



**STUDENTS' ADVERB MASTERY OF THE EIGHT GRADE
MTS N 4 MANDAILING NATAL**

A THESIS

*Submitted of the Stat Institute for Islamic Studies Padangsidimpuan
as a purtial fulfillment of the requirement for the Graduate Degree of
Islamic Education (S.Pd) in English*

By:

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Reg. Number: 15203 00101

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTEFOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2019



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A THESIS

*Submitted to the English Education Study Program of State Collage for Islamic
Studies Padangsidempuan in Partial Fullfilment of the Requirement for Degree
of Islamic Educational Scholar (S.Pd) in English Program*

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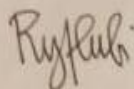
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After reading, studying and giving advice for necessary revision on thesis belongs to **RISANUR**, entitled "*Students' Adverb Mastery of the Eight Grade MTS N 4 Mandailing Natal*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

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

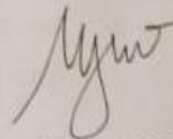
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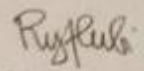
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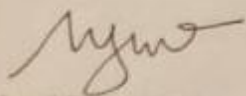

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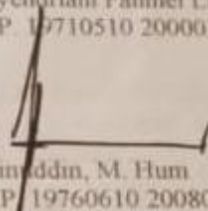

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I relize this thesis cannot be considered perfect. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

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ABSTRACT

This research discussed about the students' adverb mastery of the eight grade MTS N 4 Mandailing Natal, the problems of this research, there was students confused to choose of adverb or kinds of adverb. The researcher found students has been easy students' contradict adverb mastery or kinds of adverb. So the researcher interested of students mastery adverb to choose kinds of adverb in the text of the eight grade MTS N 4 Mandailing Natal Kecamatan Siabu Kabupaten Mandailing natal.

In this research, researcher used quantitative approach in the type of the descriptive method. The population of this research was the eight grade MTS N 4 Mandailing Natal. Here are 32 students as sample of the research at grade VIII-A MTS N 4 Mandailing Natal. And the researcher used instrument for collecting data from the test, the researcher used the instrument of the reseach like fill in the blank test consist of 25 items.

Based on the result of the research, researcher found that the students eight grade MTS N 4 mandailing Natal ability in finding adverb at recount textKecamatan Siabu Kabupaten Mandailing Natal, it was good ability, it was 65.56 means score. Then, the hypothesis was accepted.

Key words: Students' Adverb Mastery.

TABLE OF CONTENTS

	page
TITLE PAGE	i
AGREEMENT ADVISOR SHEET	ii
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRINING	iii
DECLARATION OF SELF THESIS COMPLETION.....	iv
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY.....	v
ABSTRACT.....	vi
ACKNOWLEDGMENT.....	vii
TABLE OF CONTENT.....	viii
TABLE LIST.....	ix
APPENDIXES LIST.....	x
 CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	6
C. Limitation of the Problem	6
D. Formulation of Research	6
E. Objectives of the Research.....	6
F. Significant of the Reseach... ..	6
G. Defenition of Key Terms.....	7
H. Outlining of Thesis.....	8
 CHAPTER II REVIEW OF RELATED FINDING	
A. Theoritical Description.....	10
1. Defenition of Adverb	10
2. Kinds of Adverb	14
a. Adverb of Manner.....	14
b. Adverb Place.....	14

c. Adverb of Time	15
d. Adverb of Frequency	15
e. Adverb of Degree	16
f. Adverb of Certainty	16
g. Interrogative Adverb	16
h. Relative adverb	17
3. Adverb of Manner	17
4. Adverb of Time	20
5. Adverb of Place	23
6. Adverb of Frequency	25
7. Position of Adverb	28
a. Adverb of Manner	28
b. Adverb of Time	30
c. Adverb of Place	30
d. Adverb of Frequency	31
8. Classification of Adverb by the Function	32
a. Adverb of Manner	32
b. Adverb of Time	33
c. Adverb of Place.....	43
d. Adverb of Frequency	44
9. Form of Adverbs.....	34
B. Review Related Finding	37
C. Conceptual Framework	40

D. Hypothesis.....	40
CHAPTER III RESEARCH METHODOLOGY	
A. Place and Time.....	41
B. Kinds of Research	41
C. Popolation and Sample.....	41
a. Population.....	41
b. Sample.....	43
D. Instrument of the Research.....	43
E. Tecniques of Data Analysis	45
CHAPTER IV RESEARCH FINDING	
A. Description of the Data.....	49
B. Hypothesis Testing.....	52
C. Discussion	53
D. Limitation of the Research.....	56
CHAPTER IV CONCLUTATION AND SUGGESTION	
A. Conclusion	57
B. Suggestion.....	58
REFERENCES	
CURRICULUM VITAE	
APPENDIXES	

LIST OF TABLES

	Page
Table 1 Population.....	42
Table 2 Sample.....	43
Table 3 Indicators.....	44
Table 4 Criteria Score Interpretation.....	46
Table 5 Resume of Variable Score.....	50
Table 6 Frequency Distribution	51

LIST OF APPENDIXES

Appendix 1	Test
Appendix 2	Key Answer
Appendix 3	Total Kinds of Adverb
Appendix 4	Quality of Students
Appendix 5	The Score of Students
Appendix 6	Normalitas
Appendix 7	Schedule Activities
Appendix 8	Documentation

CHAPTER I

INTRODUCTION

A. Background of the Problem

Grammar and structure is very important to be known even comprehend, because it is one the important aspects of a language no exception in English. In learning English grammar and structure, many subjects to be studied to comprehend text which people read or write such as tense, parts of speech (noun, adjective, pronoun, adverb, verb, conjunction, preposition, phrase, interjection and etc). In this research, the researcher analyzed about adverb mastery.

In learning a Language, students may study grammar. The students should know how to arrange words into sentences. In the process arranging them. The students should know the rules grammatically by mastering. English grammar can help students to speak, read, and write, etc. Grammar as the one of the essential components that has great influence in learning English. There are several topics of English grammar that has to be mastered by the students such as, they are adverb, verb, noun, adjective.

Thus, one of these topics that has to be mastered by students is adverbs. As one of the English grammatical rules, adverb is very important since it is a basic English and often used in daily communication. Moreover, based on syllabus in this research place, adverb are studied when the students are in the first year of junior high school. In learning Language people have to

concern with its grammar because it will help them to perform better in speaking, reading, and listening. It is clear the grammar is one of the part of Language. And the grammar is very important aspect written language unity, coherence, and mechanic.

Adverb is one of the part of speech that students must know because adverb is one of the structure to communicate with other people. Material of adverb can be learn in grammar subjects. This material is important to know because it shows an explanation of sentence. So mastering using of adverb is very useful for students.

Parts of speech is one present in structure and grammar, and also basic must be understand in language learning. Parts of speech is the meaning of a word the way it is used in a sentence. It means that every words in English can be assigned to at least one of categories called part of speech. It is know as the basic parts of sentence constructing.

