

# Adjectival Retention: Persuasive Texts Students Universitas Negeri Makassar

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## Abstract

This research contributes to language development, especially adjectival retention as a very basic resilience in the text. Research on adjectives has been conducted by (Kennedy, 2013), (Schiff et al., 2014), (Sharma et al., 2015), (Sato et al., 2016), (Cutillas & Tolchinsky, 2017) Compared to the previous studies, however, the present study focuses on adjectival retention. In addition, the research findings also provide an understanding of the use of adjectives with the meaningfulness contained in the sentence. This research is a qualitative one, using a content analysis method. The data consist of persuasive essays written by 83 students of Indonesian Language and Literature Education Program in the Faculty of Languages and Literature at State University of Makassar, submitted during March to September 2019 period. While the research data were in the form of adjectives in the essays submitted, the research instrument was the researchers themselves. Data collection was done by giving assignments to the students to write persuasive essays. Data analysis techniques were identifying, reducing, presenting the data, verifying, and drawing conclusions about adjectival retention. The findings of the study indicate the following cases of adjectival retention: (a) weakening of positive adjectival retention; (b) intensive retention occurring not only with the precursor which precedes it, but also with the constituent following it; (c) relative retention appearing only after the use of verbs in the sentence; (d) excessive adjectival retention having a formation that occurs due to a conjunction stating the cause; (e) retention of argumentative adjectives placing emphasis on the part of the core sentence; (f) retention of attenuate adjectives reinforcing one another and not weakening the other parts. Overall, some 42% of the essays contain adjectival retention and 58% of them were without adjectival retention.

## Keywords

Retention, Adjective, Persuasive, Intensive, Attenuate

Ethical Lingua

Vol. 10, No. 2, 2023

ISSN 2355-3448 (Print)

ISSN 2540-9190 (Online)

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## Article's History

Submitted 28 June 2023

Revised 13 July 2023

Accepted 14 July 2023

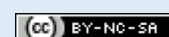
## DOI

10.30605/25409190.596

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## Introduction

Various things in language, especially in Indonesian language, relate to texts. One of these is the use of adjectives in texts. Obviously the texts in question have various differences. That is why there are different characteristics between one text and another text. If examined carefully, in the persuasive text the use of adjectives often receives very little attention, even though the use of adjectives is essential in completing the persuasive texts. Adjectives used at the word level in the persuasive text are certainly very different from those used at the sentence level since there are phrases that follow and complete their meaning. Under such circumstances, the use of adjectives is essential to the meaningfulness of sentences in the text.

If examined properly, the use of adjectives in the persuasive text is so broad that it needs restrictions. Bearing this in mind, the focus of this research is therefore on adjectival retention. This is fundamental in terms of its categorization, given the importance of meaningfulness in the persuasive text. This research was conducted on Indonesian Language and Literature Education students at the Faculty of Language and Literature at Makassar State University with an emphasis on the aspects of adjectives in the persuasive text. This research has an advantage because of its focus on the use of phrases that follow the adjectives that are being emphasized. The results will produce something that is different from those of the other studies on adjectives found in various sources today. Previous studies on adjectives were conducted by (Kennedy, 2013), (Schiff et al., 2014), (Sharma et al., 2015), (Sato et al., 2016), (Cutillas & Tolchinsky, 2017).. However, these studies fall short of discussing adjectival retention.

This research contributes to language or linguistic development related to retention. The term retention refers to the retention or endurance of words in a text that in turn has an impact on the writing produced. The greater the retention power of adjectives in writing is, the better the text becomes. Based on the review of various sources of research, no studies have been conducted before on the retention of adjectives. Therefore, a study on the retention of texts, particularly the retention of adjectives in the persuasive text, is in order.

