

**THE IDENTIFICATION OF ADJECTIVES AND ADVERBS IN
BILINGUAL BEDTIME STORY ENTITLED “CANGKIR
SPIDERMANKU”**

A FINAL REPORT



by

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STATEMENT OF ORIGINALITY

I, Lisma Ayu Arditha (152111813059), hereby declare that the final report I created does not include or contain parts of other people's works, except those cited in the quotation and references, as a scientific document should.

Surabaya, 31st May 2024



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APPROVAL

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Department of Business, Faculty of Vocational Studies Universitas Airlangga

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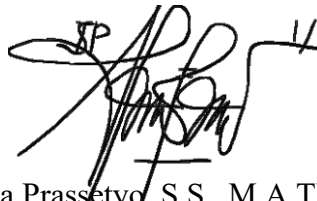
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Surabaya, 31st May 2024

The writer

ABSTRACT

Bilingual bedtime story is an effective medium for children, mainly those in ages 4 to 6, to learn the second language. Adjectives and adverbs play crucial role in encouraging children them to visualize the object properly and helping in language acquisition. This final report analyzes adjectives and adverbs in bilingual bedtime story entitled “Cangkir Spidermanku” arranging Gumovskaya (2021) theory. The result shows that two categories for adjectives and three categories for adverbs. This study clarifies the role that language features have in fostering children's language development.

Keywords: bilingual bedtime story, adjective, adverb, children

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CHAPTER 1

INTRODUCTION

1.1. Background of The Study

The bedtime story is a major literacy event that helps set patterns of behavior that reoccur repeatedly in the lives of mainstream children and adults (Eisenlohr, 2002). The major goal of bedtime stories is to be durable in terms of the environment, the economy, and society so that subsequent generations can pass along morality tales (Kuusk, 2013). Bedtime stories that are categorized by difficulty level will encourage children's interest in listening to or reading books, which is the intention for the activity of reading a bedtime tale to be enjoyable for them rather than burdensome (Suherman, 2020). During the first four years of life, an assortment of children needs the ability to read (Gordon & Breazeal, 2015). The key period is a faster time for language learning when a youngster is developing reading skills (Hamilton, 2014). It plays a crucial role in nurturing written language abilities (Conica et al., 2023), and it serves as a cherished time for parents or adults to engage in meaningful interactions with their children (Hu et al., 2014). As noted by Clemens and Kegel (2021), children's literacy practices, like storytelling, can highlight how their language skills are improving through imitation. Additionally, Hindman et al. (2021) and Olivos and Sobko (2017) have pointed out links between bilingualism and cognitive development, which highlight the value of bilingual education in fostering children's communication skills, emotional complexity, and imagination.

At the heart of this endeavor is the dual goal of teaching children to read and exposing them to foreign languages. According to a Yanthi et al. (2018) study, bilingual picture books are frequently utilized by many Indonesian parents as an approach to introducing English as a second language before bedtime. These parents have started teaching their children English because they believe it will provide their children with several future chances. It can be implied that parents or adults offer English as a foreign language through bilingual books (Lestari & Arfiandhani, 2021). Moreover, bilingual reading activities for children can bring positive outcomes, including expanding vocabulary and even arranging key words to make a story's deeper meaning clear (Ulwiyah, 2019). Reading bilingual stories aids children in understanding the meaning of the foreign sentence by comparing it to the native language, since children at this age are exposed to many forms of stimulation (Sipe, 2000; Hadaway & Young, 2018). By harnessing engaging visuals and innovative methods, such as parent-child interaction, during reading and sharing sessions, adults find that children are more enthusiastic about learning a new language, especially English, when presented in this bedtime storytelling format (Clemens & Kegel, 2021; Mufida & Ningsih, 2022). Children, typically at an early ages, are presented with multilingual tales, featuring 24 to 32 pages per story, as they prepare for sleeping (Backes, 2015). As children recognize speech patterns in books, this investigation inevitably improves their comprehension of language structure and broadens their vocabulary (Conica et al., 2023). Moreover, research indicates that bilingual bedtime stories generate more language input and lexically diverse speech during shared bedtime reading (SBR) when

compared to other parent-child activities such as toy play, song singing, caregiving, and mealtime routines (Clemens & Kegel, 2021). This highlights the significant role bilingual bedtime stories play in promoting vocabulary development.

Children will eagerly learn English if the medium they use is appealing, such as a colorful and illustrated book (Mufida & Ningsih, 2022). The bilingual bedtime that is written using personal narrative with pictures may bring experiences in language learning. In addition, Lundine and McCauley (2016) declared that personal narratives are important to introduce to children because they are connected to self-identification. A personal narrative is a kind of story that gives specific details about an event that happened to someone within a certain time (Vretudaki & Tafa, 2022). Furthermore, Lundine and McCauley (2016) declared that personal narrative is appropriate for children, as the story can impact their daily lives as a reflection of the human characters. In addition to helping kids learn English, the study found that personal narrative can help them become more capable of making responsible decisions and learning to solve problems. This because the personal narrative includes aspects of executive functioning, encouraging reflection, and planning, children use it to pursue related behaviors in order to make a conscious decision and solve their problems. Entering the golden age, children are interested in stories related to personal experience, daily life, and likewise, they are able to identify things or objects that are unique to them (Gelman & Davidson 2016; Nicolopoulou, 2017). To complete this final report, the writer utilized the bilingual bedtime story entitled “Cangkir Spidermanku.” This story book uses a personal narrative to cover EFL children's

English by delivering a personal story wrapped in compelling visuals. This book also comes up with the story about a little boy who is sad due to his favorite glass being broken. In order to help children visualize the story, the book designs colorful pictures so that the children are more encouraged to learn English. This bilingual bedtime story is good for children's acquisition and learning. Through engaging visuals and a personal story, children not only need to learn English, but they can also make a conscious choice and solve their problems.

One particular emphasis of this project is the incorporation of adjectives. Gasser and Smith (1998) underscored the importance of encouraging adjective usage in children to help them visualize objects. In this context, nouns often serve as standard interpretations for new labels, and thus, it becomes essential for children to map adjectives to the characteristics of an item rather than the object itself. The linguistic context provided by adjective mapping tasks suggests that attentional control, the ability to redirect attention from objects to their properties, may be of significance (Yoshida et al., 2011). This conception prompts us to explore potential correlations between performance in adjective-related activities and overall cognitive abilities. Throughout this project, adjectives are prominently featured in one or two words on each page, aiding children in understanding how an object functions within the story. By expanding the use of adjectives in the narrative, children can grasp the nuances of these descriptive words more effectively. To facilitate the recognition of adjectives, parents engaged in bedtime storytelling are encouraged to emphasize large print words that are adjectives. The bilingual bedtime story entitled “Cangkir Spidermanku,”

contains adjectives that assist children in developing and improving English as a foreign language. By delving into these diverse adjectives, the writer aimed to identify the adjectives in that bedtime story book.

Besides adjectives, this project also highlights the use of adverbs. Adverbs, especially those that describe time and place, have particular importance for children's development of their foreign language skills. Adverbs significantly influence foreign language development in children (Rochmawan, 2023). As they are such an important aspect of the learning process, adverbs are ingrained in the language and are frequently used, whether in speech or writing. (Labrador, 2022) According to him, there should be two primary textual purposes in children's stories: narrative and descriptive. The narrative usually has a linear structure, with events occurring in chronological order; adverbs of time sometimes get used. However, descriptions appear throughout the narrative, along with descriptions of the acts, the setting, and the characters. The adverb of placement or time is frequently utilized. Children between the ages of 4 and 6 should have been exposed to adverbs when developing their second language, particularly adverbs of location and time (Hu et al., 2014; White, 2015). Aside from expanding vocabulary, they can also describe the position of objects and times. Through bilingual bedtime stories, this final report aims to investigate what the adverbs are, mainly related to time and place, in the bedtime story entitled “Cangkir Spidermanku” for children between the ages of 4 and 6.

Children's bedtime stories are a crucial literacy tool, fostering their interest in language and attentional control. This bilingual bedtime story book, typically aged 4-

6, uses adjectives and adverbs to help children visualize objects and understand their functions. Adjectives are prominently featured in one or two words on each page, while adverbs, particularly those describing time and place, significantly influence foreign language development. The primary textual purposes in children's stories should be narrative and descriptive, promoting a better understanding of language and its functions.

1.2. Statement of Problems

In this report there are two major problems, those are:

1. What were the adjectives used in bedtime stories entitled “Cangkir Spidermanku”?
2. What were the adverbs of time and place used in the bedtime story entitled “Cangkir Spidermanku”?