In English adverb is that shows in a sentence, an adverb is also needed to make a sentence in English. This word can be an explanation of an object, a person's feelings, nouns, time, and place. There are many parts of adverb used in a sentence or paragraph can find out what are the functions of the adverb in a sentence. Adverb can also give information on verbs, adjective, and adverbs. This adverb is also part of speech, in conversations or writing there are so many adverb words used. Therefore if where is the want to be proficient in English this material is one of the grammar that must be mastered well.

There are several types of adverb in English. The first adverb of manner is an adverb that shows how, in adverb this adds ly like beautiful become beautifully. The second adverb of place are adverbs that show places like here, there, and outside. The third adverb of time is an adverb that shows time such as in the morning, everyday, yesterday, and at night. Fourth adverb of frequency is an adverbs that indicate the length of time like always, often, sometimes, ever, once in while, never usually, and hardly ever. Fifth adverb of certainty is an adverbs expressing feelings of certainty about an action or event, sixth adverb of degree is an adverbs used to express how far an activity or event is.

In English the function of adverb to explain adjective, verbs, or other adverbs in a sentence in both language, both provide explanations in sentence, only the types of adverbs differ from the two languages. The function of adverb in English. That is, the function as a modifier verb, as a modifier adjective, as a modifier adverb, as a modifier all of the sentence.

In everyday life sometimes also need adverbs to speak to others both in Indonesia and English, because from these adverbs the listener knows what is meant by the speaker. If both of them know each other and understand each other then the conversation will continue. Therefore the adverbs is also needed to speak in life, from the adverb section also has the same purpose. Namely to explain the intent and purpose of the speaker to carry out the activity or action and what the purpose of the sentence is said.

But understanding of the type of adverb different, therefore beforehand must first know and learn what the purpose of the type of said adjective.

Adverbs are admitted to be very important as a part of daily conversation. Adverbs make conversation sounds interesting and convenient to use. Without achievement of adverb. One will find difficulties in speaking English smoothly and fluently. The fact many students avoid in using adverb when they were speaking or writing because use adverbs is difficult for students. The students still confuse to determine which the correct adverb in composing the sentences and students is also difficult in distinguish the adverb.

As the students' mastery of adverb is very important because they are with the many study and written assignment especially the students prepare their self in writing sentences and speaking to other people. When the students will write and speaking the students have to mastery in grammar especially in using adverb. Adverb also is frequently used in daily communication. Besides, all written materials such as at text books, novels, newspapers, magazine, etc. Use adverbs. Good mastery of adverbs is very helpful for students to get the message the material conveys. One the country, poor mastery on the using of adverbs cause a difficult for the students to get the message on information.

Adverb mastery can increase student knowledge in grammar. In mastery this adverb can distinguish the kinds of adverbs contained in sentences or texts. Adverb mastery is a set of words or sentences that people must know, because as a set of communication and will be understood by others or all

words that will be used by people to compose sentence or speak. Adverb mastery wealth is a picture of intelligence or ones' level of education.

Based on the description or explanation above, it can be concluded that the mastery of adverb is a dessection of a persons word inthe process of discussing both oral written. Beacuse the adverb can be understood by the listener and what is meant the by the speaker. In the language process there is an adverb that is often used by someone to communicate in daily activities.

Most of students in second grade MTs N 4 Mandailing Natal still compused to uderstanding adverb. They found difficulties to understand adverb and kinds of adverb in the sentence, because the analize adverb. They lazy to study, weak vocabulary, they don't listen to the teacher well when the teacher is teaching, and also the students lack of practice, lack motivation, and and students do not repeat the material taught by the teacher.

Although the adverb has been studied in MTs N 4 Mandailing natal students in grade 1 of semester 2 but they are confused to know the adverb¹. Because they analyze adverb in the text, and when they study in one class they learn the adverb only in the sentence but not in the text. Based on the problems above, researcher are interested in conducting research on knowing the ability of students in adverb mastery and the researcher in lifting this title as requirement to achieve a bachelor's degree (S1).

“ Students’ Adverb Mastery of the Eight MTS N 4 Mandailing Natal”

¹Mega Sari, Guru Bahasa Inggris MTS N 4 Mandailing Natal, Wawancara di MTS N 4 Mandailing Natal, Tanggal, 16 April 2019.

B. Identification of the Problems

Most of students in second grade MTs N 4 Mandailing Natal still composed to understanding adverb. They found difficulties to understand adverb and kinds of adverb in the sentence, because they analyze adverb. They lazy to study, weak vocabulary, they don't listen to the teacher well when the teacher is teaching, and also the students lack of practice, lack motivation, and students do not repeat the material taught by the teacher.

C. Limitation of the Problem

From the researcher has explained above, the researcher limited this research on the four adverbs has been studied in the class of MTs N 4 Mandailing Natal based on the national curriculum recount text. They are adverb of manner, adverb of place, adverb of time and adverb of frequency.

D. Formulation of the Problem

Based on the research background, the writer this research as in formulates the problem of interrogative sentence below:

1. How was the student's ability in mastering adverb of grade eight MTs N 4 Mandailing Natal.

E. Objectives of the Research

1. To know the ability of the students in mastery adverb.

F. Significant of the research

As for the benefits of this research, there are several benefits that can be seen in three aspects, namely as follows:

a. For the Researcher

This researcher becomes an input about the most typical grammatical guilt that the students do and the last benefit is for the other researcher, the result may serve guidelines for the future study related to the subject. The usefulness of this research in researchers of science, for further research so that they can research with the same research related to different problems.

b. For the Teacher

It can help the teacher to follow in teaching English and can be used to give attention to writing adverb into recount text made by students in learning writing. Then the teacher will explain the grammar comprehensively and find the best method in teaching writing sentence using adverb.

c. For the Students

This research is expected to help the students to be aware differentiate adverb and types of adverb use fill in the blank at recount text. And they can master kinds of adverb in the sentence or text

G. Definition of Key Terms

1. Student

Student is a person who study stated from kindergarten (TK), elementary school (SD), Junior high school (SMA), senior high school (SMA), and University. According to Hornby. "students is a person

who study at collage or university”². Whereas, Rama Yulis in his book, *Ilmu pendidikan Islam* says “the students is the member of society that tries to develop his or her thought education level process and kinds of certain education”³. Likewise I can conclude the defenition of students is a person who ives together and studies education and how is their relation as a member society to develop education level process.

2. Mastery

Mastery is accomplishing succes in understanding something⁴. Mastery is is when someone can recordkeeping of knowladge give them concrete evidence of their progress⁵. Mastery refers to having great skill at something or totaldominance over something⁶. So researcher conclude that the mastering in this research is understanding of student abou their knowladge.

3. Adverb

Adverb is is modify verbs, adjective and other adverbs. They tell you, when, where, or how something happens.⁷ The witer conclude adverb is.

²A.S Hornby, *Oxford Leaners Pocket Dictionary* (New York: Oxford University, 2003), hlm. 429.

³Ramayulis , *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2002), hlm. 77.

⁴David, A. Herjog, *Webster's New World Essential Vocabulary* (Canada: Simultaneously press, 2015), hlm. 154.

⁵Barbara k. Given, *Teaching to The Brain's Natural Learning System* (USA: ASCD, 2002), hlm, 166.