The present study poses the following research problem: How are adjectives retained in the persuasive texts produced by students of Indonesian Language and Literature Education at the Faculty of Languages and Literature in State University of Makassar? Theories referred to for this studies were obtained through various sources. Adjectives, according to Yule (2006: 75), are words that are used with nouns that contain the information that the nouns refer to. In other words, each adjective describes the meaning of the nouns. According to Enfield (2007), noun phrases are the bases or main parts of a text, and they are known to be considered to be unable to appear independently, with various modifiers, including demonstratives, adjectives, relative clauses, and names. This is in line with the opinion of Windsor (2017) who said that adjectives and nouns are parts of lexical morphemes. Adjectives have a role in a phenomenon (Kennedy, 2013). Upon closer inspection, adjectives are characteristics of nouns. Given these, adjectives have the potential to be included in sentences characterized by nouns or pronouns. In other

words, adjectives have a relationship between scales related to adjectives which are interpreted and nouns semantically. According to Nam (2015), adjectives in languages sometimes appear as predictive elements, as is the case in Korean. Furthermore, Achaeva et al. (2019) consider the parametric adjectives in Russian and English to be part of phrases defined with idiomatic meanings. Information about adjectives is very important to consider (Sharma et al., 2015). This is also in line with Lin & Peck (2016) who state that adjectives have characteristics in the syntactic and semantic fields.

## Method

This research focuses on the retention of persuasive texts written by students of Indonesian Language and Literature Education, Faculty of Languages and Literature, Universitas Negeri Makassar (Makassar State University) in Indonesia. Qualitative in nature, this study used content analysis. The source of the research data was in the written form, which included the essays submitted by 83 students in the institution mentioned above. They were asked to write in the Indonesian language, and their pieces of writing were then translated into English. The instrument of the research is the researchers themselves who collected and processed the data, and interpreted the retention of adjectives. Meanwhile, the research data was in the form of quality adjectival retention in persuasive texts. Data collection techniques were conducted by giving assignments to students to write persuasive texts, which were later identified in terms of the use of adjectives in them. In this case, the persuasive texts were produced by the students of the Indonesian Language and Literature Education Class of 2017 throughout the academic processes. This research was conducted for seven months, from March to September 2019, in Makassar, South Sulawesi, Indonesia. The data obtained were analyzed according to the theory (Patton, 2015) which includes stages of identification, reduction, presentation of data, and verification, and by drawing conclusions about the various adjectives that include adherence to retention in terms of quality.

## Results

Adjectival retention in texts basically describes the use of adjectives through a series of words, phrases and sentences in paragraphs. Retention that occurs in the process was due to the competency of students in writing persuasive texts. Adjectives in persuasive texts at the level of quality have an underlying retention.

### ***Adjective Positive Rate***

Positive adjectives whose position is preceded by one noun at the beginning of a sentence and also preceded by a noun at the end of a sentence.

Extract #1:

*Perokok **pasif** sama bahayanya dengan perokok **aktif**.*

**“Passive** smokers are as dangerous as active **smokers**.”

(Ade Anggrerani Panginja in *Bahaya Merokok* “The Danger of Smoking”).

The impact arising from the presence of smokers around us is in addition to being harmful to health of active smokers, it also has an impact on passive smokers. The adjectives *pasif* “passive” and *aktif* “active” are both contained in a sentence, and both of them are also preceded by the word *perokok* “smoker” as a form that emphasizes the adjectives *pasif* and *aktif*. In this case, both *pasif* and *aktif* are

preceded by nouns. This shows that the nuances of meaning contained therein have an equally important closeness. That is, the adjectives *pasif* and *aktif* act as a form of affirmation of the impact of smokers in the surrounding environment. Of course there needs to be an awareness that is built together to understand these conditions. If this is done then there is awareness for active smokers to pay attention to the surrounding environment. At the very least, a smoker understands the time and place to smoke.

Extract #2:

*Jika kita tidak belajar dengan **serius** dan **giat**, tentunya apa yang kita lakukan hanyalah **sia-sia** karena tidak ada yang bisa dicapai dengan perbuatan yang tidak **sungguh-sungguh**.*

“If we do not study **seriously** and **actively**, surely what we do will only be **in vain** because nothing can be achieved by actions that are **insincere**.”  
(Ananda Awaliya Resky in *Mari Mengukir Prestasi S dini Mungkin* “Let's Make Achievements As Early As Possible”).

