



**STUDENT'S ABILITY IN IDENTIFYING ADJECTIVE
IN NARRATIVE TEXT AT ELEVENTH GRADE
SMA N 1 SOSOPAN**

A THESIS

*Submitted to State Institute For Islamic Studies Padangsidimpuan as a Partial
Fulfillment of Requirements for the Degree of Graduate Education Scholar
(S. Pd) in English*

Written By :

SAROANI NASUTION
Reg. Number. 14 203 00133

**ENGLISH EDUCATION DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2019



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2019**



LETTER OF AGREEMENT

Term : Munaqosyah
a.n. Saroani Nasution

Padangsidempuan, juni 2019

To:
Dean of Tarbiyah and Teacher
Training Faculty
In-
Padangsidempuan

Assalamu'alaikum Wr. Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to SAROANI NASUTION, entitled. "THE STUDENTS ABILITY IN IDENTIFYING ADJECTIVE IN NARRATIVE TEXT AT ELEVENTH GRADE SMA N 1 SOSOPAN". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate Education (S.Pd.) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr. Wb.

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DECLARATION LETTER OF SELF THESIS COMPLETION

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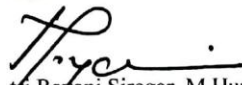
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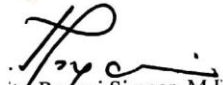


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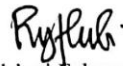


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LEGALIZATION

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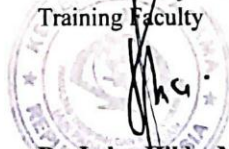
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I realize this thesis cannot be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, April, 2019
Researcher

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Narrative Text at Eleventh Grade SMA N 1 Sosopan

ABSTRACT

This research talking about the students' ability in identifying adjective on narrative text at eleventh grade SMAN 1 Sosopan. The formulation of the problem in this research is "How is the students ability in identifying adjective on narrative text at eleventh grade SMA N 1 Sosopan", and then the objectives in this research is to "describe the students ability in identifying adjective on narrative text at eleventh grade SMA N 1 Sosopan.

The research methodology of this research is quantitative descriptive research. The subject of this research is eleventh grade SMAN 1 Sosopan, which consist 40 students as a sample. The researcher used instrument in collecting data is test. The researcher give a test, and the test has 20 adjective and time allocate for the test is 45 minutes. Then, the researcher analyze the data by use mean score to find out students' ability and researcher use Z formula to find the hypothesis testing and to know whether the hypothesis is accepted or rejected.

After calculating the data the researcher find that the students' ability in identifying adjectives on narrative text at eleventh grade SMA N 1 Sosopan 71.8 mean score and the category is high category. Then, from the hypothesis testing the researcher found that hypothesis is accepted. It can be proved that $Z_{count} = -0.37 > Z_{table} = 0.3264$ by level of significant 0.5%. Therefore, students' ability in identifying adjective on narrative text at eleventh grade SMA N 1 Sosopan are high category.

Keywords: Students' Ability, Adjectives, Narrative Text.

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CHAPTER I

INTRODUCTION

A. The Background Of The Problem

Language is a passport to another world. By a language we know and we can involve the culture. We can meet people from that country and talk to anyone we may meet on the street. As a student, I think language important to improve the skill in communication. Language is a vital tool for communication. It is not only a means of communicating thought and ideas, but also it builds friendships and cultural ties. We can communicate only with signs without language.

Moreover a language distinguishes to difference and also celebrates the unique of cultures in a country or in a region or in a community. A language shapes the way people perceive the world and it also helps to define culture of any society. Language give knowledge of more than one language makes more efficient and skilful in many ways. Its open minds and guides into a magical world. Language helps to develop self our mind and personality. There are many languages in the world such as English, Arabic, Spain, French but the first important language is English.

English is one of the many languages in the world. English has been considered to be the first global language. In todays modren world the English

language has become part and parcel of every exiting field. It has been an international language of communication, information technology, entertainment and so on. Earlier everyone is considered to be a literate by degrees and diplomas, but knowledge of English makes an individual literate in todays world.

In Indonesia, English is known as foreign language that should be taught at school Indonesia. It is an obligation for the students in all levels, namely the Elementary School, Junior High School, and Senior High School until to University. It might because that English is a global language. That is used by many people around the world to be able to communicate each other so that Indonesia Government of Education include English as one of compulsory subjects to be taught at schools.

Moreover, there are many universities that provide English as one of study program within in both English department and non-English department. Indonesia so familiar with the fact that English is one of the four subjects to be tested in the National Examination every year. It is expected therefore that Indonesian people will be able to use english actively for communication.

Study about English, there are four skills that should be mastered by students, they are: speaking, listening, writing and reading. First, speaking is an interactive process of constructing meaning involves producing and

receiving and processing information. Second, listening is the unidirectional receiving of audible symbols or an interactive process as the brain acts on impulses, bringing to bear a number of different cognitive and affective mechanism. Next, writing is an activity for production and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, opinion, experiences and information. The last reading is receptive skills, it is a transactional between a reader and writer.

Based on syllabus of curriculum 2006 of English in Senior High School, it is stated that there is base competences taught in this level : structure and grammar studied to comprehended the text such as parts of speech (nouns, pronoun, verb, adverb, adjective, preposition, conjunction, interjection), tenses (simple present tense, simple past tense, future tense), the last is kinds of text (descriptive text, procedure text, news item and narrative text, spoof text, narration text, and the last is anecdote).¹ So, students have to study about structure and grammar and kinds of text in study English.

In this case, the students are expected to mastery not only in structure and grammar part of speech (nouns, verb, adverb, adjective), and tenses (simple present tense, simple past tense, simple future tense) but also comprehend about the kinds of text. For example narrative text using the language elements of narrative text are, nouns, adjectives, individual participants, past tense ,conjunction, action verb, and saying verb. Structure

¹ English Syllabus(Curriculum 2016) of XI grade in SMA N 1 Sosopan(2006) P.16

and grammar especially adjective is very important to be known even to be comprehended, because it is one of important aspects of a language especially to easy comprehend about narrative text. In this research, the researcher wants to analyze student's ability in identifying adjective in narrative text.

The students in SMAN 1 Sosopan especially at eleventh grade still confuse about the structure and grammar and kinds of text . It can be known when the researcher asked the English teacher in SMAN 1 Sosopan. She told that the student's achievements in learning structure and grammar still have problem, there are many students still confuse when they study about structure and grammar. Students had difficulties in understanding structure and grammar well such as in understanding about tenses, verb, adverb, preposition, and gerund and especially in adjective.

Although, they are have studied about adjective from junior high school until to senior high school but, in fact they still have problem in understanding about adjective well. It was because of they are lazy and lack interest to study English more, and some of students' are lazy to ask the point that they do not understand to teachers' explanation. They were lack in how to use adjective in English, and the last they did not know about the position of adjective and how to differentiate the kinds of adjective in English sentences.²

² Anna Sari Harahap, as a English teacher SMA N 1 Sosopan, *Personal interview*(SMA N 1 Sosopan: December ,13, 2017 at 8.00 a.m)

Finally, the students ability in mastering adjective especially in narrative text still have problem, it was because of the students were confuse they did not know the position and how to differentiate the kinds of adjective (quality, quantity, number, possessive) in text especially in narrative text.

Addition, Siti added that they did not know how to differentiate the kinds of adjective such as adjective quality and quantity, number and possessive adjective. For example she confuse about how to differentiate between possessive adjective and pronoun, she just know that is a subject pronoun without understanding what their names or what they are called in English. ³So, there are students problem in understanding about adjective in narrative text.

Finally, the researcher interest to do the research with the title: “ The Students’ Ability in Identifying Adjective in Narrative Text at Eleventh Grade SMA N 1 Sosopan.

B. The Focus Of the Problem

Based on identification of the problem above, there are many problems include in structure and grammar especially in understanding adjective in narrative text.

So, the researcher limit the problem on adjective. The kinds of adjective in a grammar are divided into ten types, from the kinds of adjective,

³ Siti, The Students at Grade XI SMA N 1 Sosopan, *Personal interview*,(SMA N 1 Sosopan : December 13, 2017 at 10.15 a.m)

the researcher limited to four kinds adjectives, because, the four adjectives usually used in narrative text namely: quality, quantity, number and possessive and narative text the researcher choose Legend used as media for students'. To know the students' ability in identifying adjective in narative text at eleventh grade SMAN 1 Sosopan.

C. The Defenition of Terminologies

1. Ability

Ability is power, quality, or talent of a person to achieve or to do something. Such as: capacity of power, cleverness, intelligence, and mental power talent.⁴

2. Identifying

Identifying is to find out and to describe someone or something. Identifying defines that identifying is to show, to prove, who or what somebody or something is recognized being the specified person or thing.

3. Adjective

Adjective is correctly used with a verb when some quality of the subject rather than of the action of the verb , is to be expressed.⁵

Adjective used to modify noun subject or verb in sentence.⁶ Adjective

⁴ A.S Hornby, *Oxford Advanced Learner's Dictionary, Sixth Edition* (New York: Oxford University Press,1995), p.1187

⁵ Wren & Martin, *High School English Grammar & Composition* (N.D.V Prasada Rao, latest edition 2013) p. 293.

