85), constructivism or constructivism is a philosophy of knowledge that briefly explains that knowledge is a person's construction. People form their knowledge through interaction with their environment. The seven main principles of contextual learning put forward by Jauhar (2011:184-185) are constructivism, question and answer, inquiry, learning community, modeling, reflection, and authentic assessment. Based on the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 Article 3 concerning strengthening character education and its descriptions explained by the Ministry of National Education, it is explained that character education includes attitudes: religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love peace, love to read, care for the environment, care for the social, and be responsible.

Based on the explanation from Herring (2016), adjectives are used almost exclusively to modify nouns, as well as phrases or parts of speech that function as nouns. Herring (2016) also explains that there are eight categories of adjectives, namely: attributive adjectives, predicative adjectives, proper adjectives, compound adjectives, demonstrative adjectives,

interrogative adjectives, nominal adjectives, and collective adjectives. In addition, there is an order of adjectives, namely: adjectives of opinion, adjectives of measurement, adjectives of shape, adjectives of condition, adjectives of age, adjectives of color, adjectives of pattern, adjectives of origin, adjectives of material, and adjectives of purpose. Surface Strategy Taxonomy is a strategy used by writers to identify errors in writing or utterances. Dulay et al. classify types of errors or errors into four groups, namely omission, addition, misformation, and misordering (Dulay et al., 1982: 150).

## Result and Discussion

### A. The Ability to Use Adjectives Before the Implementation of the Contextual Learning Model Based on Character Education

#### Pre-test Quantitative Analysis

After giving the pre-test with the content of adjective material using a character education-based contextual learning model, it is known that the individual student values are described in the following table.

No	Code	Name of Students	Pre-Test Score
1	R1	Kartika Verra Indyastuti	80
2	R2	Made Adi Wirya Darma	55
3	R3	I Gusti Agung Bhisrama A	65
4	R4	A.A. Gd. Rai Dwi Kumara K	20
5	R5	Anak Agung Gede Adamas S.	70
6	R6	Rachimatus Shadya	75
7	R7	Ni Putu Kirana Vionasari	50
8	R8	Ni Made Lisa	70
9	R9	Olivia Salma Kurnia	90
10	R10	A.A. Sg. Yajnyani Wedayanti	70
11	R11	Ni Kadek Risda Amelia	95
12	R12	Patricia Yuriqe Richella Pedor	70
13	R13	Vallent Monica	55
14	R14	Noel Kunthoro Aji	60
15	R15	I Gede Dela Abhikamika	60

#### Pre-test Qualitative Analysis

1. Which one is the right placement of adjective in the sentences below?
  - a. Steve *is an honest* person. He gives back her mother's money
  - b. Steve is an *honest* person. He gives back her mother's money.
  - c. Steve is a person *honest*. He gives back her mother's money.

In the first question pre-test, five students answered multiple choice A where there was an error, namely omission. The error is characterized by the lack of an *is* and an article before the honest person phrase. At the same time, 29 students answered multiple choice B, where there were no mistakes or errors. Finally, four students answered multiple choice C

where there were misformation and misordering errors. Misformation is characterized by the wrong use of morphemes. In multiple choice C, the misformation is indicated by the wrong use of article *a*, which should be used as an article to follow the phrase honest person. In addition, there are misordering errors where a morpheme is placed in the wrong way. In this sentence, the wrongly formed morpheme is an *honest person*.

### **B. The Ability to Use Adjectives After the Implementation of the Contextual Learning Model Based on Character Education**

#### **Pre-test Quantitative Analysis**

After giving the pre-test with the content of adjective material using a character education-based contextual learning model, it is known that the individual student values are described in the following table.