The adjectives in the text include *serius* “serious” and *giat* “diligent” in a series of negative words, which are then followed by *sia-sia* “futile” and *tidak sungguh-sungguh* “insincere”. What this means is that everything we do will never yield success if it is not done seriously and actively. That is why, seriousness and activeness become one of the determinants in achieving goals. Many people achieve success not because of their prominent intelligence, but because their seriousness never subsides, so that they can reach their goal in a proper and timely manner.

Extract #3:

*Seperti kulit wajah akan ditumbuhi oleh jerawat, bruntusan, kemudian kulit wajah kita juga bisa menjadi **kusam** dan **kasar**.*

“Like facial skin will be overgrown by acne, *full of zits*, then our facial skin can also become **dull** and **rough**.”

(Yuliarsih Dwi Putri Muis in *Pentingnya Mencuci Muka sebelum Tidur Malam* “The Importance of Washing Your Face before Going to Bed”).

The adjectives *kusam* “dull” and *kasar* “rough” at the end of the sentence are used as an explanation for the facial skin overgrown with zits. The words *kusam* and *kasar* are used as words whose presence explains something, which no women want to happen in their lives. To overcome this, then washing one’s face before going to bed is considered a solution. The issue is that washing one’s face before going to bed must be organized in a timely manner. Otherwise, potential negative impacts may occur.

Extract #4:

*Ilmu membuat seseorang menjadi orang yang berguna **baik** bagi diri mereka **sendiri** maupun orang lain, ilmu juga merupakan investasi **terbaik** ditengah kemajuan teknologi yang tak terbandung seperti saat ini, sehingga ilmu mampu membawa perubahan kehidupan kearah yang lebih **baik**.*

“Knowledge makes someone useful **both** for **themselves** and others, knowledge is also the **best** investment amidst the unstoppable technological advancements at present, so that knowledge can bring life towards a **better** direction.”

(Ananda Awaliya Resky in *Mari Mengukir Prestasi S dini Mungkin* “Let's Make Achievements As Early As Possible”).

The adjectives *baik* "good", *sendiri* "alone" (as in *mereka sendiri*), *terbaik* "the best" are in a series of mutually reinforcing words in a sentence. These adjectives explain how important knowledge is to a person as it can make him or her more respectable. It is shown that the adjective *baik* "good" is followed by the adjective *sendiri* "alone" and then reinforced by the word *terbaik* "the best". In essence, *baik* is followed by a beneficiary which refers to more than one person as it is followed by the pronoun *mereka* "they". All of this indicates how important the adjectives are in describing someone's knowledge. The benefits are huge in life.

Extract #5:

*Keterlibatan orangtua juga dapat memfasilitasi proses pembelajaran anak dan menghindarkan anak dari berbagai masalah, seperti prestasi akademik yang rendah, gangguan perilaku, ataupun kemungkinan putus sekolah.*

"Parental involvement can also facilitate the learning process of children and prevent children from various problems, such as **low** academic achievement, behavioral disorders, or the possibility of dropping out of school."

(Ananda Awaliya Resky in *Mari Mengukir Prestasi Segini Mungkin* "Let's Make Achievements As Early As Possible").

The use of the adjective *rendah* "low" in the sentence is preceded by the particle *yang* "which"; therefore it is clear what the rest of the sentence is about. Surely, the adjective *rendah* "low" as a reflection of student achievement is strongly supported by the role of the parents and that of the teacher. This is indicative of the joint ability of parents and teachers in advancing education as a form of responsibility in the success of a generation that is smart and quality.

Extract #6:

Pendidikan juga berperan membentuk pola pikir yang **lebih baik**.

"Education also plays a role in forming a **better** mindset."

(Anisa Maulidiah Alam in *Mengembangkan Perspektif Kehidupan Melalui Pendidikan* "Developing Life Perspectives Through Education").

The particles *yang* "which" and the adjective *lebih baik* "better" emphasize how important education is in forming one's mindset. Altogether, a healthy mindset certainly results in something better and beneficial both individually and collectively. Not only that, it is also useful for future generations. That is why, attention to education must be realized together so that the potential of the generation can be developed as much as possible, and the expected results are of higher quality.