⁶ Betty S. Azar, Stacy A. Hagen, *Understanding and Using English Grammar* (Fourth Edition 2009) p. 294.

also used to express the quality, quantify, number and to point out the person things is regarded as an adjective.⁷ Adjectives are words, typically with nouns, to provide more information about the things referred to (happy people, large objects, a strange experiences.⁸

So, the researcher concludes that adjective is words which qualifies a noun and express the quality, quantity, number and to point out the person or thing. What adjective is a describing word giving more information about the object signified? So, the adjective in this research means adjective (adjective quality, quantity, number, possessive) that can be found on narative text at eleventh grade SMAN 1 Sosopan.

4. Narative text

S.Hornby in Oxford Advanced Learners Dictionary defined : narative is a description of events.⁹ Meanwhile, Otong Setiawan Djuhrie says “ teks narative adalah jenis teks berupa cerita atau dongeng yang menghibur para pembaca”.¹⁰ (narrative text is a kind of text is talking about story or folk which the aim to entertain the reader). According to Sanggam Siahaan Narative text is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Narative is a text containing five components such as

⁷ Jayanthi Dakhsina Murty, *Contemporary English Grammar* (Ramesh Nagar, New Delhi,1998), p.3

⁸George Yule, *The Study of Language* (Cambridge : University press,2010), p.82.

⁹ A.S .Hornby *Oxford Advanced Learner's Dictionary, Sixth Edition* (New York: Oxford University Press,1995) , p. 996-1013.

¹⁰ Otong Setiawan Djuhrie, *Genre* (Bandung : Yrama Widya, 2007), p.41

orientation, complication, resolution, and re-orientation by which a writer amuses, entertains people, and to deal with actual or vicarious experience.¹¹ So, narrative text is a kinds of text which the writer wants to amuse and to entertain people or reader which the text consist five components such as orientation, evaluation, complication, resolution and the last is re-orientation or coda.

The researcher concludes narrative text is a kinds of text that talk about descriptions events which the aim to entertain the reader. So, in this research narrative text present at eleventh grade in SMAN 1 Sosopan.

D. The Formulation of the Problem

From the explanation above, the researcher formulated the problems on the question about “How is the students’ ability in identifying adjectives in narative text at eleventh grade in SMAN 1 Sosopan?”

E. The Objectives of the Research

Based on the formulations of the problem above, the objective of this research is to describe the students ability in identifying adjective in narrative text at eleventh grade in SMAN 1 Sosopan.

¹¹ A.S Hornby, *Oxford Advanced Learner’s Dictionary* (New York : Oxford Univerity Press, 2000) p.38.

F. The Significances of the Research

The significances of this research is expected to be useful for the teacher to improve their teaching of adjective especially in identifying at narrative text. The significances of research are :

1. Theoretically

- a. This research hope able can give theory and useful as contribution idea for education.
- b. The result of this study is useful for English teachers' at Senior High School level to get information about the students' ability in identifying adjective in narrative text.
- c. It can be improved the students' ability in learning English, especially in adjective.
- d. The result of this study can be used as reference for another researcher who has the same interest in the same field.

2. Practically

- a. Head master, to encourage English teacher to do the best teaching identifying adjectives in narrative text.
- b. English teacher, to improve the quality of teaching identifying adjectives in narrative text.
- c. The another researcher, to enlarge their own knowledge towards identifying adjectives in narrative text.

G. Outline Of The Thesis

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follows:

Chapter one consist of background of the problem, focus of the problems, defenition of the keyterms, formulation of the problem, the objectives of the problems, significances of the research, and outline of the thesis.

Chapter two consist of the theoritical description which explain about adjective (defenition of adjective, types of adjectives, position of adjective, placement and order adjective) and also about narrative text (definition of narrative text, the purpose of narrative text, text element of narrative text, the kinds and example of narrative text) and about related finding, the hypothesis, and conceptual framework..

Chapter three is research methodology consist of place and time of the research , the research design, the design of this research is quantitative research used descriptive method, the population and sampel, the instrument of data, the validity instrument the technique collecting data, and the technique of data analysis.

Chapter four consist of results of the research consistof general finding, specific finding consist of consist descriptions of student's ability in identifying adjective in narrative text. The result of the research talking about

the analysis data. This chapter consist description of data and discussion result of the research.

Finally, chapter five consist of conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Description of Students' Ability

1. Definition of Students Ability

Students is a person who learned on kindergarten, elementary, junior, senior high school not only in formal education but also on the informal education.

A student is a person who studying at a university or other place of higher education. A student is a person who is studying at a college or university, and person studying at secondary school.¹

According to Hornby Student is a pupil especially in Elementary school, junior high school, Senior high school, and the last University, person studying at secondary school , any person interested in a particular subject.² It can be conclude that students is a person that studying at school not only in elementary school, junior high school, senior high

¹ Martin Hewings, *Advanced Grammar in Use* (Jakarta: Erlangga,2001), p.429

² A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York : Oxford University Press, 2000) p.1187

school but also in university. Students is a person who studies or investigates or person who is enrolled for study at school or college.³

Absolutely, the researcher concludes that the students is a learner, a person who lives together and studies in formal education attends an educational institution and how is their relation as a member of society to develop education level process.

Ability is capacity or power students to perform. Hornby said that, ability is potential capacity or power to do something physical or mental. It's also define as special nature power to do something well or talent.⁴

Then, Marriam says that ability is a quality or being able, especially in physical, mental, or legal power to perform.⁵ It mean that we do something consist of physical or mental achievement as a skill. According to, James Drever, ability is a skill to perform certain action both physically and mentally both before and after receiving training.⁶

The ability means the quality or capacity of being able to do something well. As said by Hornby, the definition ability is such as:

- 1) Capacity or power to do something and mental
- 2) Cleverness, intelligence

³ Victoria Newfelat & David B. Guralmilk, *Webstern New World Collage dictionary* (USA: Macmilan, 1995), p 12

⁴ Hornby, *Oxford Advance Learners Dictionary of Current English* (London: Oxford University Press, 1987), p.2

⁵ A. Marriam Webster, *Coleglate Thesaurus* (USA: Massa Chusettes, 1976), p.33

⁶ James Drever, *Kamus Psikologi*, (Jakarta, Bina Aksara, 1998), p.2

3) Special natural power to do something well that talent.⁷

Ability is a capacity to do something physical or mental. According to Douglas Brown the word ability has three meaning, they are:

- 1) Achievements is actual ability and can be measured by straight use of instrument or devise test.
- 2) Capacity is potential ability can be measured by not straight, the individuals' capacity.
- 3) Attitude is quality and can be expressed by especially training.⁸

That's means to do something consist of physical or mental achievements, so can be determine as a skills, expertness or talent. Therefore ability is the mental or physical capacity, power or skill required to do something.

2. The Kinds of Ability

There are many kinds of ability, they are:

- 1) Flexibility and speed of closure is the ability to hold in mind a particular visual configuration.
- 2) Fluency is the ability to produce words, ideas, and verbal expression.
- 3) Inductive reasoning is the ability to form and test hypothesis directed and finding relationship.

⁷ Hornby, *Op,Cit*, p2

⁸ H. Douglas Brown, *Teaching By Principles and Interactive Approach to Language Pedagogy* (New Jersey :Engle Wood Cliffs,2001), p.236-238

- 4) Span memory is the ability to recall perfectly for immediate reproduction a set as of item after only one presentation of the series.
- 5) Associative memory is the ability to remember bits of unrelated material and to recall.
- 6) Number facility is the ability to rapidly manipulate number in arithmetic operations.
- 7) Perceptual speed is speed in finding figures, making comparison, and carrying out simple task involving visual perceptions.
- 8) Deductive reasoning is the ability to reason from stated premiers to their necessary conclusions.
- 9) Spatial orientation and visualization is the ability to perceive spatial patterns and to manipulate or transform the image spatial patterns.
- 10) Verbal comprehension is the knowledge of words and their meaning as well as the application of knowledge.⁹

From the explanation above, the researcher used ability from the book Gibson with the title Organization Behavior Structure Process number 10. The researcher choose point 10 because the ability is about knowledge and their meaning as well as the application of knowledge. So, that ability is

⁹ Gibson, et,all *OrganizationBehaviour Structure Process* (Singapore:The Megraw Hill Companies,2004), p.93

potential to get about competence of special power result for action or practice and used to work something, especially in identifying adjective in narrative text. Students must understand about it. So, the students ability in this research mean the power, the achievements and the level skill of the students SMA N 1 Sosopan in identifying adjective in narrative text.