⁶[http:// www.vocabulary.com](http://www.vocabulary.com). Accesed at 1 october 2019, at 23.16 am..

⁷J.V. Subrahmanyam, *General English Grammar*, (New Kalavath Road: Near Chennoth Gloss 200), hlm.60.

H. The Outlining of the Thesis

This research explains in five chapters, which every chapters contains of several subtopic. These are outlines of the research, as follow:

The first is introduction. It contains of the background of the problem, identification of the problem, the limitation of the problem, formulation of the problem, the objectives of the research, the significant of the research, and then, the outline the research

Chapter two consist of the theorotical description. It consist of the material of the research, they are defenition of adverb, kinds of adverbs, types of adverbs, position adverb of manner, adverb of time, place,adverb of frequency, review related findings, hypothesis.

Chapter three consist of methodology of the research it is devided into sub chapte, place and time, kinds of research, population and sample, instrument of the research, techniques of the data analysis.

Chapter four is the result of the research consist of the description of the students' score in adverb at recount text eight grade MTS N 4 Mandailing Natal, The Problems of Students in Finding Adverb at Recount text, hypothesis testing discussion, limitation of the research.

Chapter five consist of conlution about the result of the research and suggestion that are given by the researcher.

CHAPTER II

REVIEW REALETED FINDING

A. Theritical Description

1. Defenition of Adverb

Adverb is an adverb that shows object, adjectives, or adverbs. Adverb is also an explanation in a sentence, adverb are also scalled adverbial words. Which are the means of adding or giving information to other words.

According to Jayanthi Dakhsina adverb is a word modifies the meaning of a verb, an adjective or another adverb is known as an adverb, eg. She write quickly, Sinta very beatifully and He explained the poem farly well.¹ The researcher can conclude adverb is a change the meaning of verb and adjective

In edition to Ron Cowan adverb is a word that supplies information about how, where, when, and what extent some action occurs makes intiutive sense. It is see, classification of adverb meanings still largely reflects this defenition, with regard to function. Adverb can be modify adjective, adverbs, verbs, and clause, as illustrated in,² The researcher can conclude adverb is a word to provide in formation about how, where, when, and what extent some action occurs make intiutive sense.

¹Jayanthi Dakhsina Murthy, *Contemporary English Grammar* (New Delhi: Ramesh Nagar, 1998), hlm. 180.

²Ron Cowan, *The Teacher's Grammar of English* (New York: Cambridge University Press, 2008), hlm. 112.

Further word to Martin adverb is should be so placed in a sentence as to make it quite clear in which word or words they are intended to modify. Adverb are very broad collection of words that may describe how, where, or when an action took place. they may also express the viewpoint of the speaker about the action, the intensity of an adjective or another adverb and several other function³. The research can conclude adverb is modify verbs, adverbs, and adjective.

In addition to Liisa Berghal adverb is as words functioning as modifier of constituents other than nouns is quite usable for Mauwake⁴. From the definition of the adverb above the writer concluded Adverb is an adverb that shows object, adjectives, or adverbs. Adverb is also an explanation in a sentence, adverb are also called adverbial words. Which are the means of adding or giving information to other words.

Further word to Barbara Burton adverb is adverb is part of speech comprising a class of words that modifies, or describes, or adds to the meaning of a verb (except linking verbs), an adjective, another adverb, or a sentence. Learn the following sentences on how an adverb modifies a verb, an adjective other adverb or sentence:

a. An adverb modifies a verb

- 1) Donovan always **leaves early** in the morning. (the word **early** modifies verb)

³Martin and Wren, *High School English Grammar* (USA :White Plains 2011), hlm. 304.

⁴Liisa Barghal, *A grammar of Mauwake*, (Studies in Diversity Linguistics :University Berlin, 2015), hlm. 197.

- 2) Ramos ran quickly at the contest. (the word ran is a verb in past tense from which is modified by an adverb quickly)

b. An adverb modifies an adjective

- 1) This flower is **very** beautiful. (in this sentence, the word **very** is an adverb answered the question 'how beautiful?').
- 2) The land he showed me is too narrow for a golf course. (the phrase too narrow answer the question 'how large is the land, is it enough or not?').

c. An adverb modifies an adverb

- 1) Febri looks **very much** younger than jack. (in this sentence, too modifies other adverb that is much, it answers the question 'how much').
- 2) Don't drive **too** slowly. I don't want to be able. (in this sentence, too modifies other adverb slowly, it answers the question 'how slowly')

d. An adverb modifies a sentence

- 1) **Fortunately**, there was no human victim at the accident
- 2) **Previously** has been mentioned that⁵. The researcher adverb is modifier a verb, an adjective and another adverb.

From some of above opinions it can be conclude that adverb is word that modifies the meaning in verbs, an adjective, or adverb to find out information about what, where, when, and how an action. Adverb are

⁵Barbara Burton, *English Grammar Comprehension* (USE: RBI Asistant 2003), hlm. 30.

very broad collection of words that may describe how, where, or when an action took place. they may also express the view point of the speaker about the action.

Timothy C. Potts say adverb are awkward for fregean logic because they appear to qualify verbs, and it is clearly out of the question to represent them by means of conjunction in the way that is plausible for some adjectives. That is obvious nonsense to try to analyse *mabel spoke slowly*, as *mabel spoke* and *model slowly* in a way that is not obvious nonsense to try analyse, the example: *Diana is a cow* and *Diana is brown*. Indeed, those who have introduced qualifications over events, states, and process. The example given above could then in be analysed as “there is a speaking it was by mabel and it was slowly. I have already critized this style of analysis, which stems from Davison, and shall not persue it further⁶.the researcher conclude adverb is modifies a verb, an adjective, and another adverb.

So, adverb is a word which explanation or information about when the action is done, where the action is done, and how often the action is done. The researcher can give conclusion that kinds of adverb in this research are adverb of time, adverb of place, adverb of frequency, and adverb of manner.

⁶Timothy C. Potts, *Structures And Categories for the representation of Meaning* (Cambridge: University Press, 2002), hlm, 278.

2. Kinds of Adverb

Adverb is divided into eight kinds on they will be explainbellow:

a. Adverb of Manner

Adverb of manner is Adverb of manner used to show how an action is done is known as an adverb of manner. Ex: quickly, happily, hard, fast, well, clearly, soundly, probably, possibly, evidently, unfortunately, luckily, sadly. Example of the sentence:

David read the Qur'an very **clearly**.

My cousin grows **quickly**.

Putri speaks **beautifully**.

b. Adverb of Place

Adverb of place used to show where an action is done is known as an adverb of place. Ex: here, there, up, down, near, below, above, away, out, in, every, where backward, within, by.

Example about that

My house **near** than mosque.

My brother went **there**.

Ira diligently watering flowers **every** day⁷. So from the example explanation of the adverb above, researcher hope the reader can be easier to understand about the example of the adverb.

⁷Jayanthi Dakhsina Murthy, Contemporary English Grammar..., hlm. 183.

c. Adverb of Time

Adverb of time, which indicate definite point or frequency, usually go in front of or end poosition, but not in mid position.

Example:

I went to Paris **yesterday**.