Extract #7:

*Pendidikan karakter menjadi suatu hal yang mestinya diterapkan demi mencapai anak bangsa yang religius, moderat, cerdas, dan mandiri sehingga globalisasi dapat ditanggapi sebagai hal yang positif.*

"Character education is something that should be implemented in order to achieve the nation's children who are **religious, moderate, intelligent, and independent** so that globalization can be construed as a **positive** thing."

(Ananda Awaliya Resky in *Mari Mengukir Prestasi Segini Mungkin* "Let's Make Achievements As Early As Possible").

In the text, the adjectives are in a series of five words that further clarify the message conveyed by the author. As shown in the sentence, the words *religius* "religious",



*moderat* “moderate”, *cerdas* “intelligent”, and *mandiri* “independent” are affirmed by the word *positif* “positive”. In this case, character education for the current generation is very positive because it can help create a religious generation. Religiously speaking, in fact, only such a generation is able to practice religious values in interacting with others. Likewise in a moderate context that always avoids extreme behavior or disclosure. Once this is achieved, then intelligence and independence will naturally grow in a child.

Extract #8:

*Masih banyak orang yang tidak melakukan olahraga karena faktor **malas**.*

“There are still many people who don't exercise because they are **lazy**.”

(Dewanti in *Manfaat Berolahraga* “Benefits of Exercising”)

The end of the sentence is marked by the adjective *malas* “lazy” which explains how important it is for someone to do physical exercise in order to maintain a healthy body. The series of words is preceded by conjunctions and nouns as part of the strengthening of the sentence. A healthy body is accompanied by a healthy soul so all human activities can go well as expected. This is something that people need to pay attention to so that they would carry out exercise routinely and continuously.

Extract #9:

Mereka hanya bisa bersabar mengantri untuk mendapatkan makanan, pakaian, dan air **bersih**.

“They can only be patient in line to get food, clothing and clean water.”

(Faridah Alfiyah in *Menjadi Sukarelawan* “Becoming a Volunteer”)

At the end of the sentence is the adjective *bersih* “clean”, preceded by three different nouns, that describe a person's patience to get the necessities of life. Not all people are able to do such things so that this can motivate the new generations to do something similar. The use of the end-of-sentence adjective serves as a reinforcement of how important it (cleanliness) is in human life. Everything one wants to get requires awareness. A person's patience indicates his or her good personality and can be a role model in the midst of society.

Extract #10:

*Ilmu akan membuat kita lebih cerdas dan mampu menganalisa apa yang baik dan **benar** bagi kita, sehingga kita mampu menyaring dan menjaga diri kita dari pembodohan-pembodohan.*

“Knowledge will make us smarter and able to analyze what is good and **right** for us, so that we are able to filter and protect ourselves from dupes.”

(Andi Fakhira Hasda in *Pentingnya Pendidikan di Kalangan Masyarakat Indonesia* “The Importance of Education Among Indonesian Communities”).

The use of the adjective *benar* “right” is to explain how important knowledge is as it can keep a person from being fooled. A person's ability to analyze a situation is certainly always related to the knowledge that he or she has. A person's awareness of the importance of something becomes stronger if it is accompanied by knowledge. That is why a knowledgeable person is always ready to face all challenges and always solves a problem wisely.

## Adjective Elective Level

Elective level adjectives are high quality adjectives with the precursors *amat* “very”, *sangat* “highly”, *sekali* “really”.

Extract #11:

*Berbagi atau saling memberi kepada orang lain adalah suatu tindakan yang **sangat terpuji**.*

“Sharing or giving to others is a **highly commendable** act.”

(Adilah Sabir in *Mari Berbagi karena Berbagi Itu Indah* “Let’s Share because Sharing is Beautiful”).

Inviting others to help each other is a highly commendable act. The phrase “highly commendable” as a form of relative adjective at the end of the sentence is used to emphasize a message. That is, helping those in need is a highly meaningful thing in life. Therefore, this act of kindness is always encouraged on various occasions.