B. Description of Adjective

1. Defenition of Adjective

Adjective is a word that modifiers a noun or pronoun by providing descriptive or specific verbs, other adjectives or adverbs. Adjective usually precede the noun or pronoun agree in number or gender with the noun describe. An adjective is descriptive words used in sentences to modify or describe nouns or pronoun and giving properties of the noun. An adjective is words which qualifies a noun that is shows the point out some distinguishing mark or features of the noun.¹⁰ According to Jayanthi Dhaksina Murty described ,”adjective is a word used to express the quality, quantity, number and to point out the person or thing.¹¹ Beside adjective is a word with a noun to describe or point out , the person, animal, place or thing which the noun names, or to tell the

¹⁰ Graham Tulloch, *English Grammar Short Guide*, (Sydney University Press ,1990), p.10

¹¹ Jayanthi Dhaksina Murti, *Contemporary English Grammar*, (New Delhi : Book Place 1998), p.33

number of quality.¹² The adjective is correctly used with a verb when some quality of the subject, rather than of the action of the verb.¹³

According to Marcella Frank the adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usually position is before noun it modifies but it fills other position is well.¹⁴

So, the researcher concludes that adjective is words which qualifies a noun and express the quality, quantity, number and to point out the person or thing. What adjective is a describing word giving more information about the object signified? So, the adjective in this research means adjective (adjective quality, adjective on quantity, of number and possessive adjective) that can be found in reading narative text at eleventh grade SMAN 1 Sosopan.

2. Kinds of Adjective

a. Adjective of Quality

Adjective of quality is an Adjective used to talk about quality of a person or thing. Accordingto Wren Martin Adjective of quality is show

¹²Wren and Martin, High School English Grammar and Composition,(N.D.V. Prasada Rao :2013) p.19

¹³Wren & Martin, *High School English Grammar & Composition* (N.D.V. Prasada Rao: 2013) p.293

¹⁴Wren and Martin, *Op. Cit*, p.17

the kind or quality of a person or thing.¹⁵ So, Adjective of quality is an adjective used to talk about quality of person or thing is known.

- Examples :
- 1) smart, new, wealthy, and so on.
 - 2) She is a smart student.
 - 3) A new car

b. Adjective of Quantity

Adjective of quantity is an adjective used to talk about the quantity or things. Beside that Wren & Martin say that adjective show how much things is meant.¹⁶ So, adjective of quantity describe how much of things is meant.

- Example :
- 1) Much, little, and so on.
 - 2) I can speak English just a little bit.
 - 3) thank you so much.

c. Adjective of Number

Adjective of number is an adjective used to talk about number of things or person. According to Wren & Martin “ adjective of number show howmany persons or things are meant, or in what order a person or thing stand”.¹⁷ So, Adjective of number indicate how many persons or things are meant and to modify noun for particular details in exact quantifying which is devided into three perspectives: cardinal number(exact quantity), ordinal number

¹⁵ Wren and Martin, p.17

¹⁶ Marcella Frank, *Modren English*,(New Jersey , Prentice Hall, Inc: 1972), p. 109

¹⁷ *Ibid*, p.18

(hierarchical number), multiplicative number (double number).

Examples: one, first, any, four, two, few, many, all, some, several, most.

Example : 1) Cardinal number: My hand has five fingers
 2) Ordinal number: I am seventh son of my family.
 3) Multiplicative number: Some roses are double.

d. Possessive Adjectives

According to Jayanthi Dhaksina Murthi, an adjective used to talk about ownership or possession is known as possessive adjective.¹⁸

Example :

- 1) my mother is a nurse
- 2) Our brother is handsome boy
- 3) Our teacher is a beautiful woman

e. Demonstrative Adjective

According Dhanny R. Cysso, demonstrative adjective used to demonstrative adjective following by noun.¹⁹

Words that generally function as adjectives sometimes serve as part of speech.

- 1) As nouns

Example: none but brave deserves the fair

- 2) As adverbs

¹⁸ Dhanny. R. Cysso, *Comprehensive English Grammar Prepatio For Toefle*(Jakarta, Kesaint Blanc, 2009), p.83

¹⁹ Jayanthi Dhaksina Murthi, *Loc. Cit*

a) verbs

Example: hold tight, break loose, make uneasy

b) adverbs

Example: better off, far ahead, close by, straight ahead

c) other adjectives

Example: boiling hot, dead drunk, stark naked, dark red.

d) Prepositional phrases

Examples: deep in the year, long before noon.

3. Position of Adjective

According to Raymond Murphy with Roann Altman there are positions of adjective usually in sentence such as:

a) In front of noun

Example : Andy is smart boy

b) After To Be (Is, am, are)

Example : The girl is beautiful

c) After object

Example : He tell me good.

d) After verb

Example : Tom feels cold.²⁰

²⁰Raymond Murphy with Roann Altman Consultan William E. Rutherford, *Grammar in use*, (Melbourne: Cambridge University press, 2007), p.244 - 255

4. Types of Adjective

In sentence usually there are two kinds of adjectives namely:

a. Determiners

Determiners consist of a small group of structure word without characteristic form:

- a) Article (the, a, an)
- b) Demonstrative adjective (this, plural these), (that, plural those)
- c) Possesive adjective (form pronouns, ex : my, your, one's), (from nouns ex: Jhon's the girls)
- d) Numeral adjective (cardinal, ex: four, twenty, six), (ordinal, ex: fourth, fifth,)
- e) Adjective of indefinite quantity (ex: some, few, all, more)
- f) Relative and interrogative adjective (ex: whose, what, which).²¹

b. Descriptive Adjective

Descriptive adjective usually an inherent quality (beautiful, intelligence), or physical state such as age, color, size, inflectional, and derivational endings can be added only to this type of adjective.²²

²¹ Marcella Frank, p.10

²² *Ibid.* p.1

- a) Proper adjective such as moslem mosque, Indonesian language.
- b) Participle adjective, consist of present participle such as an interesting book, a dissappointing experience, a charming view, a trifling light, and past participle such as bored student, a worn table cloth, a tired house wife, a spoiled child.

c) Adjective compound

With participle :

- 1) Present participle, such as good looking girl, a breaking story
- 2) Past participle such as a turned, up nose, a broken, down house, new born kittens, ready, made clothes.

With -ed

With -ed added to nouns functioning as the second element of a compound. the first element usually a short adjective such as absent, minded, ill, tear, far, sighted.

5. Placement and Order Adjective

A single noun can be describe as a list of adjective. When more than one adjective is used to modify a noun. It is important to consider the order in which the adjective appear. Generally, the adjectives most important in completing the meaning of the noun are placed closest to noun. Following is the usual order of adjectives in a series:

1. Determiners: article (a, the), demonstrative (this, those), and possessive (his, our, Mary's, everybody's), amounts (one, five, many, few), order (first, next, last).
2. Coordinate adjectives (subjective evaluations or personal opinions): nice, packed, and pitiful.
3. Adjective describing size : big, huge, little, tiny
4. Adjective describing shape: long, short, round, square.
5. Adjective describing age : young, old, modern, ancient
6. Adjective describing color: blue, green, white, red.
7. Adjective describing nationality : Italian, French, Japanese
8. Adjective describing architectural style or religion: Greek, Gothic, Catholic, Jewish, Muslim.
9. Adjective describing material: cardboard, plastic, silver, gold.
10. Noun functioning as adjective: soccer ball, cardboard box, history class.²³

So adjective usually important in completing the noun are placed closest to noun.

C. Description of Narrative Text

1. Defenition of Narrative Text

²³ Southeastren Writing Center, *Celebrating the Writer Voice 383 D*, Vickers Hall (985) 549-2076 Writing @Selu.edu [http :// www.selu/acad-researchprograms/writing_center](http://www.selu/acad-researchprograms/writing_center).

A narrative text is a special kinds of story that is valued very highly in English speaking cultures. The narrative pattern is used as the basic of stories in novels, poems, plays, comics, soap operas, movie in English Speaking cultures.

A.S.Hornby in Oxford Advanced Learners Dictionary defined narative is a description of events especially in a novel or story, the act process of feeling story.²⁴ It similarly with Jhon Langan said “ narration is a writer tells the story of something that happened”²⁵ through narrative we make statement clear by relating in detail something that has happened to us.

According to Sanggam Siahaan Narative text is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

Next, Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. A narration text is an imaginative story to entertain people.²⁶

Narative is a text containing five components such as orientation, complication, resolution, and re- orientation by which a writer

²⁴A.S .Hornby , *Op Cit*, p. 996-1013.

²⁵ Jhon Langan, *College Writing Skills with Reading* (New York : Hell, Rinchart and Wiston 1997), p. 94-96

²⁶ Mark Anderson And Kathy Anderson, *Text Types In English 2*, (South Yarra: Mcmillan, 2003), p.18

amuses, entertains people, and to deal with actual or vicarious experience.²⁷

The researcher concluded that narrative text is a text with social function was to tell stories or past in events and entertain the readers. So, that the comprehending narrative text here was to understand about elements of narrative text or genre to understand the reader through text which given by the writer.

2. Purposes Narrative Text

Narrative text is the form writing used to relate the story of act or event. There are some purposes of narrative text : Sanggam Siahaan states that narrative text has purposes to amuse, to entertain people, and to deal with actual or vicarious experience in different ways.²⁸

Similarly Pardiyoono says that the narrative text has purpose to amuse to entertain and also gives good lesson to us and other people who listen about narrative.²⁹ Next, Otong Setiawan Djuhrie says that narrative text has aim to entertain the reader.³⁰ So, it can be concluded that the purposes of narrative text to entertain the reader through text which given by the writer.