We play tennis **twice a week**.

Nova reads prayers **before** going to bad⁸. The researcher conclude adverb of time is definite frequency and definite point.

d. Adverb of Frequency

Some adverbs of defenite frequency, in which say in a indefenite way how often something happens, usually go in mid position. These include now, then, today, tomorrow, early, soon, still, yet, before, late, ago, lately, daily, already, never since, and formerly. Example:

Lara **never** lied to her mother.

Meri talked to each other **again**.

My friends **often** give me motivation⁹. From the above explanation the writers conclude that adverbs of frequency is an activity that oftenoccurs or respeatedly, while adverb of tme is the position where an activity.

⁸Martin Hewings, *Advanced Grammar in Use* (Cambridge: Univerisity press), hlm. 94.

⁹Jayanthi Dakhsina Murthy, *Conteporary English Grammar...*, hlm. 181.

e. Adverb of Degree

Adverb of degree which are causes of adjective, have been already mentioned, adverb of degree used to to show how much or in what degree or to what extent an action is done is known as an adverb of degree Ex: very, rather, fairly, quite, too, almost, hardly, fully, enough, so, altogether, no, pretty, and partly. Example:

Sahroni have eaten **enough**.

My sister is **pretty**.

Samul is **very** great¹⁰. Writer cocluded adverb of degree is action taken by someone.

f. Adverb of Certainty

Adverb of certainty used to show definiteness of the action is known as an adverb of certainty. Ex: certainly, surely, definitely, and abviously.Example:

Surely, my father love me

I shall **certainly** help you.

Devi is **obviously** very cleaver.

g. Interrogative Adverb

Interrogative adverb used to ask question is known as an interrogative adverb. Ex: where, when, why, and how. Example:

When do you come?

How long will you stay in Sidimpuan city?

¹⁰Martin Hewings, *Advanced Grammar in use*...., hlm. 89.

Where did you go yesterday?

h. Relative Adverb

Relative adverb used to relate two clauses or statements is known as a relative adverb. Ex: where, when, and why. Example:

I did not know **where** she had gone.

Do you know **when** Lisa came here.

I don't know **why** she went to swimming pool¹¹. So from the example explanation of the adverb above, writer hope the reader can be easier to understand about the example of the adverb.

There are eight adverb explain above because in limitation of this research into four adverb will it explain below:

3. Adverb of Manner

Further word to Vijay Pal Singh adverb of manner (which denotes how often). The adverb of manner has characteristic adverbial form (an -ly). For example: quickly, happily, hard, fast, well, clearly, soundly, probably, possibly, evidently, unfortunately, luckily, sadly.¹² The researcher conclude adverb of manner is adding ly at word in the sentence.

In addition to G. P. Quackebons adverb of manner are the most numerous. Many of them are formed from adjectives by adding the suffix ly, meaning in a manner. Thus, from rude, rudely, in a rude manner, from simple, simply, in a simple manner. Observe that words ending in ly, particularly those formed from nouns, are not always adverbs. Some are

¹¹Jayanthi Dakhsina Murthy, Contemporary English Grammar..., hlm. 181.

¹²Vijay Pal Singh, *Objective General English* (Delhi: PHI Learning Private 2015), hlm.

adjectives, though sometimes adverbs : as, holy, acaly. Others are generally adjectives, though sometimes adverbs: as, the manly virtues, kingly away, godly men, daily prayers, deadly hatred, be acted manly, it occurs daily.

Adverb formed with suffix ly, from adjective already ending in ly, should be avoided as inharmonious. For godlily, holily, any a godly manner, in a holy manner. Any word that in a given passage modifies a verb, adjective, or adverb, is an adverb, though it may usually appear as some other part of speech. Observe the adverbs in italics in the following example: to travel post (commonly a noun) : - crack (commonly a noun or verb) went the mast: - elick goes the spring: - to drink deep and talk loud (commonly adjectives) : - 'twas passing (commonly participle) strange: - exceeding great reward : - it was but (commonly a conjunction) a fancy.

Words that generally appear as adverb are sometimes used as the name of things, and then become nouns: as, "To-morrow is uncertain." "None is the time to repent." "Upwards of twenty were hurt". Words that generally appear as adverbs are sometimes used to qualify the meaning of nouns, and then become adjectives: as, an only son, our homeward journey¹³. The researcher concludes adverb of manner is formed from adjectives by adding the suffix ly.

¹³William, LL, *Textbook Collection Gift* (New York: University Library, 200), hlm. 141.

Adverb of manner

- | | |
|-----------------|----------------------------|
| 1. Accurately | 20. Legally |
| 2. Attentively | 21. Proudly |
| 3. Beatifully | 22. quickly |
| 4. Brawely | 23. Sadly |
| 5. Carefully | 24. Sharply |
| 6. Caressly | 25. Slowly |
| 7. Cheaply | 26. Strangely |
| 8. Cleverly | 27. Sweetly |
| 9. Colourfully | 28. Timidly |
| 10. Correctly | 29. wisely. |
| 11. Diligently | 30. Humbly |
| 12. Differently | 31. Nobly |
| 13. Fluently | 32. Simply |
| 14. Freely | 33. Fasilly |
| 15. Hopefully | 34. Happily |
| 16. Hopelessly | 35. Heavily |
| 17. Piatently | 36. Lazily |
| 18. Politely | 37. Luckily |
| 19. Nearly | 38. Etc. ¹⁴ The |

research conlude fromexample aboveeasy to understand the reader.

¹⁴Rika Yulanda, *English is Easy* (Yogyakarta: CV. Budi Utama 2018)., hlm. 82.

Further word to Nuchamons James adverb of manner it is shows the manner in which action. It other words, it answer the question:”why”. Some adverbs can be formed by adding ly to the adjective. However, this cannot happened with all the adverbs. Bellow given are some adverbs that can be formed by adding ly to the adjectives

Adjectives	Adverbs
Nice + ly	Nicely
Loud + ly	Loudly
Slow + ly	Slowly
Bad + ly	Badly
Neat + ly	Neatly
Sweet + ly	Sweetly
Sad + ly	Sadly
Late + ly	Lately
Right + ly	Rightly
Calm + ly	calmly ¹⁵

4. Adverb of Time

In edition to K R Naryanswamy adverb gives information about when an action event like place. They are placed usually at the beginning or end of a sentence we past it at the beginning of a sentence emphasie time of the action event described in the sentence. Example of adverbs of

¹⁵Nuchamons James, *Just Right English Grammar for Everyone* (New York Universe Inc, 2010), hlm. 41.

time are: never, lately, just, always, recently, during, yet, sometimes, usually, etc¹⁶. The researcher conclude adverb of time is indicate the time.