Extract #12:

*Menjadi orang yang bermanfaat **sangatlah baik**, bahkan ada hadits yang mengatakan bahwa sebaik-baiknya manusia adalah manusia yang bermanfaat bagi orang lain.*

“Being a useful person is **very good**, there are even hadiths that say that the best people are human beings who are beneficial to others.”

(Andi Fakhira Hasda in *Pentingnya Pendidikan di Kalangan Masyarakat Indonesia* “The Importance of Education Among Indonesian Communities”)

In this extract, the relative adjective *sangatlah baik* “very good” comes after the verb *bermanfaat* “beneficial”. The emphasis is that a good human being is a useful person. Therefore a beneficial person who shows empathy for others continues to be useful for the society. What the person does may be a small thing, yet because it is useful for the society all challenges and obstacles are easily overcome.

## Excessive Level Adjectives

The use of excessive level adjectives flanked by conjunctions as a sequence in the text is shown in the extract below.

Extract #13:

Pada dasarnya yang menjadi penyebab anak-anak merokok ialah karena **mudahnya** dan **murahnya** harga rokok yang dijual oleh penjual.

“Basically what causes children to smoke is because sellers make cigarettes **easy** to get and **cheap** to buy.”

(Ade Anggrerani Panginja in *Bahaya Merokok* “The Danger of Smoking”).

In the extract above, adjectives are displayed in a series of words that state that the cause of children smoking, besides the low price, is the level of distribution of cigarettes in the community. The adjectives *mudahnya* “easy” and *murahnya* “cheap” which are preceded by the word *karena* “because of” in a multilevel compound sentence. In the text, *mudahnya* “easy” is mentioned earlier because it is believed that cigarettes are distributed in a way that makes them to easy for children obtain. This is supported by the word “cheap”, which makes these two adjectives strengthen each other in the text.

Extract #14:

Orang-orang yang **hebat** dan **sukses** dalam kehidupannya pasti memiliki kebiasaan yang baik di baliknya.

“People who are **great** and **successful** in their lives must have good habits.”

(Fernanda Venturini in *Kebiasaan Baik Untuk Hidup Yang Baik* “Good Habits for a Good Life”)

In the extract above, the adjectives *hebat* “great” and *sukses* “successful” are used as a unified reinforcement of the underlying idea. The use of the two words shows the right connection. When examined carefully, the use of these adjectives illustrates human life in which people often do the right things and sometimes make mistakes.

### **Argumentative Level Adjectives**

Argumentative adjectives differ from the other adjectives because they use precursors to clarify the sequence of words in a sentence. In the text, these precursors, which include *makin* or *semakin* “increasingly”.

Extract #15:

*Selain penyakit obesitas dan diabetes tinggi, mengkonsumsi mi instan secara berlebihan akan mengakibatkan penyakit usus buntu dan maag **semakin parah**.*

“In addition to obesity and high diabetes, excessive consumption of instant noodles will make appendicitis and ulcer disease **get worse**.”

(Nur Rezky in *Berbahaya Makan Mi Instan* “The Danger of Eating Instant Noodles”).

In the extract above, the precursor *semakin* “increasingly/get” precedes *parah* “severe/worse” are used as argumentative adjectives. The emphasis in the sentence is in the youngsters’ tendency to consume instant noodles. This is a very difficult thing to overcome because instant noodles are considered the most practical and easily available food in stores. This means that youngsters need to be made aware of the importance of reducing the consumption of instant noodles as fast food.

Extract #16:

*Agar kegiatan kita **semakin seru**, ajaklah teman, kerabat, atau sahabat terdekat kita untuk melakukan kegiatan sukarela secara bersama-sama.*

“To make our activities **more exciting**, invite your friends, relatives, or closest friends to do **voluntary** activities together.”

(Faridah Alfiah in *Menjadi Sukarelawan* “Becoming a Volunteer”).

In the above extract, the phrase *semakin seru* “more exciting” contains an argumentative adjective which is certainly intended to describe the benefits of doing voluntary work. The remainder of the sentence stresses that it is highly recommended to invite the people closest to us to do the same thing. This is intended to create good communication so that work at hand can be done well together.