3. Text Element Of Narrative Text

To write the Narrative text generally have the following basic structure:

²⁷ Sanggam Siahaan, & Kisna shinoda, *Generic Text Structure*(Yogyakarta, Graha Ilmu,2008). p.73

²⁸ Sanggam Siahaan, *Loc. Cit.* p.73

²⁹ Pardiyoono, *Op.Cit.* p.93

³⁰ Otong Setiawan Djuhrie, *Loc. Cit*

- a) Orientation : The part where the writer describes the setting, the context or situation in which the story takes place, (that is, where, and when the story takes place) and the characters (who involved in the story).
- b) Evaluation : A stepping back to evaluate the plight.
- c) Complication : Part where the writer introduces the problem, a change in the situation, or an action that require a response. This part is usually the most interesting part of the whole story.
- d) Resolution : The section where the writer presents the way problems has been resolved. In this section the whole story ends.
- e) Coda : Contain conclusion of summary with give a moral lesson.³¹

Meanwhile Sanggam Siahaan states that narrative text containing five components , they are :

- a) Orientation is the beginning of the text, Its function is to set the scene and introduces participants.
- b) Evaluation is a stepping back to evaluate the plight
- c) Complication is the place in which a crisis arises
- d) Resolution is the crisis is resolved for better or for worse.
- e) Re- solution is it can be optimal.³²

So, it can be concluded that the text elements of narrative text is orientation, evaluation, complication, resolution, coda.

³¹ Dewi Marlina Siregar, *Differential Effect of Teaching Techniques with tenses Exercises and Identifying Parts Of Speech on Comprehending Narrative Text* (Unpublished Thesis), (Padang Sidimpuan : STKIP, 2008), p.7

³² Sanggam Siahaan, *Op.Cit*, p.73

4. The Language Elements of Narration

According to Otong Setiawan Djuharie, the language elements used in writing narrative text are, nouns, Adjectives, individual participants, past tense, conjunction, action verb, and saying verb.³³

a) Noun

Noun is a word used as the name of a person, place, or thing.³⁴

Example :

Johan is our teacher

There is a flower in our class

Noun can be divided two forms.

1) Concrete noun

Example: Lisa, Jakarta, Teacher, Silver, Plane

2) Abstract noun

Example: Connection, Attention, Goodness, happy³⁵.

b) Individual Participant

Individual participant means that the subject which taken part in a situation or the story of spesific subject.³⁶, Such as story about Snow White, Prophet Muhammad, Malin Kundang.

c) Past Tense

³³Otong Setiawan Djuharie, *Op.Cit*, p.73

³⁴Wren & Martin, *High School English Grammar*, p.

³⁵Jayanthi Dhaksina Murthi, *Contemporary English Grammar*(New Delhi: Book Palace, 2003), p.10

³⁶Otong Setiawan Djuharie, *Op.Cit*

The simple past is used for a complete action that happened at one specific time in past.³⁷ According to Betty Schramper Azar, “simple past tense is used to talk about activities or situation that began and ended at a particular time in time past.³⁸ Meanwhile, according to Jayanthi Dhaksina Murthi, “ Simple past tense is when a verb is used to shown that an action was completed.³⁹

- 1) Adjectives extending noun phrases, such as long black hair, two red apples, e.t.c.
- 2) Saying verbs indicating utterance such as said, told, promised,
- 3) Action verb in past tense : stayed, climbed, jumped, e.t.c.

5. Social Function

O’ Malley the purpose of narrative is to reflect, entertain, inform, explain, or persuade. There is five way the narrative can get some purpose:

- a. Tell an existing story

The purpose is to entertain or to interest the audience such as danger and suspense.

³⁷Cliffs, TOEFL(India: Dream Land, 2005), p.59

³⁸Betty Schramfer Azar, *Fundamentals of English Grammar* (Jakarta: Binarupa Aksara, 1993), p.32

³⁹Jayanthi Dhaksina Murthi, *Op.Cit*, p.151

b. Illustrate a point about human nature

Fairy tales and fables are fascinating speak about eternal truths that make a comment on human nature interest readers.

c. Make people laugh

Real humor is probably the rarest talent.

d. Show an experience dramatically changed someone's life.

Experience can fascinate others.

e. Get to heart of a common, everyday occurrence.

Put the reader in your place, describing your own feeling exactly.⁴⁰

6. Kinds Of Narrative Text

There are many kinds of narrative text, they were.⁴¹

a. Legend

Legend is a narrative of human action that are perceived both by teller a listener to take place within human history, and to possess certain qualities that give the tale verisimilitude. typically a legend is a short traditional and histories.

⁴⁰ J. Michael O' Malley and Lorraine Vaidis Pierre, *Authentic Assasment For English Learner's*, (Addison Wesley Publishing Company,1996)p.138

⁴¹Linda Gerot and *Peter Wignell*, *Making Sense of Functional Grammar* (Sydney : Gerd Stabler, 1994), p. 200

Legend for its active and passive participants includes no happenings that are outside the realm of “possibility” define by a highly flexible set of parameters, which may include miracles that are perceived as actually having happened, within the specific tradition of indoctrination where the legend arises, and within which it may be transformed over time, in order to keep it fresh and vital and realistic. Narrative performed in a conventional mode. Some define legend as folktale. The example of legend in narrative text :

SAMPURAGA

Once upon a time in Padang Bolak, North Sumatera, lived a man named Sampuraga. He lived with his mother. His father had passed away 20 thousand ago when Sampuraga was a baby. Sampuraga and his mother lived in a hut. They were poor. Sampuraga worked in his neighbor’s rice field. When they had harvest, the neighbor gave some money to Sampuraga for his work.

Sampuraga worked in the morning and went home in the afternoon. One day while he was working, his neighbor told him about a place named Mandailing. It was a great place.

The land was fertile. There were many rich people there. Sampuraga listened to his neighbor carefully .He really wanted to go to Mandailing and became a rich man.

Later he told his mother about his plan. His mother was sad. She did not want to lose his only child. But Sampuraga promised that he would go home and brought her a lot of money.

Finally, Sampuraga went to Mandailing. There, he worked for a very rich merchant. The merchant liked Sampuraga because he was diligent and honest. Soon, the merchant give Sampuraga a lot of money. He wanted Sampuraga to have his own business.

Sampuraga was successful with his new business. He was very rich. The merchant knew that Sampuraga could be a great merchant like him. The merchant wanted to retire and gave his business to Sampuraga. He had a plan. He wanted Sampuraga to marry his daughter. Sampuraga agreed. After all, he fell in love with her. The merchant's daughter was very beautiful.

Then, the merchant set a great wedding party. He invited many people. He wanted to hold the best wedding party and the merchant's daughter. People started to talked about the party. They were talking about the great party and the merchant's daughter. They said Sampuraga was very lucky. He was going to marry the most beautiful girl in Mandailing.

The news about Sampuraga's wedding party finally arrived in his hometown, Padang Bolak. The people there almost did not believe that Sampuraga could become a rich man. However his mother believed that.

"I'm sure my son is a rich man now. He already promised me that he will be a rich man," said Sampuraga's mother. With great happiness, she went to Mandailing. She wanted to attend his son's wedding party. When she arrived at the party, Sampuraga's mother immediately called his name.

"Sampuraga...Sampuraga...its me I am your mother. Sampuraga was surprised. His wife also surprised. "Who is she??? Is she really your mother? Ask Sampuraga's wife. "No, my mother is dead. This ugly and old woman is not my mother. Go away" Sampuraga yelled at his mother.

His mother was crying, she was very sad. He knew Sampuraga has already forgotten her. She cried and cried. She prayed to God to punish him.

Suddenly, rain fall down heavily. Thunder attacked the place. People run away to save themselves. Soon, the party changed into a big pond. The water is hot. Around the pond there was a big stone. It

look like a cow. There were also other ruins. People said that the stone and the ruins were from Sampuraga's party.⁴²

b. Fable

A fable is short allegorical narrative making a moral point traditionally by means of animal character who speak and act like human beings, Example:

The Lion And The Mouse

Once, when a lion was sleep, a little mouse began running up and down upon him, Opened his big jaws to swallow him. "Pardon, O..King, "cried the little mouse," forgive me this time, i shall never forgot it who knows but what i may be able to do you turn some of these day?" (orientation)

The Lion was so tickled at the idea of the caught in a trap, and the hunters, who desired ' to carry him on. Just then, the little mouse happened to passed by , and see the sad plight in which the

⁴² International Journal of the Malay World and Civilization (Iman),1 (3), 2013: 61-68. The Collection and Rewriting of Captivating Folklores in Indo-Malay world as part of world Cultural

lion was(complication). He went up the lion and soon gnawed away the ropes that moral : Little Friends may prove great friends.⁴³ (Coda)

c. Fairy Tale

Fairy tale is a type of short story narrative that typically features such folkloric characters, such as: fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. However, only a small number of stories refer to fairies. The stories may nonetheless distinguished from other folk narratives such as legends (which generally involve belief in the veracity of the events described) and explicitly moral tales including beast fables. The example of fairy tale:

SNOW WHITE

Once upon a time, there lived a little girl named snow white. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both want to go to America and they didn't have enough money to take Snow White. (Orientation)

Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. They next morning she ran

⁴³ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney : Gerd Stabler, 1994), p. 200

away from home when her aunt and uncle were having breakfast. She ran away into woods. She was very tired and hungry . Thenshe saw the little cottage. She knocked but no one answered so she went inside and feel sleep. Meanwhile, the seven dwarfs were coming home from work, they went inside. There they found Snow White sleeping. Then Snow White wake up, she saw the drawfs. The drawfs said, “what is your name?” Snow White said, “my name is Snow White”. (Complication)

Doc said, “ if you wish, you may live here with us. Snow White said “ oh could thank you”. Then Snow white told the drawfs the whole story and Snow White and then 7 drawfs lived happily ever after.⁴⁴ (Resolution/coda).

d. Ballad

Ballad is a form of verse, often a narrative set to music.