Further word to Rashmi Singh adverb tells when something is done. I will see you tomorrow. Adverb that say how (now), (here), (there) are adverbs of time. Definite time, these adverbs have a fixed boundary in time (yesterday, today, tomorrow). Most of these words have noun and some may be used in plural, for example, He works nights and sleeps days. In addition, a group of words may function as a single time expression (last week, a month ago, and the day before yesterday). In definite time, these kinds of time has no fixed boundary:

- 1) Words like recently, nowadays, soon, already, still, just, immediately.
- 2) Words denoting a sequence in a time like now, then, before, after, (words), next, first, later.
- 3) Words denoting frequency, frequency word range in meaning from at all times to at no time like, always, often, sometimes, never.¹⁷ The researcher conclude adverb of time is show the time

In addition to Gordon Winch time include both single words and phrases. Time adverb refer to the time at which something occurred. This time reference can be:

¹⁶K R Narayanaswamy, *Grammar for Schools* (New Delhi: Disha DTP Team 200), hlm. 52.

¹⁷Gordon Winch, *The Foundation Grammar Dictionary* (Australia: R. K. Puram 2005), hlm. 7.

- 1) Definite (e.g: yesterday, today, tomorrow, last week next month, a year ago) or
- 2) Indefinite (e.g: now, then, soon, just, before, still, already, next).

Some of the time adverbs can also function as nouns. We can distinguish their function because when these words are used as nouns, they are subject of the main verb.

Adverb of time versus nouns	
As adverb of time	As noun
I rode my bike yesterday. I'll ride my bike tomorrow. Yesterday and tomorrow are each modifying the entire sentence.	Yesterday was a sunny day Yesterday is the subject of the verb was. Tomorrow will be a sunny day. Tomorrow is the subject of the verb will be ¹⁸ The researcher conclude adverb of time is that show the time in sentence.

Examples adverb of time in dialog form:

Teacher : Have you done the work I gave you yesterday?

Pupil : I'm sorry, madam. I couldn't do it. But I'll do it today.

Teacher : Why couldn't you do it?

¹⁸Rashmi Singh, *Essential English* (Yogyakarta: Disha DTP Team 200), hlm. 104.

- Pupil : There was party last night.
- Teachers : The excuse sounds familiar. Wasn't there a party at your place a month ago, or was it lask week? And I'm sure there will be one next Saturday. Aanyway, what has a party to with your doing or do not doing your homework.
- Pupil : It's like this, when there is party at may place, my parents are busy
- Teachers : to do your homework?
- Pupil : No, madam, to help me with my homework.
- Teacher : Do your prents always help you with your homework?
- Pupil : Not always, but often, sometimes but ready, I do my work by my self.
- Teacher : Well, then, I'll give you some work today. Do that all by your self along with the work I gave you yesterday and bring it tomorrow¹⁹.The researcher conclude example adverb of time use dialog for eassy to the reader.

5. Adverb of Place

In edition to K R Naryanswamy adverb of place show where the verb is happening it's usually placed after the main verb or subject, or the end of the sentences. Examples of adverbs of place are: here, there, nowhere, everyday, out, ahove, inside, into, etc.

¹⁹Barbara Burton,*English Grammar Comprehension...*, hlm.38.

- 1) We went to the zoo, and there were animals everyday
- 2) He lost the way and didn't know where he was going
- 3) We can't get this show at this more, let's look everyday.²⁰ The researcher conclude adverb of place is that show the place.

Further word to Niki Watts adverb of place a part derived from adjectives, there are other adverbs such as those relating to place. these are usually used in reply to the question word, the following are some examples:

- | | |
|----------------|--|
| 1) Here | 8) Down |
| 2) There | 9) Round |
| 3) In front of | 10) Next to |
| 4) Behind | 11) Opposite |
| 5) Near | 12) Somewhere else |
| 6) Far | 13) Everywhere |
| 7) Up | 14) Nowhere ²¹ . The researcher conclude adverb of place indicate to place. |

In addition to Jason Bartel adverb of place is tells us where an incident happens or takes place. They are usually after the main verb or after the object common adverb of place:

South words home

Anywhere there

Northwards upstairs

²⁰K R Narayanaswamy, *Grammar for Schools...*, hlm. 51.

²¹Niki Watts, *Greek the Complete Course for Beginners* (USA: Florence 2004), hlm. 97.

Downstairs elsewhere²². The researcher conclude adverb of place is indicate the Time

In addition to Arthur Sloman, M.A. adverb of place, it is asking or answering the question “how” much. It must however be noted that the same adverb may have different meaning and so many belong to more than one of the above classes. E.g: ultra is originally an adverb of place to the other side of beyond, but has acquired the meaning of totally²³. The researcher conclude adverb of place to answer the question how.

6. Adverb of Frequency

In addition to Krishna Mohan adverb frequency shows how often something occurs, either in definite and indefinite terms. And adverb that describes definite frequency is one such as weekly, daily, or yearly. And adverb describing indefinite frequency doesn't specify an exact time frame, for examples: sometimes, often, and already²⁴. The researcher conclude adverb of frequency that indicates a period time.

According to Andrea De Capua adverb of frequency is always describe how often something occurs, either in definite or indefinite terms. Another readily identifiable subclass of adverbs is that of frequency, these adverbs describe “how often” an action takes place and some of these also end in -ly. One of these frequency adverbs consists of two words: hardly ever.

²²Rusel William, *Gohar English* (Pakistan: Urdu bazar 2006), hlm. 37.

²³Arthur Sloman, M.A, *A Grammar of Classical Latin* (Cambridge: University Press, 200), hlm. 195.

²⁴Ron Cowan, *The Teacher's Grammar of English Grammar* (Cambridge: University Press 2008), hlm. 50.

Common Adverbs of Frequency		
Always	generally	usually
Frequently	often	sometimes
Occasionally	hardly ever	rarely
Seldom	never	

Further word to Rashmi Singh adverb of frequency are used to show routine or repeated activities, here they are often used with the present simple test. If a sentence has only one verb, the adverb of frequency is practiced after the subject, or before the verb, examples of adverbs frequency are: never, ever, always, rarely, sometimes, seldom, and usually²⁵. The researcher conclude adverb of frequency indicate to a period time.

According to Gordon Winch adverb of frequency describe how often an action takes place: some of these also end in – ly. One of these frequency adverbs consists of two words, hardly ever.

Common adverbs of frequency				
Always	Generally	Usually	Hardly ever	Seldom
Frequently	Often	Sometimes	Never	rarely
Occasionally				

²⁵Rasmigh Singh, Essential English..., hlm. 52.

Because of the semantic meaning of these adverbs, they are often used with the simple present or simple past tense. The most common sentence position of frequency adverbs is before the verb they are modifying, except when they are used with the verb *be*. Whenever the verb *be* occurs, the frequency adverb follows:

Common sentence position of frequency	
Cartis generally come on time We never traveled to Malaysia	Before the main verb
Julie is seldom late The students were often rowdy	After the verb <i>be</i>

Adverb of frequency are used for those adverbial that answer the question “how often”. Adverb of frequency are usually used with simple present tense for repeated actions. Some of them are *always*, *usually*, *often*, *sometimes*, *seldom*, *rarely*, *never*, etc. They are also called mid position adverbs because these adverbs are usually placed before the verbs. And they are often used simple present tense²⁶. The researcher concludes adverb of frequency are used for those adverbial that answer the question “how often

²⁶Novi Riani, *An Analysis of the Students' Ability in Using Adverb of Frequency in Simple Present Tense at Grade SMA N 7 Padang in Academic Year 2009/2010*, Padang: Faculty of Language Padang Sekolah Tinggi Agama Islam Yasni Muara Bungo, 2009?2010.