No	Code	Name of Students	Post-test Score
1	R1	Kartika Verra Indyastuti	100
2	R2	Made Adi Wirya Darma	75
3	R3	I Gusti Agung Bhismara A	90
4	R4	A.A. Gd. Rai Dwi Kumara K	85
5	R5	Anak Agung Gede Adamas S.	95
6	R6	Rachimatus Shadya	100
7	R7	Ni Putu Kirana Vionasari	95
8	R8	Ni Made Lisa	90
9	R9	Olivia Salma Kurnia	100
10	R10	A.A. Sg. Yajnyani Wedayanti	90
11	R11	Ni Kadek Risda Amelia	100
12	R12	Patricia Yuriqe Richella Pedor	95
13	R13	Vallent Monica	80
14	R14	Noel Kunthoro Aji	100
15	R15	I Gede Dela Abhikamika	75

#### **Post-test Qualitative Analysis**

1. Which one is the right placement of adjective in the sentences below?

- Steve is an *honest* person. He gives back her mother's money
- Steve is an *honest* person. He gives back her mother's money.
- Steve is an *honest* person. He gives back her mother's money.

In the post-test questions that have been given, there is the progress of students in answering the questions given. There were only two students who answered incorrectly multiple choice A, 34 students answered multiple choice B correctly, and two students answered multiple choice C incorrectly.

The correct multiple choice above, namely B, contains an adjective, namely an attributive adjective. Attributive adjectives are characterized by the appearance of the

adjective before the noun. In the sentence above, the honest adjective appears first before the noun person. The character values contained in the sentence above are honest character values shown by how Steve returned his mother's money.

### **Conclusion**

Based on the formulation of the first problem, it can be concluded as follows. The results of the analysis of the pre-test given to students, the ability to use English adjectives before the application of character education-based contextual learning models is quite high, but there are still some students who do not understand and get very low scores. The lowest student score is 15, the highest score is 95, and the student's average score is 63.7.

With regard to the second problem formulation, it can be concluded that there is a fairly high increase in students' ability to use English adjectives after the application of character education-based contextual models. This is evidenced by the increase in student scores, including; the lowest score is 50, the highest score is 100, and the average score is 89.2.

From the conclusions of the first and second problem formulations, conclusions can be drawn for the third problem formulation. The effectiveness of character education-based contextual learning models can be said to be effective for learning the use of English adjectives. This can be stated as accurate because the research instrument tests have been carried out, namely the N-Gain test and questionnaires. Based on the instrument test, the effective results were obtained through the percentage of N-Gain, which was 75.96. In addition, the results of students' answers to the questionnaire, which sufficiently gave a positive response to the questionnaire statements, support that the character education-based contextual learning model is suitable for use in learning the use of English adjectives. In addition to these two instrument tests, the application of constructivist learning theory, which is based on contextual learning models, is also a supporting factor for learning effectiveness because the principles of the learning theory have been applied in the teaching and learning process.

### **References**

- Deterding, & Poedjosoedarmo. 2001. *The Grammar of English*. Singapore: Prentice Hall.
- Djamaluddin, & Wardana. 2019. *Belajar dan Pembelajaran*. Sulawesi Selatan: CV Kaaffah Learning Center.
- Dulay, Heidi; et al. 1982. *Language Two*. New York: Oxford University Express.
- Herring, P. 2016. *Complete English Grammar Rules. Examples, Exceptions, Exercises & Everything You Need to Master Proper Grammar*. Farlex International: The Farlex Grammar Book.
- Jauhar, M. 2011. *Implementasi Paikem dari Behavioristik Sampai Konstruktivistik. Sebuah pengembangan Pembelajaran Berbasis CTL (Contextual Teaching & Learning)*. Jakarta: Prestasi Pustaka Publisher.
- Johnson, Elaine B. 2011. *Contextual Teaching and Learning: Menjadikan Kegiatan Belajar-Mengajar Mengasyikkan dan Bermakna*. Bandung: Mizan Media Utama (MMU).

Kemendiknas. 2011. Panduan Pelaksanaan Pendidikan Karakter. Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan: Jakarta.

Sugiyono.2021. *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)*. Bandung: Alfabeta.