1.3. The Objectives

1. To identify the usage of adjectives in the bedtime stories entitled “Cangkir Spidermanku.”
2. To identify the usage of adverbs, primary adverbs of time and place, in the bedtime story entitled “Cangkir Spidermanku,”

1.4. The Significance of the Report

1.4.1 For the Writer

The final report is expected to be beneficial for the writer in:

1. Understanding the usage of adjectives and adverbs in bilingual bedtime stories can provide insight into how children between the ages of 4-6 learn and process language.
2. Getting knowledge about language development during early childhood.
3. Completing the criteria for an English degree credential.

1.4.2 For the alma mater

The final report is expected to be beneficial for the alma mater in:

1. Creating a cooperative partnership between Universitas Airlangga and the company.
2. Showing the educational materials and teaching methods for children's language learning through bilingual bedtime story.
3. Utilizing the inventiveness of Universitas Airlangga students to bilingual bedtime stories.

1.4.3 For the Diploma Program

The final report is expected to be beneficial for the other diploma program:

1. Fulfilling the requirements for an English diploma program in order to graduate.
2. Encouraging the student's development of more engrossing and instructive stories.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Bilingual Picture Book as An English Learning Aid Tool

The bilingual book is designed to facilitate language learning and comprehension in both Indonesian and English. It is a valuable resource for individuals who want to learn a new language or maintain proficiency in their native language while exploring other languages. Since it provides sentences in both Indonesian and English, it helps children learn and compare sentence structures better. This aids children in understanding facts and learning a new language. According to Mufida and Ningsih (2022), children are not disinterested in reading the bilingual book because it illustrates the various languages in an interesting way that allows them to make comparisons between the two languages. As a result, people continue to read the book, which has become less boring and monotonous.

Introducing the second language to youngsters is most effective during the critical ages of 4-6 years. One useful tool is bilingual bedtime stories. Children who are constantly told stories by their parents at an early age can develop language abilities that boost their vocabulary, exceptional comprehension skills, and a solid capacity for retelling events or stories on their own. According to Suherman (2020), children get excited when they listen to bedtime stories told to them in both Indonesian and English. They assert that reading aloud a bilingual book to young children can encourage them to read or listen in a second language, even if the narrative has been read aloud

previously. It is less of a hardship and more of a pleasure for them to do so because of the interactive stories that are accompanied by appealing pictures.

2.2 Adjective

Adjective is the variety of words that are capable of describing, modifying, or qualifying a noun or pronoun. Words will be easy to find because adjectives are part of speech that contain specific semantic meanings that the other parts of speech do not have. Farinde and Omolaiye (2021) said that the emergence of diverse descriptors poses a problem for young learners. Children find it challenging to acquire English as a second language because of this. Tribushinina et al. (2013) also argue that children between the ages of 4 and 6 are still developing slowly or may not comprehend adjectives. This project addresses this issue so that children, particularly bilingual youngsters, can recognize adjectives better through bilingual bedtime stories.

2.2.1 Adjective Classified

Gumovskaya et al. (2021) divided adjectives into categories based on their general morphological characteristics:

1. Morphemic Composition of The Adjective

Based on their morphemic composition, adjectives can be distinguished into:

- a. **Simple adjectives** have a single word morpheme with no suffixes or prefixes, e.g., *bright, fresh, shrewd, content, public*, etc.
- b. **Derivative adjectives** are formed by adding derivational morphemes (affixes) that have affixes such as *anti-, pre-, dis-, in-*, etc. (e.g., *antiwar*,

prewar, dishonest, etc.) and suffixes *-able, -ible, -al, -ing, -ed, etc.* (e.g., *admirable, responsible, practical, etc.*)

- c. **Compound adjectives** consist of two or more words, e.g., *forest-green, dirt-poor, nerve-racking, risk-based, man-sized, day-by-day control, three-course, etc.*

2. Semantic Classification of Adjectives

According to the semantic adjectives can be classified into:

- a. **Gradable adjectives** are characterized by adjective comparison, and they can be modified by adverbs. Gradable adjectives can be divided into:

- 1) **Qualitative adjectives** show kinds of substantive referents like size, form, color, and attributes related to general qualities, e.g., *nice, huge, purple, wide, fast.*

- 2) **Stative adjectives** usually refer to tentative conditions, e.g., *afraid, alike, alive, alight, aloof, alone, asleep, awake, aware, ashamed, afoot, content, glad, ill, (un) well, pleased, ready, sorry, sure, upset.*

- b. **Non-gradable adjectives** are recognized by the non-existence of the adjectival comparison, which represents evaluative completeness and entire specificity of a substantive referent. In addition, most of non-gradable adjectives are used attributively and cannot be replaced by synonyms or antonyms. Non-gradable adjectives can be divided into:

1) **Restrictive adjectives**, e.g., *same, main, particular, precise, specific, sole, only, former, previous, prior, inner.*

2) **Intensifying adjectives**, e.g., *entire, absolute, exclusive, utter, perfect, definite, total, complete, full.*

3) **Degree adjectives**, e.g., *supreme, upper, major, minor, junior, senior, superior, maximal, minimum, minimal, optimal, proximal.*

4) **Relative adjectives**, indicating important features associated with certain categories:

- **Time**, e.g., *daily, weekly, wintry, etc.*
- **Manner**, e.g., *defensive, rotary, fatherly/maternal, etc.*
- **Material**, e.g., *woolen, wooden, feathery, leathern, etc.*
- **Place**, e.g., *local, indigenous, European, Northern, etc.*
- **Spheres of activities**, e.g., *foreign, technologic, space, political, historic, etc.*

3. The Category of Adjectival Comparison

Adjectives are used to demonstrate the gradable character of nouns, as indicated by the morphological category of comparison.

a. **The positive degree** is used to demonstrate a non-graded noun e.g., *bright, delicious, little.*

- b. The comparative degree**, is used to demonstrate relatively, more or less, degree quality of a noun compared to other nouns e.g., *brighter, less bright, more/less delicious, more/less effective*.
- c. Superlative degree** is used to demonstrate the superior or inferior degree of the quality of a noun e.g., *the brightest, the most delicious, the most/least effective*.

Based on morphemic structures, there are three ways to build up adjective's comparative and superlatives degree comparison:

- a. The synthetic forms of degrees of comparison** are formed by utilizing morphological suffixes *-er* or *-est*. For examples:
- The discovery might seem *stranger* than fiction. (suffix *-er*)
 - Statistically, February is considered the *cruelest* month of the year. (suffix *-est*)
- b. The analytic forms of degrees of comparison** are formed by utilizing the adverbs *more, most, less, or least*. For examples:
- He found himself *much more interested* in managing people than doing practical work. (adverb *more*)
 - To my mind, the *most* curious thing in art is the personality of the artist. (Adverb *most*)
 - John is less musical than his sister. (Adverb *less*)

- The children diagnosed with autism were among the *least* attentive pupils. (Adverb *least*.)

c. **The suppletive (*irregular*) forms of degrees of comparison** refer to the unusual form of adjectives in comparison degree, such as *good—better—best*; *bad—worst*; *little—less—least*; *many (much)—more—most*.

4. Intensifiers of The Degrees of Comparison

Adjective intensifiers can come before an adjective to highlight a particular emotion, which is typically represented by adverbs, e.g., *pretty upset* (pretty is an intensifier that emphasize upset), *terribly exciting* (terribly is an intensifier that emphasize exciting), *much more enormous* (much more is an intensifier that emphasize enormous), *by far the worst* (by far is an intensifier that emphasize the worst).

2.3 Adverbs

Chejnová (2017) stated that adverbs as a part of speech have certain semantic and pragmatic functions that are related to place, time, manner, degree, and cause. Broadly, adverbs are qualifying parts of speech that emphasize the contextual and qualifying qualities of a non-substantive referent of an action or condition. (Gumovskaya et al., 2021). Gómez Alzate et al. (2023) claimed that children can identify adverbs faster than adjectives. They have great recall of words related to adverbs. Rochmawan (2023) addressed the fact that adverbs are a crucial component of language as well as how they can impact children's foreign language development,

especially those in the gold age (4-6 years old). At these ages, children are able to grasp and absorb information quickly.

2.3.1 Adverbs Classified

This section would examine the various of adverb by using the Gumovskaya et al., (2021).