7. Position of adverb

a. Adverb of Manner

- 1) Adverb of manner come after the verb

She danced beautifully. (after verb)

He gave her the moneyreluctantly. (After the object when there is one). Do not put an adverb between verb and object

- 2) When we have verb + position + object, the adverb can be entire

He loocked at me ssuspiciously or he looked suspiciously at me.

(Before the preposition or after object)

He loocked suspiciously at everyone who got off the plane. (But if the object contains a number of words we put the adverb before the position)

- 3) Similarly with verb + object sentences the length of the object after the position of the adverb. If the object is short, we have verb + object + verb, as shown in above. But if if the object is long we usually the adverb before the verb:

She carefully picked up all the bits of broken glass.

He angrily denied that he had stolen the documents.

They secretly decided to leave the town²⁷. The rsearcher conclude the position adver of manner indicate after the verb.

²⁷A.J. Thomson and A.V. Martinet, *A partical English Grammar* (New York: Oxford University Pres, 2000), hlm. 52.

b. Adverb of Place

Adverb of place usually go in end position, but we can put them in front of position to show a contrast or expression.

The money was eventually found under the floorboards.

The police searched the house and under the floorboard they found a body.

- 1) Put an adverb of place in front of position we have to put the subject after the verb be:

Next to the bookshelf was a fireplace.

- 2) This with intransitive verbs used to indicate position or movement to a position, including hang, lie, live, sit, stand, come, fly, go, march, roll, run, swim, walk.

Beyond the houses lay open fields.

Through the town square marched the band.

- 3) One of these intransitive verbs is followed by an adverb of manner with other intransitive verbs, or with transitive verbs.

Above his head the sword hung menacingly.

Outside the home the choir sang.

In the garden lay a play house for the children²⁸. The researcher conclude position adverb of place indicate transitive and intransitive after verb.

²⁸Martin Hewings, Advanced Grammar in Use..., hlm. 85.

c. Adverb of Time

There are three position adverb of time, they will be explaine:

- 1) Intial position is the position before the subjet

(position of greatest emphasis)

For example:

Today he comes late.

Last week lala went to the zoo.

Two weeks ago I studied in the class.

- 2) Mid position is the with the verb (position of close modification of the verb)

For example:

He come late to school.

My mother buy vegetable before cook.

My father never read newspaper.

- 3) Final position is the position after the verbs plus object or other complement (position lees emphaticthan intial positio, but more emphatic than mid position). For example:

Rani swem in the swimming pool.

Rara no at hom now.

My sister go to his friend house last week²⁹. The researcher conclude there are position adverb of time. Final, mid, and intial position.

d. Adverb of Frequency

The position of an adverb with the verb varies according to the number of auxiliaries that accompany the verb.

1) Verbs with no auxiliaries

(simple present and simple past tenses)

The verb be =>after the verb : She is sometimes late

All other verbs => before the verb : She sometimes comes late.

2) Verbs with one to here auxiliaries

after the first : She has sometimes come late

auxiliaries : She has sometimes been coming late.

It should be noted that the negative adverb not appears in the some position with the verb as the examples just given. Usually only single word adverbs appear in mid position. Adverbs used usually position may be moved forward to precede the entire verb. This less usual position serve to emphasize the verb form immediately following it (He never has been and never will be successful), or sometimes the adverb itself.

However, no choice is possible with auxiliary less verbs other than be thus, only She sometimes comes late may be

²⁹Yulita Dwi Puspita Sari, *A constrsrtive Analysis Between English and Indonesian Adverbs Time in Academic years 2010*, Semarang: English Department, Semarang State University 2010.

used. Adverbial expressions do not usually occupy the position between a verb and its object (or any other kind of complement), She eats sometimes steak. An exception to this usage occurs with an object that has long modification please read carefully all the sections in the book that deal with adverbs³⁰. The conclude adverb of frequency in mid position for definite time like adverb of sequencend adverb of frequency.

8. Classification of Adverbs by Function

Classification adverb by the function as adverbs that provide a comment on situation. The explanation the kinds of adverb as follow:

a. Adverb of Manner

Adverb of manner is used in sentence to tell how something is done. The pattern adverb of manner is adjective + ly. For example the using of adverb of manner in a sentence as follow:

- a) Marti drove slowly (How did he drive? slowly).
- b) I carefully removed the battery (How did I remove the battery? carefully).

An adverb of manner can be individual words or phrase.

Adverb of manner with individual words for example: badly, politely, and sarcastically.

- a) Adverb of manner with phrase for example: in anger, with a sly grin, and with great sadness.

³⁰Marcela Frank, Modern English..., hlm. 156.

b. Adverb of Time

Adverb of time such as now, still, yesterday, just finally, and suddenly tell when something occurred. Adverbs of time part of part category that includes individual words. Phrase. And clause.

- a) Adverb of time with individual words for example: finally, recently, and today.
- b) Adverb of time with phrase: usually started with preposition of time, for example: During the exam, in the spring, and on Monday.
- c) Adverb of time with clauses for example: after the genre ended and since she arrived here.

c. Adverb of Place

Adverb of place are used to tell where an action occurs. Some of these adverbs of frequency also can be individual words or phrase.

- a) Adverb of place in single word for example: abroad, anywhere, and here.
- b) Adverb of place in phrase form, particularly in prepositional phrases, for example: alongside the road, at home, and over there.

d. Adverb of Frequency

Adverb of frequency are used to tell how often something occurs. Adverb of frequency

- a) Adverb of frequency with individual words for example: never, sometimes, usually, and always.
- b) When adverb of frequency is an individual words, it tend to stand just before the ver, for example, adverb of frequency in phrases at times, in the rarest of moments and with great frequency³¹. The researcher concluded there are two classification of adverb, it is individual words and phrase.

9. Form of Adverbs

Some adverbs have two forms and they have different meanings

1) Hard and Hardly

Hard = diligently

Hardly = scarcely

We must work hard

I could hardly believe it

2) Near and Nearly

Near = opposite to far

Nearly = almost

Please come near

He is nearly defeated

³¹Sharline T. Poai, *Students' Mastery in Using Adverbs at English Study Program of Sintuwu Maroso University In Academic Year 2016*" <https://www.journal.meriam-webster.edu.com>, retrived

3) Late and Lately

Late = opposite to early

Lately = recently

The train arrived late

I have met Madhavi lately

4) Pretty and Prettily

Pretty = quit or leave

Prettily = elegantly

I am pretty sure of my success

Madhavi was prettily dressed

5) Clear and Clearly

Clear = quit or leave

Clearly = in a clear manner

Keep clear of the sentence

You must speak clearly

6) Close and Closely

Close = near

Closely = carefully

Come close to me

Watch him closely

7) Direct and Directly

Direct = without stopping

Directly = in a direct manner

The bus goes to Delhi

He spoke to me directly

8) Easy and Easily

Easy = lightly

Easily = without any effort

Take life easy

Padma learnt English easily

9) Fair and Fairly

Fair = justly

Fairly = nicely

You should play fair

She spoke to me very fairly

10) High and Highly

High = nobly

Highly = greatly

Always aim high in life

He was highly praised

11) Right and Rightly

Right = exactly

Rightly = correctly

I found the ring right here

He wrote the spelling rightly³². So from the example explanation of the kinds of adverbs above the writer hopes the reader can more easily understand about the example of the kinds of adverbs.