Ballade were particularly Characteristic of British and Irish popular poetry and song from the later medieval period until 19th century and used extensively across Europe and later Americas, Australia and North Africa.

Many ballads were written and sold as single sheet broadsides. The form was often used by poets and composers from the 18th century onwards to produce lyrical ballads. In the later 19th in took

⁴⁴ *Ibid*, p.205

on the meaning of a slow from of popular love song and term is now often used as synonymous with any love song, particularly the pop or rock power ballad.

e. Folktales

Folktales are general terms for different varieties of traditional narrative. The telling of stories appears to be a cultural universal.

f. Science Fiction

Science fiction is largely based on writing rationally about alternative possibilities. It is similar to, its imaginary elements are largely possible within scientifically established or scientifically postulated laws of nature (through some elements in a story might still be pure imaginative speculation)⁴⁵

g. Modern Fantasy

Modern fantasy is literature written by a known author that is set either in make believe or imaginary world with which places, people, and creatures could not exist in and/or have events that

⁴⁵ Linda Gerrot and Peter Wignell, Making Sense of Functional Grammar...

could not possibly happen such as tiny people, talking animals, or travelling through time.⁴⁶

D. Review Related Finding

Based on the result test, after analyzing the data. It was known that the student's ability in identifying adjective on narrative text was categorized into high category or 71.8 mean score, it was gotten from the result students mean score in ding the test by analysis adjective in narrative text.

There are related findings that discuss about narrative text and identifyng adjective :

First, a thesis from Zannariyah Pakpahan's research , the research in State Collage for Islamic Studies Padangsidimpuan, The title is “ An Analysis Students' Ability In Identifying Adjectives' and Adverb in Sentences at Grade VIII SMP N 2 Arse” in 2012-2013 Academic years.⁴⁷ The concluding of her research was the students' ability in identifying adjective and adverb at grade VIII SMP N 2 Arse was categorized into enough categories with mean score 53,80%. So, there were some

⁴⁶ Linda Gerrot and Peter Wignell, Making Sense of Functional Grammar

⁴⁷ Zannariyah Pakpahan, “Students Ability in Identifying Adjective and Adverb in Sentences Grade VIII SMP Negeri 2 Arse (Unpublished Thesis), Padangsidimpuan: STAIN 2013)

difficulties that face by students when they identifying them such as vocabulary, grammar, and understanding characteristics of adjective and adverb in sentences

Next, Research report from Drs. Fitriyadi Lubis, M.Pd. Rayendriani Fahmei Lubis, M.Ag. And Fitri Rayani Siregar, M.Hum. The reseach is an umbrella research from Fauzan Lahmudin and Nondang Sari Bulan. The research is correlational research which connected students' ability in mastering noun and adjective to analyzing compound nouns and compound adjectives' of English Department students at IAIN Padangsidimpuan. This research is designed by quantitative approach and corrational research. In this research, participants were the students' in third semester of English Educational Department at Tarbiyah and Pedagogy Faculty Institute of Islamic Studies Padangsidimpuan. The conclusion of this research was significant correlation between student's ability in identifying noun and adjective to students' ability in analyzing compound noun and compound adjective.⁴⁸

The last, Hasanah Sari Hasibuan research's. The research in SMAN 1 Barumun Tengah. Based on the research after colleccting data , it has known that the students ability in identifying adjective

⁴⁸ Lija Romayanti Hutagalung, " A Study On the Grade IX Students Ability in Using Adjectives of SMP Negeri 1 Angkola Timur in 2010-2011 Academic Years (Unpublished Thesis), (Padang sidimpuan: UMTS 2010).

and adverb in descriptive text in XI grade of SMAN 1 Barumun tengah still low.⁴⁹

E. Conceptual Framework

Based on theoretical description and review related findings. The researcher make conceptual framework of this research. In teaching Learning process, especially in English, there are four skills must be mastered by students, they are: listening, writing, speaking, reading to complete their ability in oral language. In this skill, the students' can improve their grammar such as how to use correct tenses, article, and noun and especially in adjective. The suitable technique is very important for teacher especially to teach adjective.

Further, narrative text is one of the kinds of genre text. Narrative text is a text in which the writer wants to amuse, entertain people and to deal with actual or vicarious experience in different ways. In this case if the teacher use the suitable technique in teaching automatically can helps the students to understanding about narrative text. A clear teacher is one who presents material in ways that make it easy to understand.

As well producing skill of the lesson content, moderate, to apply their learned knowledge in their other classroom activities such as answering question and problem solving. Although, they are have study

⁴⁹ Hasanah Sari Hasibuan, " Student's Ability In Identifying Adjective and Adverb In Descriptive Text At Grade XI in SMA Negeri 1 Barumun Tengah", (Unpublished Thesis), (Padangsidempuan: IAIN 2016).

about adjective from junior high school until to senior high school but, in fact they still have problem in understanding about adjective well. So, the teacher have to presents material in ways that make it easy to understand. So students can identifying and differentiate the kinds of adjective especially adjective quality in narrative well.

F. The Hypothesis

In accordance with the formulation and limitation of the problem above and in order to provide guidance for this research with the species the correct processing , acquiring and analyzing of the data, it needs to formulate hypothesis of this research is “The students’ ability in identifying adjective in narrative text at eleventh grade SMA N 1 Sosopan are high ability.”

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place Of the Research

The research conducted at SMAN 1 Sosopan. It is located at JL. Abdul Hakim Sosopan. Kode pos : 22762, Desa/ Kelurahan: Sosopan, Kecamatan: Sosopan, Kabupaten: Padang Lawas, Sumatera Utara. This subject of research is eleventh grade students SMAN 1 Sosopan in 2018- 2019 academic year. The research have done from November 2018 up to April 2019.

B. Research Design

The researcher used a method of quantitative descriptive approach. It means that this research was describe and interpreted of the ability of the eleventh grade SMAN 1 Sosopan in identifying adjective on narrative text. Then, the researcher concludes that this research that is describing the students' ability in identifying adjective in narrative text by measuring the students' score in numeral data at eleventh grade SMAN 1 Sosopan.

C. Population and Sample

1. Population

In this research, the researcher choose the entire eleventh grade students of SMA N 1 Sosopan 2018/2019 Academic year. The students' consist of Four Class. The total students' there is 127 students'. The researcher took eleventh grade as population. Further explanation as follows by table below:

Table I

Total population of eleventh grade SMA N 1 Sosopan

NO	CLASS	TOTAL OF STUDENTS
1	XI IPA 1	40
2	XI IPA 2	25
3	XI IPS 1	32
4	XI IPS 2	30
TOTAL		127

2. Sample

In this research, the researcher decided to take the sample by using random sampling technique. The researcher took one class as a sample. The class is XI-IPA-1 consist of 40 students 25 female and 15 male students'. Further explanation as follows by table:

Table II

Total sample

No.	Class of sample	Female	Male	Total Sample
1.	XI- IPA-1	25	15	40

So, the researcher take one class as a sample the class is XI-IPA1 that consist of 25 female and 15 male students. So, the total sample is 40 students.

D. Test Validity

The test of identifying adjective on narrative text was an instrument that needs to determine validity of the test to be used in this research. To know the validity of the test will be refer to content validity to establish the validity of instrument that is test. The researcher took content validity of the instrument because content validity refers to extent which instrument represent the content interest. In order to have content validity, a measure must adequately

sample both the topics and the cognitive process includes in the content universe under consideration.

The test function is to measure the student's ability in identifying adjective on narrative text. The process of analysis has showed the content validity of the test was validated.

The researcher was validated the test to checking the English teacher of XI Grade students itself, she is Anna Sari Harahap. The English teacher checked and rechecked whether the text of the test is suitable to the students. The test also had been signed by the English teacher eleventh grade of SMAN 1 Sosopan.