1. Morphemic Composition of The Adverb

- a. **Simple adverbs** are represented as a single word without affixes, e.g., *after, here, there, too, just, yet, still, far, etc.*
- b. **Derived adverbs** commonly use the suffix *-ly* (e.g., *happily, slowly, etc.*); *-wise* (e.g., *clockwise, likewise, etc.*); *-ward (s)* (e.g., *southward (s), homeward (s), etc.*); *fold: twofold, fourfold*; *-way (s)* (e.g., *sideways, crossways, etc.*) For example, These books are *widely* known. However, the prefix is frequently used and it typically characterized with prefix *-a* (e.g., *away, ahead, apart, across, aboard, astray, afloat, afresh, alike, etc.*) for example, Are the public being led *astray* by social media?
- c. **Compound adverbs** are set up by using two words, e.g., *anywhere, sometimes, everywhere, etc.*
- d. **Complex adverbials** are set up by using more than two words, e.g., *now and then, far enough, a little bit, from time to time, etc.* For example, *In the first instance*, he thought that it was freezing cold *on the outside*.

2. Semantic Characteristics of The Adverb

Based on the lexical meaning, Gumovskaya et al. (2021) categorized adverbs into three categories: qualitative, quantitative, and circumstantial adverbs. These adverbial subcategories are subdivided into the semantic subcategories of the main adverbs:

- a. **Adverbs of Manner** normally, adverbs of manner show the activity occurs or completes e.g., *quickly, terribly, fast, badly, well, clearly, briefly, sideways, sincerely, willingly, etc.*
- b. **Adverbs of Supposition** show the degree of people's supposition that can be state, event, or fact e.g., *admittedly, allegedly, apparently, basically, certainly, decidedly, definitely, doubtless, maybe, obviously, perhaps, possibly, presumably, probably, quite likely, etc.*
- c. **Adverbs of Judgment/Comment** are used to give judgment on actions, occasions, or circumstances e.g., *amazingly, cleverly, (in) correctly, curiously, foolishly, (un) fortunately, oddly, preferably, etc.* For examples: *Unfortunately*, we didn't win anything.; Dick *wisely* didn't interfere.
- d. **Adverbs of Degree and Adverbial Intensifiers** are used to modify sentences by describing a range of grades of a given quality, which is to convey the processes, properties, and phenomena. The lexical adverbial units are classified into subgroups based on graduation degree,

- **High degree or intensifiers** e.g., *absolutely, completely, extremely, highly, however, perfectly, really, so, very, much, etc.*;
 - **An average degree** e.g., *enough, fairly, pretty, nearly, pretty, quite, rather, etc.*;
 - **Low degree** e.g., *little, a bit, hardly, scarcely, a bit, almost, barely, enough, hardly, (a) little, moderately, etc.*;
 - **Emphasizers** e.g. *alone, actually, at all, definitely, especially, even, indeed, just, literally, mainly, mostly, etc.*
- e. **Adverbs of time** are used to show the time or period e.g., *afterwards, already, always, before, forever, at once, eventually, immediately, late, lately, now, nowadays, presently, soon, suddenly, next, previously, recently, (ever) since, subsequently, soon, then, yesterday, yet, etc.*
- f. **Adverbs of frequency** can be used to submit a variety of adjectives from this group to a descending graduation. e.g., *nearly/almost always, constantly; frequently, often; usually, normally, generally, regularly sometimes, occasionally, now and then; seldom, rarely, hardly ever, scarcely ever; never.*
- g. **Adverbs of place** are used to a place or direction that related to the action or event e.g., *abroad, ashore, around, below, downstairs, upstairs, inside, outside, indoors, here, there, to and from; toward (s), afterward (s), forward (s), outward (s), north, south, west, out, up, down, away, etc.*

- h. Adverbs of connection** can be utilized as adverbs to change reason and are used to connect clauses or sentences e.g., *above all, finally, first (ly), further, furthermore, hence, yet, so* etc.
- i. Pronominal adverbs** are the most old type because many of its morphological divisions have disappeared. Since adverbs contain specific characteristics with pronouns, this category of adverbs is closely related to them. For examples, e.g., *that, this - then, there, thence, thus; what, which - when, where, whence, why; all - always*.

3. The Category of Adverbial Comparison

- a. Positive degree** expresses the degree of quality without any graduation (e.g., *hard, late, quickly*) or can use comparative phrases with conjunctions "*as ... as*," e.g., *as hard as*.
- b. Comparative degree** expresses the degree of quality of one process, action, or condition compared to another by using the suffix *-er*, e.g., *earlier, quicker, sooner*. For example, when things shine *brighter*, you instinctively move toward them.
- c. Superlative degree** expresses the degree of quality of a process, action, or condition compared to all others by using the suffix *-est*, e.g., *earliest, soonest, hardest*. For example, the pinkest flamingos fight the *hardest* for food.

4. Adverbial Combinability and Position in The Sentence

Serving as modifiers in the sentence, adverbs can be used with various types of words, clauses, or phrases. Some adverbs lack capability, while others can be used with different parts of speech, whether at the beginning, middle, or end of the sentence. These positions allow adverbs to specify various aspects of actions or situations, including time, place, manner, frequency, supposition, or result.

a. Adverbs of different semantic groups are usually found at the end of the sentence and before or after the main verb, or after auxiliary, linking, or modal verbs. The positioning requires adverbs to provide information about action, manner, time, place, or other aspects of the sentence. For examples:

- The victory could *yet/still* put the team into the finals.
- He walked *hurriedly backwards* away from the King.

b. Adverbs of degree or intensifiers are commonly found in pre-position, before modified parts of speech, and rarely in post-position. For example:

- *fully* aware of; *absolutely* correct; *fairly* recently, etc.

c. Adverbs of viewpoint, judgment, and connection are typically found at the beginning, mid, or end of the sentence. For examples:

- There are *undoubtedly* many other cases that go unreported.
- Their votes won't make much of a difference *anyway*.

CHAPTER 3

METHODOLOGY

3.1 Location And Participant

The writer spent her sixth semester at Universitas Airlangga to complete her final project. The writer gained experience in making books, learning grammar, and translating both in Indonesian and English. The writer found out that children, primarily in their golden ages, between four and six years old, rarely acquire new languages—mostly adjectives and adverbs. Recognizing this issue, the writer decided to make a bilingual bedtime story book for children aged 4-6 years old entitled “Cangkir Spidermanku.” She utilized her experiences for her final report. This book was specifically designed to focus on the use of adverbs and adjectives.

3.2 Data Collection

The writer considered the following methods to carry out the case study:

3.2.1 Observation

The writer used the bilingual bedtime story entitled “Cangkir Spidermanku” as the data for identification. She arranged the identification by identifying every sentence in the story of the book to identify the appropriate adjectives and adverbs of time and place for children aged 4 to 6 years old. Then, the writer served a table that assisted the writer during the identification process and made it more efficient.

Table 1. Table of Observation

No	Page	Sentence (Indonesian)	Sentence (English)

3.2.2 Bilingual Picture Book

The writer used the bilingual picture book “Cangkir Spidermanku” as the data collection. This bilingual picture book is composed of one to two sentences per page that contain adverbs of time and place and adjectives that are appropriate for children aged 4 to 6. The book also contains attractive pictures so that children can better understand.