B. Review Related Findings

Based on their research the researchers are interested in researching which is slightly similar to their research, but the researchers conducted four adverbs. Related to this research, some researcher had been done as below:

The first. Hasanah Sari HSB. In this case, the conclusion of this research is categorized into low categories, because mean score 24.20 %. There were some difficulties that faced by students when identifying adjectives and adverbs in descriptive text³³.

The second. Ranisa. Based on the result of the research and calculations of the data, the researcher got the conclusion that students was categorized into low category. It can be seen from the value of the percentage from mean score gotten by students, that is 32.98 mean score. Then, the hypothesis is low category” and also from the result of the hypothesis testing, the researcher found that the hypothesis was accepted. It can be proved $Z_{count} = -77.7 < Z_{table} 0.05$ ³⁴.

³²Jayanthi Daskhina, Contemporary English Grammar..., hlm . 183.

³³Hasana Sari HSB, *Students' Ability in Identifying Adjective and Adverb in Descriptive Text at Grade XI IN SMA Negeri 1 Brumun Tengah in Academic Year 2016*, Padangsidimpuan: IAIN Padangsidimpua, 2016.

³⁴Ranisa, *Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan in Academic Year 2018*, Padangsidimpuan: Tarbiyah Teacher Training IAIN Padangsidimpuan, 2018.

The third. Sherliane T. Posai the conclusion draw this research is made based on the findings and these and the discussion at previous chapter. The conclusion goes as follows:

1. There are 191 (one hundred and ninety one) adverbs. The total of each types of adverbs were: adverbs of manner 68 (sixty eight), adverbs of place were 29 (twenty nine), adverbs of time was 5 (five), adverbs of frequency were 25 (twenty five), adverbs of degree were 29 (twenty nine), and adverbs that make a comment were 2 (two). The students as source of data were 27 (twenty) students
2. The problems faced by the students in using adverb were students have no enough knowledge of the using of adverbs, the function of adverbs, the placement and importance of adverbs in the sentence. It was found in their process of writing³⁵.

The fourth. Miss Khoiriyah Chamae. Based on the result of the research and conclusion data, it can be concluded from the test the researcher got the mean score from student test was 62.45%. Is categorized well or good, because it means the hypothesis is accept on the students ability in using the adjective order noun modifiers in writing recount text on sixth semester of English Education Department at State Institute for Islamic Studies Padangsidempuan in 2017 academic year³⁶.

³⁵Sherliane T. Posai, *Students' Mastery in Using Adverbs at English Study Program of Sintuwu Maroso University In Academic Year 2016*" <https://www.journal.meriam-webster.edu.com>.

³⁶Miss Khoiriyah Chamae, *The Students' Ability in Using the Adjective Order Noun Modifiers in Writing Recount text at IAIN Padangsidempuan in Academic Year 2017*, Padangsidempuan: Faculty and Teacher Training IAIN Padangsidempuan, 2017

The fifth. Ummi Fadilah. After treating collecting data, the researcher takes the conclusions about this research as: The result of this research was categorized into very good category. It can be seen from the value of the percentage from mean score gotten by the students, that is 82.37 mean score. Then, the mode shows that the students got 84 score, means score that the often exist was 70 score. Her hypothesis is accepted³⁷.

The last Novi Suhartati. Based on the result of the test and interview which are done by the researcher about the Students, the conclusion are:

1. The students error analysis in adverb was 56.66%. It can be categorized enough
2. The students difficulties in learning error analysis in adverb clause of time, place,

purpose, reason, condition, result, manner, supposition were:

- a) The students do not understand the sentence.
- b) The students do not understand how put that³⁸. The researcher conclude the result of the students can be categorized enough.

³⁷UmmiFadilah, *The Students' Ability in Identifying Pronoun in News Item at Grade X MAN PanyabunganKabupatenMandailing Natal in Academic Year 2017*, Padangsidempuan: Faculty and Teacher Training IAIN Padangsidimpun.

³⁸Novi Suhartati, *Students' Error Analysis in Using Adverb Clause at Grade MAS Muhammadiyah Paraman Ampaluin Academic Year 2016*, Padangsidempuan: Tarbiyah and Teacher Training Faculty IAIN Padangsidimpun, 2016.

C. Conceptual Framework

Based on theoretical review and review related findings, the researcher make conceptual framework of this research. In teaching and learning process, especially, in English many problems and activities faced by the students. Therefore mostly the success of students in learning the English should be determined by themselves. Besides the students study English at the school, they should study hard at home, that is by repeating again what they get at school from the researcher to recognize or memorize the material.

Grammar is one component of the language. Where is grammar help people to write and communication in English language. It is a part of language. That is important to all aspect in life. Adverb as adverbial give important role in a sentence.

D. Hypothesis

The hypothesis is a researcher guess about the situation of participant. It is a provisional guess seems to explain the situation under observation. That is one of the most important components of the research problems. Its truth can be emended after doing the research.

The researcher has hypothesis in this research as “students’ Adverb Mastery of the Eight Grade MTS N 4 Mandailing Natal. The hypothesis of students is good. The researcher will prove with the students’ tests that use *uji z* and result all of the students.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time

This research is located at MTS N 4 Mandailing Natal, the object of the research was grade VIII students of MTS N 4 Mandailing Natal in 2018/2019 Academic years. The scedule of the reseach April 2019 until October 2019. (see appendix VI)

B. Kinds of the Researh

This research is quantitative research. Quantitative research value or result obtained form a study by researches. Quatitative is also a tool to see the results of data in the field using questionnaires and tests. It means that quantitative was the reseach the means the researcher testing of students.

C. Population and Sample

a. Population

Population is all members or many classes listed in a study and is also tje target result of researcher obtained from a test.

In conducting the research of course, it needs the population as what Sugiono Noted. Population is generalization area consits object or subject has special quatity and characteristic which determined by researcher to get conclusion.¹ Acording to Ary and Sukardi that the population is all members of well defined class of people, event, or obbjects. The last

¹Rosadi Ruslan, SH, MM., *Metode Penelitian Public Relations dan Komunikasi*, (Jakarta: PT. Raja Grafindo Parsada, 2004), hlm. 133.

Sukardi describes that the population is the elements of research as target of result research theoretical.²The researcher conclude Population is generalization area consists object or subject has special quality

The population of this research all of the students of grade VIII MTS N 4 Mandailing Natal in 2018/2019 academic year. The population is grade VIII from seven classes at MTS N 4 Mandailing Natal High category.