### **Attenuate Level Adjectives**

Attenuate level adjectives are associated with a decrease in the level of quality with *agak* “a little” or *sedikit* “a little bit”. These precursors are used because they are assumed to be adjectives that appear side by side to indicate quality. In this case, *agak* “a little” or *sedikit* “a little bit” mean less or has less quality. That is why, the use of these precursors affects the meaning contained in the text. Of course, *agak* “a



little” or *sedikit* “a little bit” are in the position as an adverb adjoining the adjective so that it can be declared an adjective that is preceded by an adverb or precursor.

Extract #17:

Melalui pendidikan, persepektif seseorang ***sedikit demi sedikit*** akan berubah dan berpikir ***lebih cerdas*** mengambil keputusan.

“Through education, a person's perspective will change **little by little** and think **smarter** in making decisions.”

(Anisa Maulidiah Alam in *Mengembangkan Perspektif Kehidupan melalui Pendidikan* “Developing Life Perspectives through Education”).

In the above extract, the adjective *sedikit demi sedikit* “little by little” as a fragment in the attenuate level adjective text is followed by the adjective phrase *lebih cerdas* “smarter”. What it means is that education can humanize humans. This is caused by the process of thinking towards maturity and finding identity as a meaningful human being. Not everyone who goes through the education process can succeed well. However, education is one of the pathways for human beings to become more mature and have a mature thought process.

Extract #18:

*Ini bisa ditentukan dari apa yang kita rasa **lebih nyaman**, misalnya bila **lebih menyukai anak kecil**, maka ini yang kita pilih.*

“This can be determined from what we feel **more comfortable**, for example if you prefer **small** children, then this is what we choose.”

(Faridah Alfiyah in *Menjadi Sukarelawan* “Becoming a Volunteer”).

In the above extract, the adjective *lebih nyaman* “more comfortable” is exemplified and strengthened further by *lebih* “more” and *kecil* “small”. Of course, understanding this is necessary for making sense of the situation at hand. This happens because not everything that is available must be taken, and yet one must determine the best attitude to oneself and others. In this case, a decision has to be made in order to avoid regrets. What is considered the best is the basis for making up one’s mind.

**Table 1**  
**Adjectives Retention**

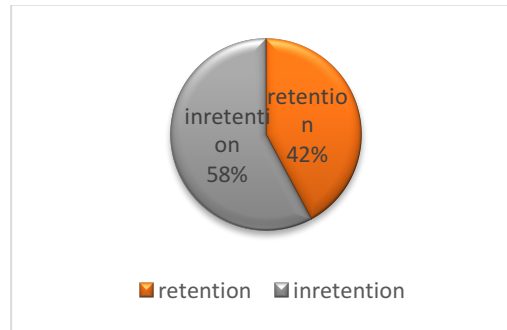
Quality Level Adjectives			
No.	Types of Adjectives	Retention	Remarks
1	Positive Adjective	<i>aktif and pasif</i>	The adjectives <i>aktif</i> “active” and <i>pasif</i> “passive” in the phrases <i>perokok pasif</i> “passive smokers” and <i>perokok aktif</i> “active smokers” imply that active and passive smoking have negative effects on health.
		<i>serius and giat; sia-sia and tidak sungguh-sungguh</i>	The adjectives <i>serius</i> “serious” and <i>giat</i> “dilligent” imply something positive, but once they are followed by <i>sia-sia</i> “futile” and <i>tidak sungguh-sungguh</i> “insincere”, there is retention