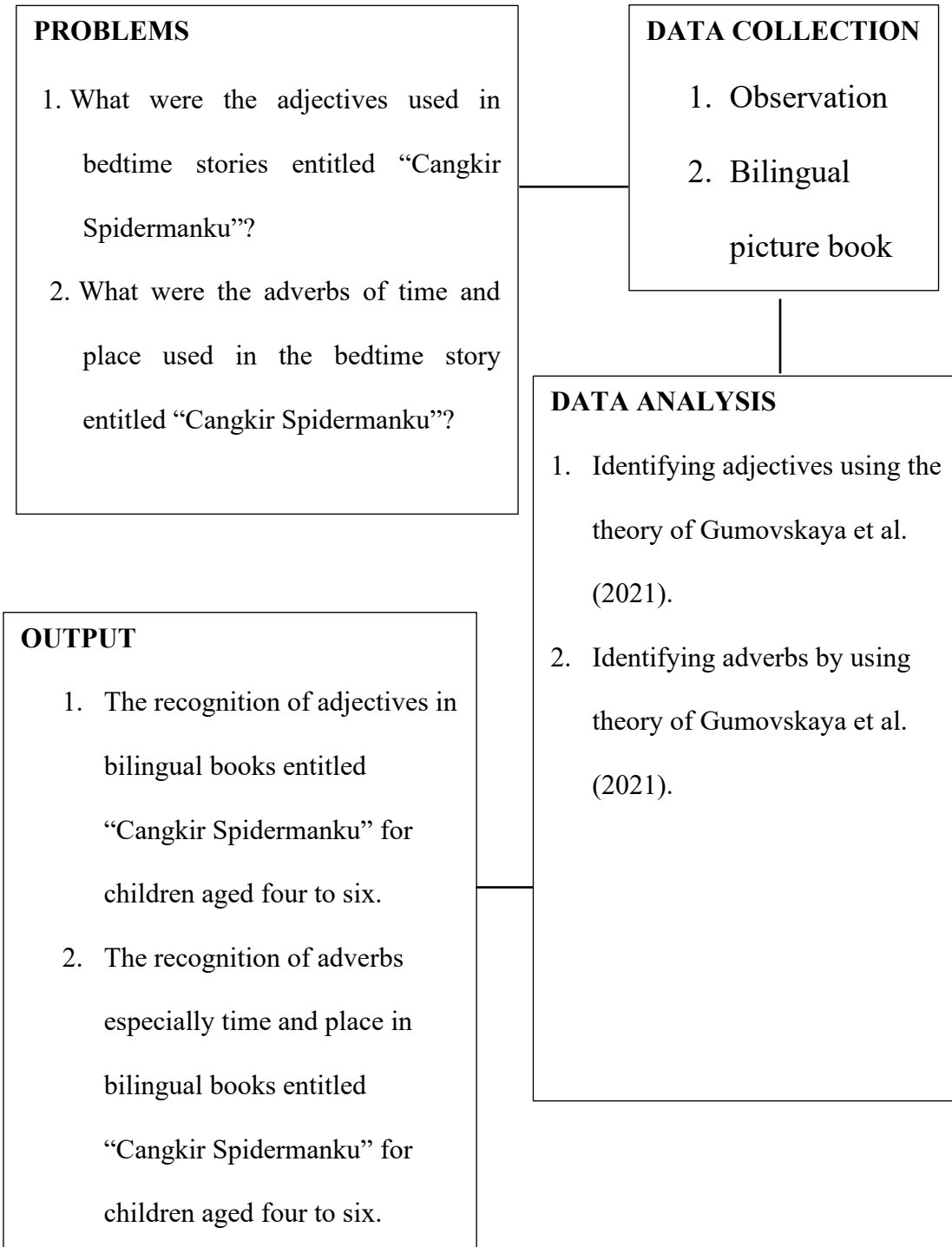
3.2.3 Data Analysis

For the data analysis, the writer used a bilingual picture book entitled “Cangkir Spidermanku.” The writer analyzed which adjectives and adverbs of place and time were applied in the bilingual picture book by using the theory of Gumovskaya et al. (2021).

Table 2. Triangulation of Data Collection

No	Unit of analysis	Data collection techniques
1.	The adjectives in bilingual bedtime story entitled “Cangkir Spidermanku.”	1. Observation 2. Bilingual picture book
2.	The adverbs in bilingual bedtime story entitled “Cangkir Spidermanku.”	1. Observation 2. Bilingual picture book

3.3 Framework of the Report



CHAPTER 4

RESULTS AND DISCUSSION

4.1 Description

For this final report, the writer created a bilingual bedtime story entitled “Cangkir Spidermanku” using the theory of Gumovskaya et al. (2021). In this chapter, the writer will clarify the statement of problems in Chapter I: 1) What were the adjectives used in bedtime stories entitled “Cangkir Spidermanku”? 2) What were the adverbs of time and place used in the bedtime story entitled “Cangkir Spidermanku”? The bilingual bedtime story is about the story of a boy who is sad due to his favorite glass being broken by the cat. Through this bilingual bedtime story, the writer expects children to recognize more adjectives and adverbs, primarily in their golden years (4-6 years old).

The writer decided to use adjectives and adverbs for the statement of problems because children between the ages of 4 and 6 are developing slowly, primarily in adjectives (Tribushinina et al., 2013). The project is bilingual and is presented in Indonesian and English. By following her feeling, the writer can classify adjectives and adverbs by using the theory of Gumovskaya et al. (2021).

4.1.1 The Adjectives used by the writer in bilingual picture book entitled “Cangkir Spidermanku”

This section addresses the adjective that is used in the project. The writer was assisted to create a bilingual bedtime story entitled “Cangkir Spidermanku” using adjectives by using theory of Gumovskaya et al. (2021).

According to them, there are four classifications of adjectives. Those are 1) Morphemic composition of the adjective 2) Semantic classification of adjectives 3) The category of adjectival comparison 4) Intensifiers of the degrees of comparison. After finishing the project, the writer started analyzing and interpreting the adjectives. She found that her project belongs two adjectives classification which are morphemic composition of the adjective and semantic classification.

1. Morphemic Composition of The Adjective

According to Gumovskaya et al. (2021), there are three subgroups of morphemic composition of adjectives that can fall into simple adjectives, derivative adjectives, and compound adjectives. Nonetheless, the writer decided to use the subgroups of morphemic composition of adjectives, which are simple adjectives and derivative adjectives.

a. Simple adjectives

Gumovskaya et al. (2021) explained that simple adjectives are base words that consist of one root stem and cannot be decomposed by a suffix or prefix. It is easy to find simple adjectives in the story of “Cangkir Spidermanku” because the writer is trying to improve children’s comprehension. Also, by applying simple adjectives, children can better remember and recall new vocabularies. Let’s take a look at one sentence of the bilingual bedtime story.

1. I really liked that cup. The color was **blue** and **red** like, Spiderman. (p.3)

In this sentence, the writer used the adjectives “blue” and “red.” Both of these adjectives are single words that describe the color of the cup, which has similarities to the color of Spiderman. The writer tried to build children’s creativity and imagination. As a result, children are able to visualize the appearance of the cup, which is similar to the hero Spiderman.

2. But I’m not really **fond** of her. (p.6)

In this sentence, the writer employed the adverb “really” before the adjective “fond.” This sentence indicates a gradable adjective because the adverb expresses the strength of the adjective “fond.” Although “fond” expresses positive sentiment, sentence 5 denotes negative sentiment. This sentence implies that his degree of character does not have a positive sentiment toward his cat. The writer intended to denote the negative level of the character’s liking for his cat by using “not.” The writer is aware that children may have difficulty capturing “not” as an imperative word. Nonetheless, children in their golden years already recognize their affection for what they like or dislike (Gelman & Davidson 2016). Thus, the writer decided to utilize “fond” with negative affection.

b. Derivatives adjectives

Gumovskaya et al. (2021) stated that derivative adjectives are adjectives that are created by adding derivational affixes that are devoted to an

adjectival single morpheme. According to his theory, derivational affixes can be distinguished into prefixes and suffixes. A prefix is added at the beginning of the adjective, while a suffix is added at the end of the adjective.

3. What was **annoying** that she liked to hang around the kitchen.

(p.9)

This sentence shows the adjective “annoying.” This adjective expresses the feeling of someone who is lightly mad. “Annoying” is not an adjective with a single root morpheme or the base word; it is instead a derivative of the word “annoy.” Thus, annoying can be referred to as a derivative adjective and has the suffix *-ing*. The writer picked the word “annoying” to help children grasp their emotions and social development. This sentence has a limitation because the main verb “was” is missing before the conjunction “that.” I should have written, “What was annoying was that she liked to hang around the kitchen.” This emphasizes the significance of clear sentence structure, particularly in children's literature, where adults may need to provide explanations to children who are confused by this sentence.

4. She’s Pai. The cat that’s **loved** by everyone at home. (p.5)

Sentence 4 contains the adjective “loved.” The word “loved” here is not functioning as a simple adjective because it has a derivational affix that is marked by the suffix *-ed*. The original word is “love,” which expresses as a verb, while “loved” expresses as an adjective. “Loved” is traditionally a past participle that describes someone or something deeply beloved. The

writer wanted to depict the warm and intense children's relationship with their beloved ones. So, they can learn the expression of affection that is expressed by the story of how deeply all the members of the family love the cat.

2. Semantic Classification of Adjectives

According to Gumovskaya et al. (2021), asserted adjectives have the limitations of number, gender, and case. However, based on his theory, the semantic classification of adjectives is divided into gradable and non-gradable adjectives. In making the bilingual bedtime story, the writer found both subgroups in the bilingual bedtime story entitled "Cangkirku."

a. Gradable adjectives

Gradable adjectives are categorized by adjective comparison and can be modified by adverbs that are divided into qualitative and stative adjectives (Gumovskaya et al., 2021). The writer established one of the subgroups of gradable adjectives, which is stative adjectives.

1) Qualitative adjectives

Qualitative adjectives express substantive qualities, including size, form, color, and attributes related to general qualities (Gumovskaya et al., 2021).

5. But I'm **not really fond** of her. (p.6)

This sentence includes "fond," which functions as a gradable adjective. This is also implied using the adverb "really," which modifies

the adjective. "Fond" in sentence 5 expresses the varying degrees of intensity. The use of "really" suggests the character's fondness is less intense. By employing varying degrees of a character's emotions, the writer aimed to depict the nuanced nature of people's preferences.

b. Non-gradable adjectives

Gumovskaya et al. (2021) affirmed that non-gradable adjectives are distinguished by the absence of adjectival comparison, indicating the completeness and specificity of a substantive referent. They are also typically used attributively and cannot be replaced by synonyms or antonyms. In the project, the writer employed one of the subgroups of non-gradable adjective, which is restrictive adjectives.