E. The Technique of Collecting Data

In this research the researcher used test as an instrument for collecting data. So, the test is used for analyzing the students' ability in identifying adjective on narrative text in order to know the students' score objectively and measured learning outcome directly. Before giving the test, the researcher explain the instruction of the test to find out the whether or not students' understand what they can do and about time allocation

The researcher gave the test a narrative text to students' and then, students' analyzing and underlining adjective on narrative text and then classify. As the study is intended to describe the students'

ability in identifying adjective on narrative text. Then the indicators of students test in identifying adjective on narrative text can be seen as table below:

Table 1.1

The indicators of identifying adjective in narrative text

NO	Types of Test	Indicators	Number of items	Score	Total Score
1	Underlining the adjective in narrative text	Students are able to identifying adjective quality	15	5	75
2		Students are able Identifying Adjective quantity	1	5	5
3		Students are able to Identifying Adjective number	1	5	5
4		Students are able to Identifying Possessive Adjective	3	5	15
	Total		20		100

After preparing the test, the researcher had given the test to the sample of the research, than had tried to find out the result. There are some steps to collect the data:

- a. Explaining about adjective and preparing the test.
- b. Giving the narrative text to all of students' according the sample stated and gave the test with underline adjectives of quality, quantity, number and possessive adjective.
- c. Determining the time of doing test
- d. Giving chance or time to ask something left or not clear in doing test
- e. Asking the students' to do the test and the researcher looked after the students during the test
- f. After students' finished answering the test, the researcher collected the answer to analyze.
- g. Discussing the data to the expert people to make sure the result data in a systematic way.

F. The Technique of the Data Analysis

After collecting the data, the researcher analyzed the data by quantitative data, it was presented in statistic formula. The data were analyzed by statistical analysis with the some steps as follow:

- a. Identifying and correcting the students' answer from the test.
- b. Using mean score, to analyzed the test result, with the formula:

$$X = \frac{\sum x}{N}$$

Note: X : Mean score of the students'

$\sum x$: The number of students'

N: The total Score¹

c. After the researcher get the data, it would enter in test hypothesis with the formula as follow:

$$\text{Z-Test} \quad Z = \frac{\frac{x}{n} - p}{\sqrt{p \frac{(1-p)}{n}}}$$

Explanation:

X: data includes hypothesis categories

n: all the data

p: hypothesis proportion ²

d. Then to know the students' result or score would calculate into classification quality. The classification quality of the result could been seen in the following table below:

¹ Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: P.T Grafindo Persada, 1987), p.81

² Ahmad Nizar Rangkuti, *Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p.81

Table 1.2
The Classification Quality of the Students' Score:³

Range score	Category
0% - 20 %	Very Low
21% - 40 %	Low
41% - 60 %	Enough
61 % - 80%	High
81 % - 100%	Very High

Based on explanation above, the ability of students' can see easily based on classification quality after the researcher found mean scores of students. It is consultate the criteria as follows:

- 1) If score is 81% -100%, it can be categorized into very high.
- 2) If score is 61% - 80%, it can be categorized in to high.
- 3) If value is 41% - 60%, it can be categorized in to enough.
- 4) If score is 21% - 40%, it can be categorized in to low.
- 5) If score is 0% - 20%, it can be categorized very low.

³ Riduan, *Belajar Mudah Penelitian Untuk Guru Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), p.89

- e. Taking conclusion from the test instrument, it is done conclude the discussion solidly and briefly.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter present the result, in order to know the Students' Ability in identifying Adjective in Narrative Text at Grade XI SMA N 1 Sosopan. The researcher has calculated the data in identifying adjective in narrative text test and also continued to the testing hyphothesis. Next, the detailed description of data as follow :

A. Description of the Data

1. Students' ability in identifying adjective in narrative text

Absolutely, to know the extent of the Students' Ability in identifying Adjective in Narrative Text at Grade XI SMA N 1 Sosopan, the researcher used test as instrument of the collecting data. The researcher asked the students to identify adjective based on the narrative text. So, the total of word in narrative text is 346 words. Then, the researcher identifying and underlined adjectives in the narrative text and then classify it to kinds of adjective (quality, quantity, number, and possessive). Then the instrument given for eleventh grade students of SMA N 1 Sosopan.

The total scores of students eleventh grade SMAN 1 Sosopan in identifying adjectives on narrative text is 2872. There were the students have got 90 as the highest score and there were have got 45 score as the lowest score.

It is clearly the quality score students' score in identifying adjective are enough, high, and very high. It means that the ability at eleventh grade SMA N 1 Sosopan in 2018-2019 is variously. The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table V
The Resume of Variable Score in Identifying Adjective on Narrative Text

No	Statistic	Variable
1	High score	90
2	Low score	45
3	Mean score	71.8
4	Median score	71.78
5	Mode	86.94

From the table above, it was known that the high score for variable in identifying word classes had been searched from 40 students, and based on the total of sample research the highest score is 90 and low score is 45, mean score 71.8, meadian is 71.78, and mode is 86.94.

Based on the calculation mean score was 71.8. So, application in identifying adjective in narrative text was high category, it can be known from the table interpretation mean score in chapter III. To know revelation of

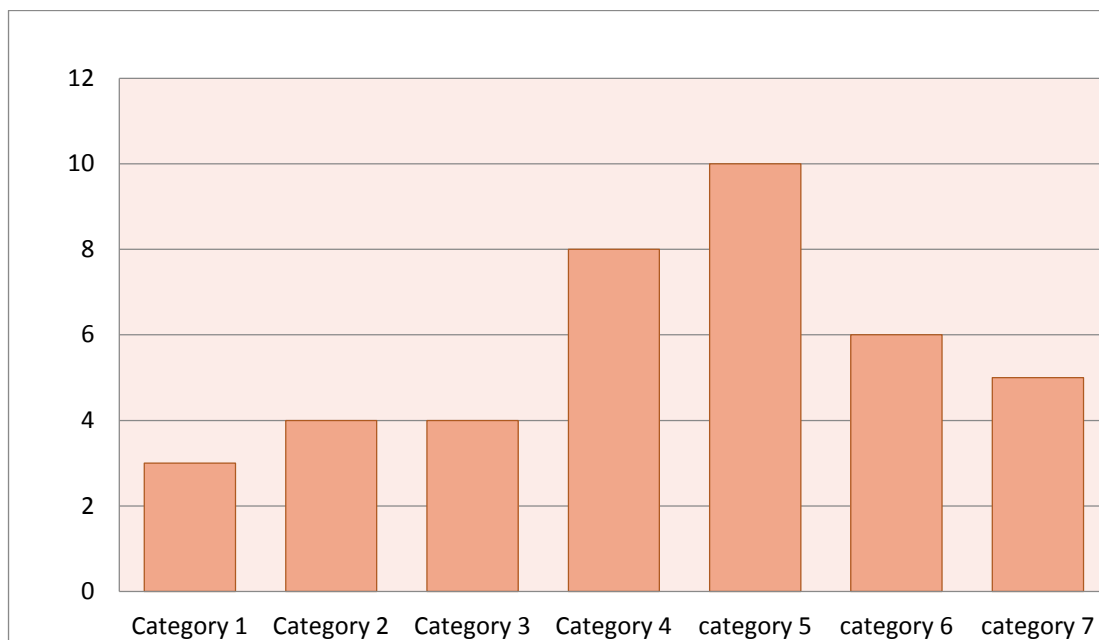
data was done to group the variable score in identifying word classes which interval 7.

Table VI

The Frequency Distribution in Identifying Adjective on Narrative Text

No	Interval Class	Frequency Absolute	Frequency Relative
1	45 – 51	3	7.5 %
2	52 – 58	4	10%
3	59 – 65	4	10%
4	66 – 72	8	20 %
5	73 – 79	10	25 %
6	80 – 86	6	15 %
7	87 – 93	5	12.5%
I = 7		40	100 %

Based on the table above, it can be drawn at histogram as below:



Picture 1 : The histogram the students ability in identifying adjectives on narrative text at grade XI SMA N 1 Sosopan

Based on the table above, it was known that the variable revelation students' ability in identifying adjective on narrative text shown that the respondent at 45-51 were 3 students (7.5%), interval 52-58 were 4 students (10 %), interval 59-65 were 4 students (10%), interval 66-72 were 8 students (20 %), interval 73-79 were 10 students (25%), interval 80-86 were 6 students (15%), interval 87-93 were 5 students (12.5%). So, the meaning of interval in this research is showing the count of sample who got score in percentage.

Table VII.**The Classification ability of the students score**

No	Interval	Predicate
1	81 -100 %	Very High
2	61 – 80 %	High
3	41 – 60 %	Enough
4	21 – 41 %	Low
5	0 – 20 %	Very low

B. Hypothesis Testing

The hypothesis of the research are “The Students’ Ability In Identifying adjective on narrative text at eleventh grade SMA N 1 Sosopan was high ability”. Based on the collected data, the data has been analyzed to prove hypothesis by using formula Z-test. It can be seen as follow:

$$Z = \frac{\frac{x}{n} - p}{\frac{\sqrt{p(1-p)}}{n}}$$

$$Z = \frac{\frac{29}{40} - 0.75}{\frac{\sqrt{0.75(1-0.75)}}{40}}$$

$$Z = \frac{0.725 - 0.75}{\frac{\sqrt{0.75(0.25)}}{40}}$$

$$Z = \frac{-0.025}{\frac{\sqrt{0.1875}}{40}}$$

$$Z = \frac{-0.025}{0.0685}$$

$$Z = -0.37$$

Calculation Z_{table} :

$$Z(1/2 \alpha) = Z_{table}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2}(0.05)$$

$$Z = -5.52$$

$$0.025 = 0.3264$$

Based on the calculation it can be concluded that $Z_{count} = -6.56$ was greater than $Z_{table} = 0.3264$ ($Z_{count} = -0.37 > Z_{table} = 0.3264$ by level 0.5). So, from the result above the researcher concluded that the hypothesis is accepted by using Z-test. Because $Z_{count} = -0.37 > Z_{table} = 0.3264$.