			that causes mutual weakening.
		<i>kusam</i> and <i>kasar</i>	The adjectives <i>kusam</i> “dull” and <i>kasar</i> “rough” serve as a retention if they are in a series of words that describe a person's face and skin.
		<i>malas</i>	The adjective <i>malas</i> “lazy” when associated with sports activities is considered a retention because laziness to exercise have negative impacts on one’s physical endurance.
2	Intensive Adjective	<i>benar</i>	The adjective <i>benar</i> “true” is a retention of <i>pembodohan</i> “duping”. It means that someone who does the right thing has avoided duping.
3	Elative Adjective	<i>sangat terpuji</i>	Retention occurs on <i>sangat terpuji</i> “highly commendable” because it falls at the end of the sentence. It should be in a sentence and followed by an explanatory sentence.
4	Excessive Adjective	<i>mudahnya</i> and <i>murahnya</i>	The retention of <i>mudahnya</i> “easy” and <i>murahnya</i> “cheap” is related to the sale of cigarettes which causes problems.
5	Argumentative Adjective	<i>semakin parah</i>	The occurrence of retention on <i>semakin parah</i> “getting worse” is to do with the notion that a person’s illness is always associated with food.
6	Attenuate Adjective	<i>sedikit</i> demi <i>sedikit</i>	The retention of <i>sedikit</i> “a little bit” and <i>lebih cerdas</i> “smarter” occurs when it comes to decision making. The word should have been slightly replaced with <i>sederhana</i> “simple”.

The table illustrates the adjectives of quality and comparison. Retention of positive adjectives turns out to occur on the words *aktif* “active”, *pasif* “passive”, *serius* “serious”, *giat* “diligent”, *sia-sia* “futile”, *sejati-sejati* “sincere”, and *malas* “lazy”. Furthermore, intensive adjective retention only occurs on the word *benar* “true”. In the elative adjectives, the retention occurs on *sangat terpuji* “highly commendable”. The use of the words *mudahnya* “easy” and *murahnya* “cheap” words is retention of excessive adjective. Meanwhile retention of argumentative adjectives occurs on the words *semakin parah* “getting worse”. This differs from the retention of attenuative adjective *sedikit demi sedikit* “little by little”.

Overall, out of the retention of persuasive adjectives by 83 research subjects, only 35 assignments produced by students contained retention.

**Diagram  
Retention v.s Inretention**



The diagram above shows that there are 42% of students who have the ability to use adjectival retention, and 58% of the students have no ability to use adjectives in writing persuasive texts. Thus, students have weaknesses in using adjectives in writing persuasive texts.

## Discussion

Adjectival retention in texts is something that has a fundamental role in the continuity of the text which makes the meaning contained therein clear. That is why the use of adjectives determines a series of sentences and even becomes part of a paragraph or discourse. Adjectival retention can in fact occur through:

### **Positive Adjectival Retention**

Regarding this matter, it turns out that the occurrence of retention associated with *perokok pasif* "passive smokers" and *perokok aktif* "active smokers" which are considered to be equally dangerous. Thus, the right space for smokers and non-smokers, is a separate area, a separate market, a separate school, and a separate place of work for activities. Without these, there will be negative impacts on people's health. Another example of adjectival retention can be found in the words *serius* "serious" and *giat* "diligent" within a series of negative words, and at the same time there are the adjectives *sia-sia* "futile" and *tidak sungguh-sungguh* "insincere". This shows that the retention of positive adjectives exists in which the negative words occur, and this can weaken the series of words. Thus, positive adjectival retention is weakened by the appearance of the adjective *sia-sia* "futile", so that something taken seriously does not automatically have a positive meaning. Positive adjectives (Hirakawa et al., 2019) sometimes appear together in a series of words. If this happens, then there are certainly acceptable or unacceptable adjectives. That is why in positive adjectives when such things happen, their presence does not always strengthen the meaning contained in the sentence. It could actually weaken the content of meaning in persuasive texts. According to Cutillas and Tolchinsky (2017), adjectives are a measure of linguistic wealth. The richer the adjective vocabulary is in the text, the better the text.

### ***Intensive Adjectival Retention***

The use of a precursor contained in a series of sentences indicates a matter that reinforces the meaning contained therein. That is what happens with the use of the precursor *benar* “right”. Such a fact shows that intensive adjectival retention with a precursor does not appear simultaneously with adjectives. Therefore, retention occurs not only with the precursor that precedes it, but also the constituent that follows it. Things like this are considered as a retention that causes a series of sentences with accompanying adjectives to weaken the meaning contained in or strengthen the meaning in it.