1) Restrictive adjectives

6. My **favorite** cup broke into a million pieces. (*p.21*)

In sentence 6, there is an adjective "favorite" that expresses a non-gradable adjective, as there is no category of adjectival comparison to show any degree. Furthermore, this adjective denotes the specificity of a substantive referent, which describes the absolute level of the character's liking. The writer used the word "favorite" to connect children with their emotional and attachment levels. By using this word, the writer emphasizes the importance of the cup in the character's life. Additionally, "favorite" functions as a restrictive adjective, specifying the cup that the character loves the most. This helps children understand the significance

of the cup to the character. By doing so, sentence 6 assists children in recognizing the importance of the cup in the character's life.

It can conclude that the writer found two of four types of adjectives in the bilingual bedtime story entitled "Cangkir Spidermanku," which are morphemic composition of the adjective and semantic classification of the adjective. The writer noticed that children, especially those in their golden years, find it necessary to introduce simple and recallable words. Expanding simple words helps children memorize and apply foreign words to their daily lives.

4.1.2 The Adverb used by the writer in bilingual bedtime story entitled "Cangkir Spidermanku"

In this section, the writer exposed the application of adverbs in the project. To facilitate the project, the writer applied the theory of Gumovskaya et al. (2021). Based on the theory, there are four types of adverbs. Those are: 1) Morphemic composition of the adverb 2) Semantic characteristic of the adverb 3) The category of adverbial comparison 4) Adverbial combinability and position in the sentence. After making a bilingual bedtime story entitled "Cangkir Spidermanku," the writer only discovered three types of adverb classification: morphemic composition of the adverb, semantic characteristics of the adverb, and adverbial combinability and position in the sentence.

a. Morphemic Composition of The Adverb

Gumovskaya et al. (2021) determined the morphemic composition of adverbs into four groups: simple adverbs, derived adverbs, compound adverbs, and complex adverbials. Indeed, the writer found only three of them:

a. simple adverbs b. complex adverbs and c. compound adverbials.

a. Simple Adverbs

Based on the theory of Gumovskaya et al. (2021), simple adverbs are denoted by using basic words and including a single base stem. The writer decided to use simple adverbs because he expected them to recall and keep the adverbs in their minds. The following examples are simple adverbs from the bilingual bedtime story.

7. **Soon**, she dropped Spiderman cup, that was next to me. (*p.20*)

Sentence 7 contains two adverbs, which are “soon” and “next to me.” Even though both are adverbs, they have different functions. The adverb “soon” indicates simple adverbs since they just have a single word without any affix, either at the beginning or end of the word. However, “next to me” is not a simple adverb because it consists of more than one word. The writer expected that the young reader could easily recognize the specific time of action in the story. Therefore, children vividly recognize that, in a short time, the Spider-Man cup dropped.

8. What was annoying that she liked to hang **around** the kitchen.

(p.9)

This sentence has an adverb, “around.” This adverb is referred to as a simple adjective because it contains a basic word without any suffix. Children commonly use this adverb to describe the place where the activity occurs. This word is appropriate for children because it describes something more accurately. In sentence 8, the writer wanted to show the place where the cat likes to hang out.

b. Complex adverbials

Depending on Gumovskaya et al. (2021) theory, complex adverbials are a group of words that provide additional information in the sentence. In favor of encouraging children's awareness of the additional information of when, where, and how the action occurred, the writer utilized complex adverbials in the project. The complex adverbial that is used in the project has a simpler structure for them to understand. The writer's proposed complex adverbials can assist children in illustrating time, place, condition, etc., as well as enrich children's vocabulary.

9. She ran and jumped **from one sofa to another**. (p.19)

Sentence 9 involves a complex adverbial, which is marked by the preposition “from.” “From one sofa to another” is complex adverbial because it consists of more than two words and modifies the verbs “ran” and “jump.” The writer noticed that this complex adverbial helped

children imagine how vividly the cat moves. Thus, they can illustrate the agility of the cat when she ran and jumped.

c. Compound Adverbials

According to Gumovskaya et al. (2021), compound adverbs are created by using more than one stem. Let's dig into the following example:

10. But now, I don't need to worry **anymore**. (*p.13*)

Please have a look at the last word. The word "anymore" is considered a compound adverbial for the reason that it consists of two stem words, which are "any" and "more." The writer used "anymore" because she discovered that this word is mostly used in daily conversation. This adverb is suitable for children as it indicates a change or shift in someone's behavior or preference. The writer anticipated that children would know the changing preferences of the characters. Additionally, it can increase a deeper connection to the story.

d. Derived Adverbs

Gumovskaya et al. (2021) stated that derived adverbs are commonly found with suffix *-ly* and less common by using suffix *-wise*, *-ward*, *-fold*, and *-wary*. The prefixes still use however Gumovskaya et al. (2021) stated that it might inefficient.

11. But then, Pai came **toward** the living room. (*p.18*)

Sentence 11 accommodates the adverb "toward." This adverb is not a base word but instead derivational affixes from the original word "tow."

Based on Gumovskaya et al. (2021), “toward” is derived adverbially because of the use of the suffix *-ward*. “Toward” in sentence 11 gives the children a better understanding of something they are moving toward. This adverb simplifies the children’s ability to illustrate the cat’s actions more vividly.

2. Semantic Characteristics of The Adverb

Gumovskaya et al. (2021) classify adverbs into nine semantic subsets of national adverbs. In fact, in creating the bilingual, the writer implemented three of the subgroups: adverbs of degree or adverbial intensifiers, adverbs of time, adverbs of frequency, and adverb of place.

a. Adverb of degree or adverbial intensifiers

According to the lexical adverbial, Gumovskaya et al. (2021) ranked adverbs of degree into four categories: high degree or intensifiers, average degree, low degree, and emphasizer. Despite this, the writer only employed high-degree intensifiers.

12. I **really** liked that cup. The color was blue and red like,
Spiderman. (p.3)

In this sentence, the writer applied “really” as an adverb of degree. The adverb “really” here represents a high intensifier, which shows the degree of someone’s liking. Including “really” as the adverb of degree can increase children’s comprehension of describing the quality of an object.

Sentence 12 here helps children imagine how deeply the character is beloved by the cup.

b. Adverbs of time

Adverbs of time are adverbs that are used in a sentence to show the time and serve as adverbial modifiers of time (Gumovskaya et al., 2021).

13. But **now**, I don't need to worry **anymore**. (*p.13*)

Sentence 13 has two adverbs that express the time, which are “now” and “anymore.” The word “now” in sentence 13 implies the adverb of time, which denotes the period of the action. The writer emphasized the importance of children's mindfulness and attention to the present moment, encouraging them to reflect on their feelings and actions. Then, “Anymore” indicates a change in circumstances or feeling. This adverb encourages children to learn by changing over time and helps foster critical thinking skills. Moreover, these adverbs are usually used in daily conversation so that children can remember them easily.

c. Adverbs of frequency

Based on the Gumovskaya et al. (2021) adverbs of frequency are used to express the degree of frequency.

14. I **often** moved her when she walked among the kitchen stuff.
(*p.10*)

This sentence contains the adverb “often,” which serves as an adverb of frequency. The word “often” demonstrates how frequently the action of

the character moved his cat. This helps children grasp the relationship between the character and their pet and gives the character more depth, which in turn helps them relate to the experiences of the character.

d. Adverbs of place

Adverbs of place are implied to place or direction and serve as adverbials modifier of place (Gumovskaya et al., 2021).

15. But then, Pai came **toward** the living room. (*p.18*)

In sentence 15, there is "toward," which Gumovskaya et al. (2021) defined as an adverb of place. "Toward" here modifies the verb "came," which indicates the location and direction of Pai's movement. This adverb helps children understand the story and navigate the location more efficiently.

3. Adverbial Combinability and Position in The Sentence

Adverbs, as modifiers, can combine with a range of words, clauses, or phrases (Gumovskaya et al., 2021). The position that is commonly used, whether at the beginning, middle, or end of the sentence. Based on Gumovskaya et al. (2021), there are three subgroups of adverbial combinability and position in the sentence. In fact, the writer employed two types of adverbial combinability: adverbs of different semantic groups and adverbs of degree or intensifiers. The writer considered utilizing adverbial combinability because it helped to increase their vocabularies and add additional nuances to their communication.

a. Adverbs of different semantic groups

According to Gumovskaya et al. (2021), adverbs of different semantic groups provide information about action, manner, time, place, or other aspects of the sentence. They are commonly found at the end of the sentence, before or after the main verb, or after the auxiliary, linking, or modal verbs in the main sentence.