The meaning in the level 75% the students' ability in identifying adjective on narrative text at eleventh grade SMAN 1 Sosopan have high ability.

So, students ability in identifying adjective at eleventh grade was high c category according to table VI. It was 71.8 mean score or high ability, and

the researcher concluded that the hypothesis is accepted by using Z-test. Because, $Z_{count} = -0,37 > Z_{table} = 0,32$. So, the students' ability in identifying adjective on narrative text at eleventh grade SMA N 1 Sosopan is high ability.

C. Discussion

Based on result test above, after analyzing the data, it was known that the students ability in identifying adjective on narrative text was categorized into high category or 71.8 mean score, it was gotten from the result of students' mean score in doing the test by analysis adjectives on narrative text.

The researcher was related to some previous research concluding. The first, a thesis from Siti Hamidah's research. This research describe The Analysis of Students Ability in Using Adjective Clause in English Complex Sentences Construction. The data gathered through test and interview. From the test result of students, the writer could identify that there are many difficulties types of students answer On the research finding and analysis, 1) the writer analyzes the test of student sheet to measure their understanding. The writer got around 21.0 % (4 students) good understanding while 36.8% (7 students) got fair understanding. And 42.1 (8 students) got less understanding. Thus 0% (0 students) got excellent understanding and 0% (0 student) got poor understanding. 2) It means that most of the second grade students of SMA Ponpes Modern Al-Mubarak enough understand the adjective clause in

complex sentences. It indicates that this data appropriate with the result of interview with the students

Second, a thesis from Zannuriyah Pakpahan's research. The concluding of her research was the students ability in identifying adjective and adverb at VIII grade SMP N 2 Arse was categorized into enough categories with mean score 53,80%.

Next, research report from Drs. Fitriadi Lubis, M. Pd. Rayendriani Fahmei Lubis, M. Ag. And Firi Rayani Siregar, M.Hum. The research is an umbrella research from Fauzan Lahmuddin and Nondang Sari Bulan. The research is Correlational research which connected students ability in mastering noun and adjective to analyzing compound nouns and compound adjectives of English Department at IAIN Padangsidempuan. In this research participants were the students' in third semester of English Department at Tarbiyah and Pedagogy Faculty Institute of Islamic Studies Padangsidempuan. The conclusion of this research was significant correlation between students' ability in identifying noun and adjective to students' ability in analyzing compound noun and compound adjective.

The last, Hasanah Sari Hasibuan research. The research in SMAN 1 Barumon Tengah. Based on the research after collecting data, it has known that the students' ability in identifying adjective and adverb in descriptive text in XI grade of SMAN 1 Barumon Tengah still low.

Therefore, the researcher concluded that the students able in adjective. Although they have difficulties in adjective. In other word, the students students have difficult in grammar especially adjective by 3 researcher was different category.

D. Treats of the Research

In conducting this research, the researcher realized that there were many treats of the researcher. It starter from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the treats of time, because the students had the activities. Beside, the time with was given to be students not enough. Then, students also did not do the test seriously. So, the researcher look answer directly without care about it, Some of students still did cheating it made the answer of the test was not pure because they did not do it by themselves.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult become there were threats the writer, the researcher helping from the entire advisors, headmaster and English teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After treating the collecting data, the researcher takes the conclusion about this research as : the result of this research was categorized into high category. It can be seen from based on the total of sample research the highest score is 90 and low score is 45, mean score 71.8, meadian is 71.78, and mode is 86.94.

Then, from the result of the hypothesis testing, can be concluded that $Z_{\text{count}} = -6.56$ was greater then $Z_{\text{table}} = 0.3264$ ($Z_{\text{count}} = -0.37 > Z_{\text{table}} = 0.3264$ by level 0.5. So, from the result above the researcher concluded that the hypothesis is accepted by using Z-test. Because $Z_{\text{count}} = -0.37 > Z_{\text{table}} = 0.3264$.

It mean that the level 75% the students' ability in identifying adjective on narrative text at eleventh grade SMAN 1 Sosopan have high ability. the researcher found that the hypothesis is accepted.

B. Suggestion

After take the conclusion, the researcher wants to give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the Headmaster of SMA N 1 Sosopan M. Zubri Siregar S.pd to motivate his teachers, especially English teachers of SMA N 1 Sosopan, to keep motivating their students in studying English.

2. It is suggested to the English teachers, especially to the grade XI English teachers
 - a. Make sure the students that they understand well about adjective. The more the students do the exercise, the more they understand about adjective.
 - b. Make sure that the students know and familiar with the text genre especially in narrative text.
 - c. Before studying about noun or narrative text . The teachers apply the suitable strategies, method, ways or procedures which can improve or help the students in understanding English especially in narrative text and adjective topic. The teacher should be serious to teach about this. Even, up to university, the students still learn about this topic and the last that adjective is part of vocabulary and vocabulary is basic knowledge to learn English. So, be sure that the students have been understood first.
3. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.
4. It is important to other researcher also to discuss first to the expert people about the research related to this research because to know the knowledge about the research design and topic is bringing to arrange the more perfect the research and better than this research.

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CURRICULUM VITAE



A. Identity

Name : Saroani Nasution
Reg. No. : 14 203 00133
Place/Birth : Sianggunan / January, 22st 1996
Sex : Female
Religion : Islam
Address : Sianggunan, Sosopan, Padang Lawas

B. Parents

Father's Name : M. Raja Syahnan Nasution
Mother's Name : Mawati Pulungan

C. Educational Background

1. Elementary School : SD Negeri 1 No. 0310 Simaninggir (2008)
2. Junior High School : SMP N 1 Sosopan (2011)
3. Senior High School : SMA N 1 Sosopan (2014)
4. Institute : IAIN Padangsidimpuan (2019)

APPENDIX 1

RESEARCH INSTRUMENT

NAME :

CLASS :

DIRECTION:

- 1. This research only for research purpose**
- 2. The result of this test does not influence your grade**
- 3. Answer the question below based your opinion**
- 4. Thank you very much for your kindness in answering question**

Identify adjectives in narrative text below and then classify to kinds of adjectives (quality, quantity, number, and possessive adjective and choose one if you find the same word in text).

THE GOLDEN SNAIL

Prince Raden Putra and Dewi Limaran were wife and husband. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly, she saw a snail. It was ugly, light and distinguishing. "Yuck" said Dewi Limaran and then she threw it more away into a river.

She did not know that the snail was actually an old woman and bad powerfull witch. She could transform herself into anything. The witch was angry to Dewi

Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it more away into a river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch fish. She was surprised to see a golden snail in her net.

She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in the good condition. The floor was clean and mopped. She also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind" It happened again and again every morning. The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman difficult to believe and she approached her.

"Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night. "Explain Dewi Limaran. "The spell can be broken if I hear melody from the gamelan," continued Dewi Limaran. The old woman was sad, then rushed to the palace. She talked to Prince Raden Putra about her wife.

Prince Raden Putra was so happy. He had been looking for his wife everywhere. He then prayed and meditated. He ask a gods to give him the gamelan. He wanted to break the witch's spell. After several days praying and meditating,

finally gods granted his wish. He immediately brought the gamelan to the old women's house. He played beautifully. Then, amazingly the golden snail turned into a beautiful Dewi Limaran.

The couple was so happy that they could be together again. They also thanked to the old women for her kindness. As a return, they asked her to stay in the palace.

APPENDIX II

THE KEY ANSWER

THE GOLDEN SNAIL

Prince Raden Putra and Dewi Limaran were wife and husband. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly, she saw a snail. It was ugly (1. Quality), light (2. Quality) and distinguishing. "Yuck" said Dewi Limaran and then she threw it away into a river.

She did not know that the snail was actually an old (3. Quality) woman and bad (4. Quality) powerful (5. Quality) witch. She could transform herself (6. Possessive) into anything. The witch was angry to Dewi Limaran. The

witch put a spell on her and changed her into a golden snail. The witch then threw it more (7. Quantity) away into a river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch fish. She was surprised to see a golden snail in her net.

She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in the good (8. Quality) condition. The floor was clean (9. Quality) and mopped. She also had food on the table. She was thinking very hard.

“Who did this to me? The person is very kind (10. Quality)” It happened again and again every morning. The old woman was very curious (11. Quality). One (12. Number) night she decided to stay up late (13. Quality).

She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful (14. Quality) woman. The old woman difficult (15. Quality) to believe and she approached her.

“Who are you, young (16. Quality) girl?” “I am Dewi Limaran, Ma’am. A witch cursed me. I can change back as a human only at night. “Explain Dewi Limaran. “The spell can be broken if I hear melody from the gamelan,” continued Dewi Limaran. The old woman was sad (17. Quality) then rushed to the palace. She talked to Prince Raden Putra about her wife.