The position of intensive adjectival retention as described above shows the importance of the sequence in the sentence so as to create a meaningful harmony with the constructing elements in the sentence sequence. On this basis, the use of a precursor becomes one of the main points that need to be considered in a sentence.

Adjectives are characterized by phrases that recognize them with a precursor (Schiff et al., 2014). Furthermore, the use of adjectives has a similarity in natural language with the language of television (Reichelt & Durham, 2017). This shows the significance of adjectives in a text. This intensive level of retention is an inseparable part of a persuasive text as a whole. According to Yürüten et al. (2013), adjectives are even related very closely to learning.

### ***Elative Adjectival Retention***

Elative adjectives as a part dominates after the use of verbs in a sentence. The word *sangat* “very” as a marker is powerful and at the same time fundamental to understanding the intent expressed. The connection between the word and the other elements is important. This is understandable because the use of the word *sangat* “very” in the sentence not only describes a simple idea but it also has a deep meaning. Within texts that are so dense with nuances of different texts, the use of *sangat* “very” causes the continuity of the text to be more meaningful. The use of elative adjectives also emphasizes the closeness of the verbs in the text. Thus, the level of elative adjectives goes hand in hand with verbs in the text. Most elative adjectives occur in children (Bannard et al., 2017). Thus, elative adjectives are considered as the basic vocabulary that develops among children.

### ***Excessive Adjectival Retention***

Excessive adjectives are a form that occurs due to the use of conjunctions that state the cause, as in the series of *mudahnya* “easy” and *murahnya* “cheap” which is preceded by the word *karena* “because”, and which indicates an excess in the multilevel compound sentence. Surely, the occurrence of excessive adjectives colors the continuity of persuasive texts so that the emphasis of the meaning contained in them becomes clearer. This is in line with Sato et al. (2016) who state that adjectives in the singular and plural forms are sometimes neutral as found in excessive adjectives. This theory is the same as that proposed by Tang and Oh (2019), which points to the tendency of women to use adjectives more excessively than men.

### ***Argumentative Level Adjectival Retention***

The adjectives that are different from the other adjectives due to the use of precursors is categorized as argumentative adjectives. As an illustration, the use of the precursor *semakin* “increasingly” followed by the adjective *parah* “severe” is

intended to emphasize the core sentence with the clause. Given this, the emerging argumentative level becomes a part that emphasizes the core sentence that uses argumentative adjectives so that the clause is more directed. According to Bizhkenova (2017), adjectives are a very important part of a text due to the meaning that they contain.

#### *Attenuate Level Adjectival Retention*

This type of retention refers to a decrease in quality levels in the attenuate level category as shown by the adjectives *agak* “a little” or *sedikit* “a little bit”. It emerges as an immediate precursor that indicates quality which shows the existence of adjectives in persuasive texts. Texts with an attenuate level do not necessarily weaken the other parts, but rather strengthen the continuity and meaningfulness of persuasive texts.

As stated by Vanden Wyngaerd (2017), attenuates are the basis for adjectives and nouns as a code switching device in a language. This statement shows that the connection between adjectives and nouns in the text can occur. Thus, strengthened level of quality does strengthen persuasive texts even more. In line with Zhu et al. (2015), the use of adjectives sometimes does not appear in full, but can explain a series of sentences.

## Conclusion

Based on the results and discussion of this study on the use of adjectives in persuasive texts written by students, the quality level of adjectives can be concluded as follows: (a) positive adjectival retention is weakened; (b) intensive level retention occurs in the form of retention that occurs not only with the precursor which precedes it, but also with the constituent that follows it; (c) elative adjectival retention dominates the parts following the verbs in sentences; (d) excessive adjectival retention has formations that occur as a result of the use of conjunctions which state the cause; (e) retention of argumentative adjectives emphasizes the core parts of sentences; (f) adjectival retention occurs as attenuates that are mutually reinforcing and that does not weaken the other parts.

## Acknowledgment

This article is part of the results of the 2019 PNBPN UNM research project. For this reason, the authors wish to thank the Research and Community Services Institute of Universitas Negeri Makassar.

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