16. **Last week**, mom gave me a cup as a grade promotion gift. (*p.1*)

This sentence can be considered to have adverbial combinability. This adverbial is a combination of the adverbs “last” and the noun “week.” It is placed at the beginning of the sentence, which determines the time when mom gave the cup. The writer aimed to expand children’s vocabulary of time usage. Thus, they recognize that the activity was already done a week ago.

b. Adverbs of degree or intensifiers

(Gumovskaya et al., 2021) stated that adverbs of degree usually utilized in pre-position rather than post-position and put before a modifier part of speech.

17. But I’m **not really fond** of her. (*p.6*)

The adverb “really” in this sentence is shown as adverbial combinability because it modifies the adjective “fond,” which appears next to or before the adverb. The writer decided to use “really,” as it is commonly used in daily life, to highlight the extent of someone’s affection. In sentence 17, “really”

denotes the lack of affection of the character for his cat, which is addressed with “not.”

In a bilingual bedtime story entitled “Cangkir Spidermanku,” the writer discovered three types of adverbs: morphemic composition of the adverb, semantic characteristic of the adverb, and adverbial combinability and position in the sentence. The writer did not use comparisons to the project regarding children's need to grasp basic concepts such as simple words or the grouping of words used in daily life.

4.2 Obstacles

4.2.1. Obstacles in Identifying Adjectives used by the writer in bilingual picture book entitled “Cangkir Spidermanku”

The writer encountered several obstacles during her progress in making a bilingual bedtime story entitled "Cangkir Spidermanku" by identifying adjectives. The first obstacle was that the writer had to encounter the complexity of the semantic classification of adjectives. Since it uses comparison, the writer has difficulty deciding the appropriate adjectives that denote the degree of intensity. The second obstacle was a lack of experience and knowledge to use appropriate adjectives for children, mainly ages 4 to 6 years old. Regarding the bilingual bedtime story for children in their golden ages, the writer discovered difficulty in selecting adjectives that are comprehensible for children.

4.2.2. Obstacles in Identifying Adverbs used by the writer in bilingual picture book entitled “Cangkir Spidermanku”

In terms of identifying adverbs, the writer encountered obstacles in determining which adverbs she must point out in her project. The first obstacle that the writer experienced was that she had difficulty understanding the complexity of adverb classification. In consequence, the writer had a rough time identifying the adverbs. The second obstacle was the difficulty in identifying the basic adverbs that function as modifiers or prepositions. Thus, the writer took a lot of time to gain knowledge about adverbs.

4.3 Added Values

4.3.1. Added Value in The Adjectives used by the writer in bilingual picture book entitled “Cangkir Spidermanku”

There are several added values that the writer learned while determining the classification of adjectives that were implemented in creating a bilingual bedtime story. The writer established that these classifications are helpful for the bilingual bedtime story. Employing the classification of adjectives and adverbs by the Gumovskaya et al. (2021) theory, this book can be a great medium for children to learn English’s vocabulary. The writer noticed that adjectives play a crucial role in describing someone or something.

4.3.2. Added Value in The Adverbs used by the writer in bilingual picture book entitled “Cangkir Spidermanku”

While analyzing the adverb that the writer used in the bilingual bedtime story entitled “Cangkirku Spiderman,” the writer obtained more knowledge. The writer found the appropriate adverbs that were used in creating the bilingual bedtime story for children, mainly ages 4 to 6 years old. These were helpful to her when she created the project.

4.4 Related Courses

4.4.1. Sentence-based Writing

This course brings many benefits to the writer while creating the bilingual bedtime story entitled “Cangkir Spidermaku.” This course that was conducted in the third semester gave the writer knowledge about making effective and efficient sentences.

4.4.2. Indonesian-English Translation

This course is especially beneficial to the writer in translating Indonesian while working on a bilingual book. The writer used what she studied in this course to develop her translation results, particularly the suitability of word choices.

4.4.1. Elementary Structure

This course delivered the benefits to the writer in structuring the sentence in English. this course gave the writer a better understanding of the grammar that was used.

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1. Conclusion

Regarding the preceding chapter, the writer discovered the aspects that were necessary to consider in creating the bilingual bedtime story entitled “Cangkir Spidermanku.” First, identify the adjectives and adverbs that were used in the bilingual bedtime story, primarily choosing appropriate words for children ages 4 to 6 years. Second, there were several obstacles that the writer encountered while creating the bilingual bedtime story. The last was the added value that the writer gained after completing the project.

The writer utilized Gumovskaya et al.'s (2021) theory to identify the adjectives and adverbs in the bilingual bedtime story. The writer found out that there are two classifications of adjectives implemented in the bilingual bedtime story: morphemic composition of the adjective and semantic classification of adjectives. The writer also figured out that there were three classifications of adverbs used in the project: morphemic composition of the adverb, semantic characteristics of the adverb, and adverbial combinability and position in the sentence. Knowing the classification of adjectives and adverbs helped the writer analyze adjectives and adverbs in the project.

In terms of obstacles, the writer faced several difficulties in understanding the classification, especially in adverbs. The writer was dealing with expertise in the types of adverbs in the bilingual bedtime storybook because of the complexity of

their classification. Therefore, the writer took a great deal of time to understand by rereading the theory. Moreover, the writer struggled to choose suitable adjectives and adverbs for children ages 4 to 6 years old.

Then, for added value, the writer gained several valuable knowledge points after completing the project. The writer noticed the significance of adjectives for children, mainly in their golden ages. This helps them describe the things around them. Afterward, the writer did deeper learning in the classification of adverbs, which helped to choose the appropriate adverbs for children.

The writer concluded that after completing the bilingual bedtime story, she obtained more knowledge, mainly in classifying the adjectives and adverbs that would be appropriate for children ages 4 to 6 years old. Even though the writer should deal with obstacles, the bilingual bedtime story entitled “Cangkir Spidermanku” delivered a precious experience. Furthermore, the writer learned that, as they enter their golden years, children should recognize the adjectives and adverbs to gain a better awareness of the details around them.

5.2 Suggestion

5.2.1 Suggestion for English Diploma Program

The writer suggests that the English Diploma Program should provide their students with the facilities to develop every aspect of their English skills, especially in writing and translating. Regarding the fact that both bring benefits to the work-field environment, these skills are crucial for students. The writer also suggests the program should pursue practical activities related to the

workplace. It can support the student's ability to face unexpected situations in the work environment.

5.1.2 Suggestion for Universitas Airlangga

The writer suggests that Universitas Airlangga should organize events such as workshops, seminars, or trainings related to writing. It is not just helping the student gain knowledge but also spreading out their relationship. The writer also suggests that they provide opportunities for their students to complete internships. It aims to give the students the experience to deal with unexpected situations.