Prince Raden Putra was so happy (18. Quality). He had been looking for his wife everywhere. He then prayed and meditated. He ask a gods to give him the gamelan. He wanted to break the witch's spell. After several days praying and meditating, finally gods granted his wish (19. Possessive). He immediately brought the gamelan to the old women's house (20. Possessive). He played beautifully. Then, amazingly the golden snail turned into a beautiful Dewi Limaran.

The couple was so happy that they could be together again. They also thanked to the old women for her kindness. As a return, they asked her to stay in palace.

No	The Total Adjectives	The kinds Of adjective
1	Ugly	Quality
2	Light	Quality
3	Old	Quality

4	Bad	Quality
5	Powerful	Quality
6	Her self	Possessive
7	More	Quantity
8	Good	Quality
9	Clean	Quality
10	Kind	Quality
11	Curious	Quality
12	One	Number
13	Late	Quality
14	Beautiful	Quality
15	Difficult	Quality
16	Young	Quality
17	Sad	Quality
18	Happy	Quality
19	His wish	Possessive
20	Woman's house	Possessive

APPENDIX III

STUDENTS' NAME AND INITIALS AT ELEVENTH GRADE

SMA N 1 SOSOPAN

No	Students' Name	Students' Ininitials
1	Ahmad Habibi Nasution	AHN
2	Alwiyansyah	ALW
3	Sony Afriwansyah Hasibuan	SAH
4	Pontas Humala Muda	PHM
5	Iskandar	IK
6	Rinaldhi Siregar	RS
7	Cantika Maharani	CM
8	Aulia	AU
9	Riska Halena Hasibuan	RHS
10	Rahma Wati Nasution	RWN
11	Halimah Butar- Butar	HBB
12	Melda Handayani Hsb	MHH
13	Taufik	TF
14	Khoiriyah Amni Harahap	KAH
15	Intan Hasibuan	IH
16	Aliya Fadhilini	AF

17	Maharani Siagian	MS
18	Sandi Wijaya	SW
19	Tondi Natogu	TN
20	Winda Yani Hasibuan	WYH
21	Sukma Sahara	SS
22	Lia Santi Harahap	LSH
23	Umri Hanipa Siregar	UHS
24	Mira Handayani Siregar	MHS
25	Yuni Shara Nasution	YSN
26	Iskandar Mulia	IM
27	Riska Hairani	RH
28	Riska Rahmayani Harahap	RHH
29	Ali Amsar Hasibuan	AAH
30	Syahrudin Siregar	SKS
31	Nurhazizah Zai	NZ
32	Akhyar	AY
33	Riski	RK
34	Armaini Nasution	AN
35	Lisna Marselina Nasution	LMN

36	Sahdiah Sitorus	SS
37	Risna	RN
38	Halimatussahdiah Siregar	HS
39	Syarifah Hannum Hrp	SYH
40	Andre Yusuf	AYS

APPENDIX IV**THE DETAILED DESCRIPTION OF STUDENTS' ABILITY
IN IDENTIFYING ADJECTIVE ON NARRATIVE TEXT AT ELEVENTH
GRADE SMA N 1 SOSOPAN**

No	Students Initial	Correct Answer	Total Score
		Total Adjectives	
1	CM	9	45
2	SH	12	60
3	AL	10	50
4	HBB	12	60
5	NZ	14	70
6	RWN	13	65
7	RS	9	45
8	AY	14	70
9	WYH	15	75
10	TF	16	80
11	RH	15	75
12	RK	14	70
13	ALW	18	90
14	TN	15	75
15	AN	14	70
16	IM	15	75
17	AYS	11	55
18	KAH	16	80
19	AHN	18	90
20	RN	11	55

21	IH	16	80
22	SS	15	75
23	LMN	14	70
24	SAH	18	90
25	SKS	14	70
26	LSH	15	75
27	HS	11	55
28	AF	16	80
29	UHS	15	75
30	MHH	15	75
31	PHM	18	90
32	MS	16	80
33	YSN	15	75
34	AAH	14	70
35	SHH	11	55
36	RHH	15	75
37	MHS	14	70
38	SW	16	80
39	RHS	13	65
40	IK	18	90
		Highest Score	90
		Lowest Score	45
		Sum	2872
		Mean Score	71.8
		Median	71.78
		Mode	86.94

APPENDIX V

DESCRIPTION DATA USING MATHEMATIC FORMULA

1. The score of students' score from low score to high score

45	45	50	55	55
55	55	60	60	65
65	70	70	70	70
70	70	70	70	75
75	75	75	75	75
75	75	75	75	80
80	80	80	80	80
90	90	90	90	90

2. High score = 90
3. Low score = 45
4. Range = high – low score
= 90 – 45
= 45
5. Total of classes (BK) = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (40)$
= $1 + 3.3 (1.60)$
= $1 + 5.28$
= 6.28
= 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{45}{6} = 7,5 = 7$$

7. Mean score

$$\bar{x} = \frac{\sum fix_i}{\sum fi}$$

No	Interval	Fi	Xi	Fixi
1	45 - 51	3	48	144
2	52 - 58	4	55	220
3	59 - 65	4	62	248
4	66 - 72	8	69	552
5	73 - 79	10	76	760
6	80 - 86	6	83	498
7	87 - 93	5	90	450
i = 7		40		2872

$$\text{Mean} = \bar{x} = \frac{\sum x}{N} \quad x = \frac{2872}{40} = 71.8$$

8. Median

$$\text{Me} = b + p \left(\frac{\frac{1}{2}n - f}{f} \right)$$

$$b = 71 - 0.5$$

$$= 70.5$$

$$F = 3 + 4 + 4$$

$$= 11$$

$$f = 7$$

$$p = 6$$

$$\text{Me} = b + p \left(\frac{\frac{1}{2}n - f}{f} \right)$$

$$\begin{aligned}
\text{Me} &= 70.5 + 6 \left(\frac{\frac{1}{2}(40) - 11}{7} \right) \\
&= 70.5 + 6 \left(\frac{20 - 11}{7} \right) \\
&= 70.5 + 6 \left(\frac{9}{7} \right) \\
&= 70.5 + \frac{54}{42} \\
&= 70.5 + 1.28 \\
&= 71.78
\end{aligned}$$

9. Modus

$$\begin{aligned}
\text{Mo} &= b + p \left[\frac{b_1}{b_1 + b_2} \right] \\
b &= \text{BB} - 0.5 \\
&= 87 - 0.5 \\
&= 86.5 \\
P &= 6 \\
b_1 &= 4 \\
b_2 &= 5 \\
\text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\
&= 86.5 + 6 \left(\frac{4}{4 + 5} \right) \\
&= 86.5 + 6 \left(\frac{4}{9} \right) \\
&= 86.5 + \left(\frac{24}{54} \right) \\
&= 86.5 + 0.44 \\
&= 86.94
\end{aligned}$$

So, modus (the score that the most students got) = 86.94



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Nomor : B - 146 /In.14/E/TL.00/02/2019
Hal : Izin Penelitian
Penyelesaian Skripsi.

12 Februari 2019

Yth. Kepala SMP N 1 Sosopan
Kabupaten Padang Lawas

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Saroani Nasution
NIM : 14 203 00133
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris/Tadris Bahasa Inggris
Alamat : Sianggunan Kec. Sosopan Kab. Padang Lawas

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Analysis Student's Ability in Identifying Adjective in Narrative Text at XI Grade of SMA N 1 Sosopan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

Si.
NIP. 19714022200003 2 002



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN

SMA NEGERI 1 SOSOPAN

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NSS : 301072303001

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Nomor : 421.3/ **45** /SMA/2019

bertanda tangan dibawah ini :

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Program Study : Tadris/ Tadris Bahasa Inggris
Alamat : Sianggunan Kec. Sosopan Kab. Padang Lawas

telah melaksanakan Penelitian di SMA Negeri 1 Sosopan pada tanggal 18 Februari 2019 dengan Judul
Judul : "The Student's Ability in Identifying Adjectives' on Narrative Text at Eleventh Grade SMAN
Sosopan"

Surat keterangan Penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Sosopan
Pada Tanggal : 18 Februari 2019
Kepala SMA Negeri 1 Sosopan



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PEMERINTAH PROVINSI SUMATERA UTARA
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SURAT IZIN MELAKSANAKAN PENELITIAN

Nomor : 421.3/ 44 /SMA/ 2019

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Sosopan Kecamatan Sosopan Kabupaten Padang Lawas Provinsi Sumatera Utara dengan ini memberikan izin untuk melaksanakan Penelitian Kepada :

Nama : SAROANI NASUTION
NIM : 1420300133
Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan
Program Study : Tadris/ Tadris Bahasa Inggris
Alamat : Sianggungan Kec. Sosopan Kab. Padang Lawas

menyelesaikan Skripsi dengan Judul : "The Student's Ability in Identifying Adjectives' on the Text at Eleventh Grade SMAN 1 Sosopan"

Demikian surat Izin melaksanakan Penelitian ini kami buat untuk dapat dipergunakan sebagaimana

Dikeluarkan di : Sosopan
Pada Tanggal : 16 Februari 2019
Kepala SMA Negeri 1 Sosopan



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