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APPENDICES

Appendix 1 : The Project



Figure 1. Cangkir Spidermanku



Figure 2. Cangkir Spidermanku



Figure 3. Cangkir Spidermanku



Figure 4. Cangkir Spidermanku

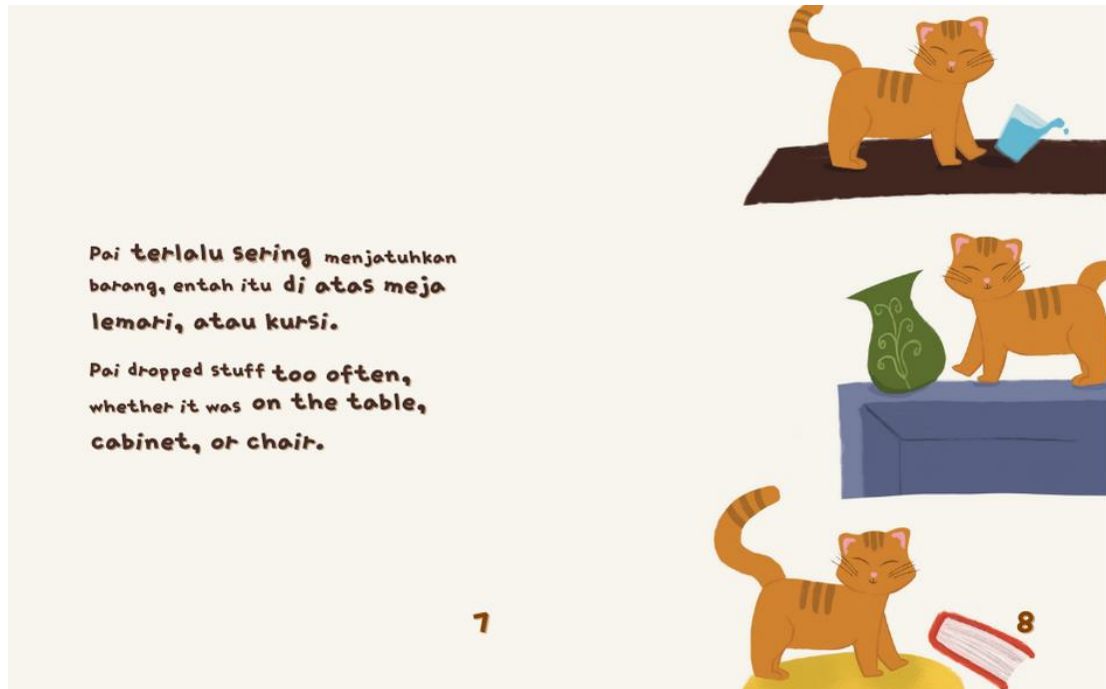


Figure 5. Cangkir Spidermanku



Figure 6. Cangkir Spidermanku



Figure 7. Cangkir Spidermanku



Figure 8. Cangkir Spidermanku



Figure 9. Cangkir Spidermanku

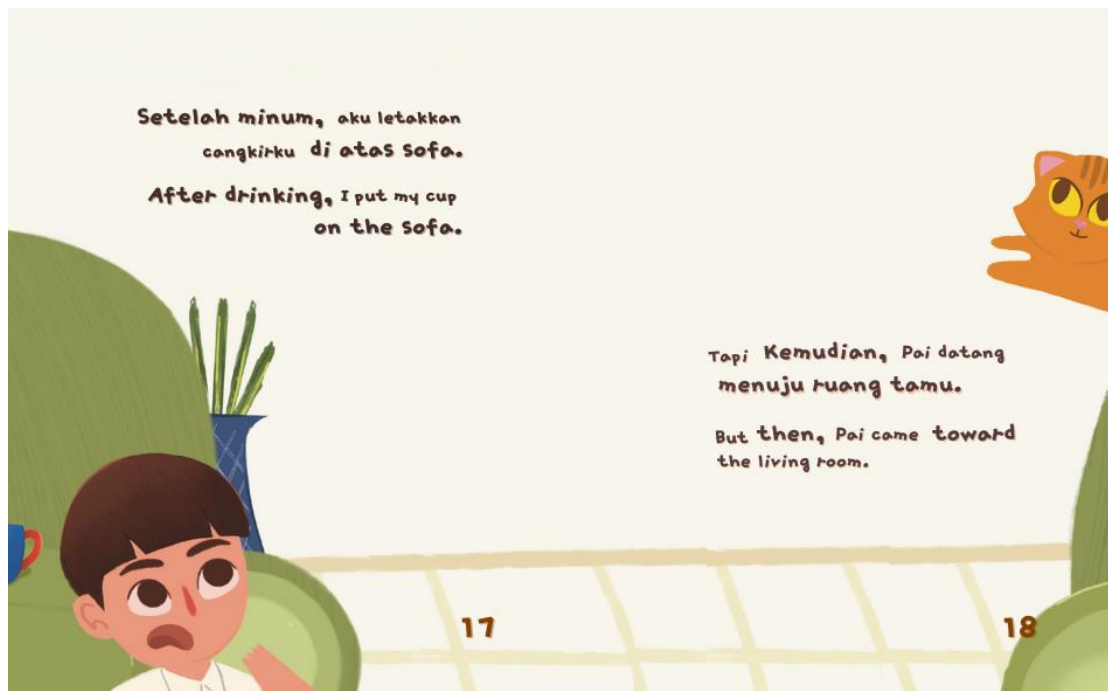


Figure 10. Cangkir Spidermanku



Figure 11. Cangkir Spidermanku

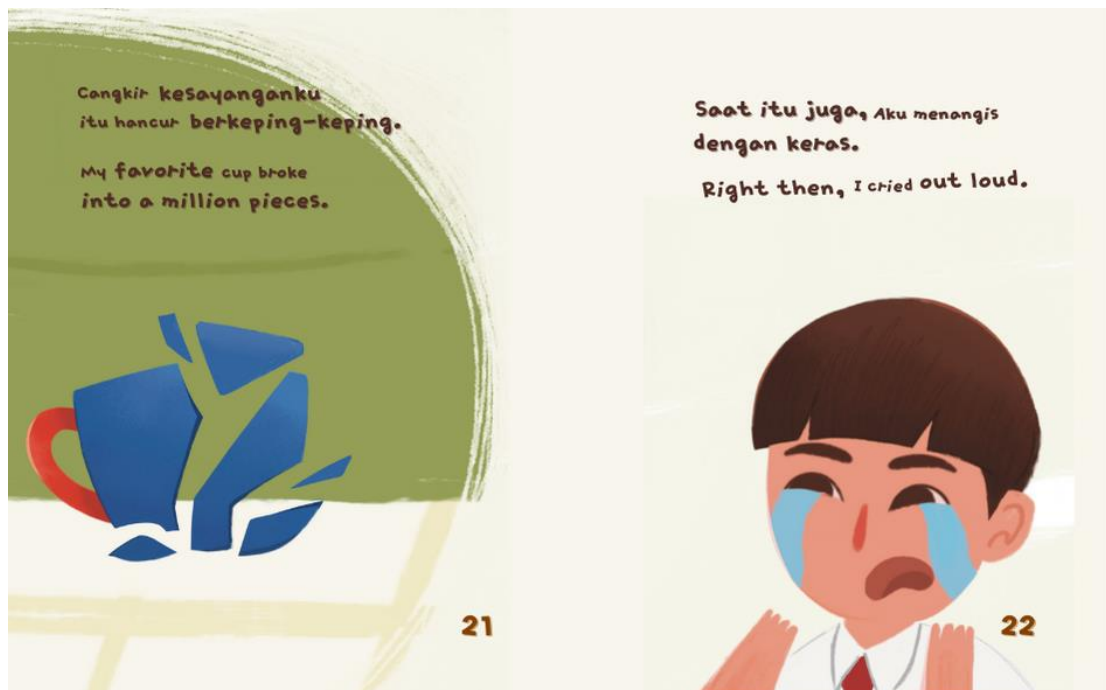


Figure 12. Cangkir Spidermanku



Figure 13. Cangkir Spidermanku



Figure 14. Cangkir Spidermanku

Appendix 2 : Table of Observation

No	Page	Sentence in Indonesian	Sentence in English
1.	1.	Minggu lalu , ibu memberiku cangkir sebagai hadiah atas kenaikan kelas.	Last week , mom gave me a cup as a grade promotion gift.
2.	3.	Aku sangat menyukai cangkir itu. Warnanya biru dan merah seperti Spiderman.	I really liked that cup. The color was blue and red like, Spiderman.
3.	4.	Mulai hari itu , cangkir itu menjadi gelas kesayanganku .	From that day on , that cup became my favorite glass.
4.	5.	Dia Pai, kucing kesayangan semua orang di rumah .	She's Pai, the cat that's loved by everyone at home .
5.	6.	Tapi aku tidak begitu suka dengannya.	But I'm not really fond of her.
6.	7.	Pai terlalu sering menjatuhkan barang, entah itu di atas meja, lemari, atau kursi .	Pai dropped stuffs too often , whether it was on the table, cabinet, or chair .
7.	9.	Yang bikin jengkel , dia suka berkeliaran di dapur .	What was annoying that she liked to hang around the kitchen.
8.	10.	Sering kali aku memindahkannya ketika dia berjalan di antara peralatan dapur .	I often moved her when she walked among the kitchen stuff .
9.	12.	Aku takut kucing nakal itu akan memecahkan cangkir spidermanku.	I was afraid that this naughty cat would break my Spiderman cup.
10.	13.	Namun, sekarang aku tidak khawatir lagi .	But now , I don't need to worry anymore .
11.	14.	Ibu melarangnya masuk ke dapur .	Mom forbade her from going inside the kitchen .
12.	15.	"Hendra, ayo berangkat sekolah! Jangan sampai telat !"	"Hendra, let's go to school! Don't be late !"
13.	16.	Hari ini waktunya sekolah. Sebelum berangkat , aku minum susu dari cangkir favoritku.	Today is a school day. Before going , I would drink milk from my favorite cup .

14.	17.	Setelah minum , aku letakkan cangkirku di atas sofa .	After drinking , I put my cup on the sofa .
15.	18.	Tapi kemudian , Pai datang menuju ruang tamu.	But then , Pai came toward the living room.
16.	19.	Dia berlari sambil meloncat dari satu sofa ke sofa yang lainnya .	She ran and jumped from one sofa to another .
17.	20.	Seketika , dia menjatuhkan cangkir Spider-Man yang berada di sebelahku .	Soon , she dropped Spiderman cup that was next to me .
18.	21.	Cangkir kesayanganku itu hancur berkepig-keping .	My favorite cup broke into a million pieces .
19.	22.	Saat itu juga , aku menangis dengan keras .	Right then , I cried out loud .
20.	23.	Ibu mencoba menenangkanku.	Mom tried to calm me down.
21.	24.	"Hendra, jangan menangis. Pulang sekolah nanti , kita beli yang baru ."	"Hendra, please don't cry. After school , we'll buy a new one."
22.	25.	Ibu berjanji akan membelikanku cangkir baru .	Mom promised to buy me a new cup.
23.	26.	Alhasil, pagi itu, aku berangkat ke sekolah dengan mata yang sembab .	So, that morning , I went to school with puffy eyes .

Appendix 3 : Table of Analysis of Adjectives

No.	Sentence	Adjectives	Adjectives classification	Subgroups
1.	I really liked that cup. The color was blue and red like, Spiderman.	Blue, red	a. Morphemic Composition of The Adjective,	a. Simple,
2.	From that day on, that cup became my favorite glass.	Favorite,	a. Morphemic Composition of The Adjective, b. Semantic Classification of Adjectives	a. Simple, b. Non-gradable adjectives — Restrictive adjective
3.	She's Pai, the cat that's loved by everyone at home.	Loved	a. Morphemic Composition of The Adjective,	a. Derivatives adjectives – adding suffix,
4.	But I'm not really fond of her.	Fond, Not really fond	a. Morphemic Composition of The Adjective, b. Semantic Classification of Adjectives	a. Simple, b. Gradable adjectives — stative adjective
5.	What was annoying that she liked to hang around the kitchen.	annoying	a. Morphemic Composition of The Adjective,	a. Derivatives adjectives – adding suffix,
6.	I was afraid that this naughty cat would break my Spiderman cup.	Afraid, naughty	a. Morphemic Composition of The Adjective,	a. Simple
7.	"Hendra, let's go to school! Don't be late !"	late	a. Morphemic Composition of The Adjective,	a. Simple,
8.	Today is a school day. Before going, I would drink milk	Favorite	a. Morphemic Composition	a. Simple, b. Non-gradable adjectives —

	from my favorite cup.		of The Adjective, b. Semantic Classification of Adjectives	Restrictive adjective
9.	My favorite cup broke into a million pieces.	Favorite,	a. Morphemic Composition of The Adjective, b. Semantic Classification of Adjectives	a. Simple, b. Non-gradable adjectives – restrictive adjective
10.	"Hendra, please don't cry. After school, we'll buy a new one."	New	a. Morphemic Composition of The Adjective,	a. Simple,
11.	Mom promised to buy me a new cup.	new	a. Morphemic Composition of The Adjective,	a. Simple,
12.	So, that morning, I went to school with puffy eyes.	puffy	a. Morphemic Composition of The Adjective,	a. Derivatives adjective – adding suffix

Appendix 4 : Table of Analysis of Adverbs

No.	Sentence	Adverb	Adverb classification	Subgroups
1.	Last week , mom gave me a cup as a grade promotion gift.	Last week	a. Morphemic Composition of The Adverb, b. Adverbial Combinability and Position in The Sentence	a. Complex Adverbial, b. Adverbs of different semantic groups
2.	I really liked that cup. The color was blue and red like, Spiderman.	Really, Really liked,	a. Morphemic Composition of The Adverb, b. Semantic Characteristic of The Adverb, c. Adverbial Combinability and Position in The Sentence	a. Simple adverb, b. Adverbs of degree – high degree, c. Adverbs of degree or intensifiers
3.	From that day on , that cup became my favorite glass.	From that day on	a. Morphemic Composition of The Adverb,	a. Complex Adverbial,
4.	She's Pai, the cat that's loved by everyone at home .	at home	a. Morphemic Composition of The Adverb,	a. Complex Adverbial,
5.	But I'm not really fond of her.	Really, Really fond	a. Morphemic Composition of The Adverb, b. Semantic Characteristic of The Adverb, c. Adverbial Combinability and Position in The Sentence	a. Simple Adverbial, b. Adverbs of degree – high degree, c. Adverbs of degree or intensifiers

6.	Pai dropped stuffs too often , whether it was on the table, cabinet, or chair .	Too often on the table, cabinet, or chair.	a. Morphemic Composition of The Adverb, b. Adverbial Combinability and Position in The Sentence	a. Complex adverbial, b. Adverbs of different semantic groups
7.	What was annoying that she liked to hang around the kitchen.	Around	a. Morphemic Composition of The Adverb, b. Adverbial Combinability and Position in The Sentence	a. Simple Adverbial, b. Adverbs of different semantic groups
8.	I often moved her when she walked among the kitchen stuff .	Often, Among the kitchen stuff.	a. Morphemic Composition of The Adverb b. Semantic Characteristic of The Adverb, c. Adverbial Combinability and Position in The Sentence	a. Simple, complex adverbial, b. Adverb of frequency, adverb of place, c. Adverbs of different semantic groups
9.	But now , I don't need to worry anymore .	Now, anymore	a. Morphemic Composition of The Adverb, b. Semantic Characteristic of The Adverb, c. Adverbial Combinability and Position in The Sentence	a. Simple Adverbial, compound adverbial b. Adverb of time c. Adverbial Combinability and Position in The Sentence
10.	Mom forbade her from going inside the kitchen .	from going inside the kitchen	a. Morphemic Composition of The Adverb,	a. Complex Adverbial,

11.	Today is a school day. Before going , I would drink milk from my favorite cup .	Today, Before going, from my favorite cup	a. Morphemic Composition of The Adverb b. Semantic Characteristic of The Adverb, c. Adverbial Combinability and Position in The Sentence	a. Simple Adverbial, Complex Adverbial, b. Adverb of time, c. Adverbs of different semantic groups
12.	After drinking , I put my cup on the sofa .	After drinking, on the sofa.	a. Morphemic Composition of The Adverb,	a. Complex Adverbial,
13.	But then , Pai came toward the living room.	Then, Toward	a. Morphemic Composition of The Adverb, b. Semantic Characteristic of The Adverb, c. Adverbial Combinability and Position in The Sentence	a. Simple Adverb, derived adverb b. Adverb of time c. Adverbs of different semantic groups
14.	She ran and jumped from one sofa to another .	from one sofa to another	a. Morphemic Composition of The Adverb,	a. Complex Adverbial,
15.	Soon , she dropped Spiderman cup, that was next to me .	soon, next to me	a. Morphemic Composition of The Adverb, b. Semantic Characteristic of The Adverb,	a. Simple Adverbial, Complex Adverbial, b. Adverb of time,
16.	My favorite cup broke into a million pieces .	into a million pieces.	a. Morphemic Composition of The Adverb,	a. Complex Adverbial,
17.	Right then , I cried out loud .	Right then, Out loud	a. Morphemic Composition of The Adverb,	a. Complex Adverbial,

			b. Adverbial Combinability and Position in The Sentence	b. Adverbs of different semantic groups
18.	"Hendra, please don't cry. After school , we'll buy a new one."	After school	a. Morphemic Composition of The Adverb,	a. Complex Adverbial,
19.	So, that morning , I went to school with puffy eyes .	That morning, With puffy eyes	a. Morphemic Composition of The Adverb, b. Adverbial Combinability and Position in The Sentence	a. Complex Adverbial, b. Adverbs of different semantic groups

BIOGRAPHICAL SKETCH

The writer's name is Lisma Ayu Arditha, people around her called Lisma or Ayu. She was born in Ponorogo on July 9th, 2002. However, she lives and grew up in Surabaya with her parents and siblings. She was born to wonderful parents, Sulis and Machfud. She is the middle child in the family and has a brother and sister. The older brother, Dimas Eko, is a fourth-year student at Institut Teknologi Adhi Tama (ITAT) Surabaya, and he is majoring in electrical engineering. The youngest sister, Desita Infana, is a first-year student at Universitas Narotama majoring in accounting.

The writer finished her elementary school at SDN Kalirungkut 1 Surabaya, then continued the study at SMP Negeri 23 Surabaya, and then continued the high school at SMA Negeri 17 Surabaya. After finishing high school, the writer decided to enter the English Diploma Program at Universitas Airlangga to get a degree.

During her collage, the writer gained balance skills, both in soft skills and hard skills. As her final student at the English Diploma, the writer hopes she can finish the study on time and get a good job soon. She expects the knowledge that she gained throughout her study can be well applied in pursuing her career or living in a community.