Table I
The Number Population

No	Class	Total
1	VIII-A	32 Students
2	VIII-B	32 Students
3	VIII-C	32 Students
4	VIII-D	30 Students
5	VIII-E	30 Students
6	VIII-F	35 Students
7	VIII-G	30 Students
Total		234 Students

²Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: Bumi Askara: 2003), hlm. 53.

b. Sample

Sample is part of the population taken by researchers as a sample so researcher is easy to get the results or research value. The researcher took the research choose by teacher for taking a sample of sources. Then, for choosing which class is the researcher for taking sample of one class from the seven classes as a prime class. So, the researcher used one class as sample, the sample choose the class by teacher. The researcher took students from class VIII-A, They are 32 students. Here is the table of sample from the class.

Table II

Total Sample

No	Class	Population	Sample
1	VIII-A	32 Students	32 students
Total		32 students	32 Students

D. Instrument of the Research

The instrument of this research is test. It some questions about kinds of adverb in order to get information about students ability in adverb namely: adverb of manner, adverb of time, adverb of place and adverb of frequency. To find the students ability, the researcher given the sentence in recout text. The total of test is 25 items. The indicator of the test can be seen as follow:

Indicators

Subject	Form	Item	Number	Score	Total
Adverb are able to answer 25 items about in finding adverb in box at recount text	1. Adverb of place	5	1, 2, 8, 20, 23	4	20
	2. Adverb of time	6	3, 5, 7, 15, 21, 22	4	24
	3. Adverb of frequency	14	4, 6, 9, 10, 11 12, 13, 14, 17, 18, 19, 22, 24, 25	4	56
	Total Score				100

So, the technics for collecting data by using the test as follow:

1. Explained about adverb and preparing the test.
2. Given recount text to all of students according types of adverb and underline about it.
3. Determined the time of doing the test.
4. Given chance or time for students to ask something left or not clear doing the test.
5. Asked the students to do test and the researcher looked after the students during the test time.
6. After students finished answering the test, then the researcher collected their answer to analyze.

E. Techniques of Data Analysis

After collecting data, the researcher analyzed the score of students. The quantitative data is collected and analyzed by computing the score of test. The technique as follows:

1. Editing data, its mean that arrange the redaction of the data become a systematic sentences unity. Activities of researcher in editing data:
 - a. Identify and corrected the answer of the subject research from the test.
 - b. Using mean score to analyze the test.
 - c. Then, the result should be appropriated with the interpretation to the index of means score. The interpretation of result could be seen in the page (41).
 - d. Next, students' result with means score was calculated into classification quality. Then, to test the hypothesis was counted looking at the mean score result of students calculation from Z – test
 - e. Took conclusion from test instrument. It was done to conclude the discussion solidly and briefly.
2. Reduction of the data, its mean that recheck of the completed data look for the less data and take down un relevant data.
3. Tabulation of the data, its mean that formulating the data and scoring on the respondents' answer through test.

Table III
Criteria Score Interpretation³

No	Score	Interpretation of The Value
1	0%-20%	Lowest
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	Good
5	81%-100%	Very Good

After the researcher found the mean score af all students, it has been presented to the cateria as follows:

- 1) If the value of mean score 0-20, it can be categorized into lowest ability.
- 2) If the value of mean score 21-40, it can be categorized into low aibility.
- 3) If the value of mean score 41-60, it can be categorized into enough.
- 4) If the value of mean score 61-80, , it can be categorized into good ability.
- 5) If the value of mean score 81-100, it can be categorized into very good ability.

Then, to the test the hypothesi, researcher used the formula as follows:

³Riduwan, *Belajar Mudah Pnelitian Untuk Guru – Guru, Karyawan dan peneliti pemula* (Bandung: Alfabeta, 2005), hlm. 89.

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

The Z test can be applied to test the research hypothesis in a treatment that use tiered criteria that each level is limited in percentage form. However, as inferential statistic have predictable, estimating, and generalizing properties, requiring compliance with some of the requirements of measurement needs to be exceeded by one of the requirements for the normality of the data distribution.

Explanation:

x : data that includes hypothesis categories

n : all of data

p : hypothesis proportion

When $Z_{\text{count}} > Z_{\text{table}}$ the hypothesis accepted.

To know the means of students' score for each cycle, the researcher applied the following

$$\text{Formula: } \bar{X} = \frac{\sum X}{\sum N} \times 100\%$$

Where: \bar{x} : the mean of the students.

$\sum X$: the total score.

N : the number of the students.

Researcher summarized quantitative data by five steps as suggested by Creswell as in the following:⁴

Step 1:organizing and preparing the data for analysis. This involved transcribing obobservation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information. Step 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.Step 3: beginning detail analysis with a coding process it was organizing material into “chunks” before bringing meaning to those chunks. It involved taking speaking ability of grade VIII student dataintocagories, and labeling those with a term (a term based in the actual language of the participant).

Step 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes of categories. Beyond identifying the themes during the codin, researcher built additional layers of comlex analysis.

Step 5: advancing how the description and themes are represented in the quatitative speaking ability. This is discussion that mentions a chronology events themes. Researcher used visuals or figure to convey descriptive information about participant in a table.

⁴John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approach*, (USA: Sage Publication, 2003), hlm. 190.

CHAPTER IV

RESEARCH FINDING

As mentioned in earlier chapter, in order to know the students' adverb mastery of the eight grade MTS N 4 Mandailing Natal. The researcher has calculated the students' the result to this research's title by applying quantitative and descriptive analysis. This quantitative analysis was mean score to get their whole result as general, then descriptive analysis is for describe the score using descriptive data or by using classification description whether it is very good score, good, and enough. Next, to tested the hypothesis, the researcher used formula of Z. Next, the detailed description of data as follows:

A. Description of students' Adverb Mastery of the Eight Grade MTS N 4 Mandailing Natal.

Based on the result of the research, researcher had given test the data consist of 25 item to 32 students, The researcher had given a test to students from fill in the blank. They are kinds of adverbs. There are adverb of place, adverb of time, and adverb of frequency. 5 item adverb of place, 6 item adverb of time and 14 adverb of frequency.

The steps taken by the researcher at the time of the research are the. The first researcher introduction. The second researcher explained about the test and how to answer the test. The third researcher gave a test that students will answer. Fourth researcher set aside time for students to answer the test. Fifth researcher collected the test. the last researcher gave score to students (see appendix VIII)

Based on the result of the students' test which the students to answered the question. From the score found that was 1 students got 40 score. The was 1 student got 44 got score. The was 3 students got 52. The was 7 students got 56 score. The was 1 students got 60 score. The was 6 students got 64 score. The was 2 students got 68 score. The was 2 students got 72 score. The was 4 got 76 score. The was 1 student got 80 score. The was 1

students got 86 score. The was 1 student got 86 score. The was 2 students got 88 score. The was 1 student got 96 score. (see appendix II). From the result of the students it could know that score of the students was between 40 up to 96. It means that the high score got by students was 96, the lowest score 40. To evaluate students ability in finding adverb at recount text in MTS N 4 Mandailing Natal, the researcher had concluded the data by using statistic count. Next, the researcher described the data as follow:

Table IV
The Resume of Variable Score Adverb Mastery

No.	Statistic	Variable
1.	High score	96
2.	Low score	40
3.	Range	56
4.	Mean sore	65.56
5.	Median	23.8
6.	BK	6
7.	Interval	10
8.	Modus	48.195

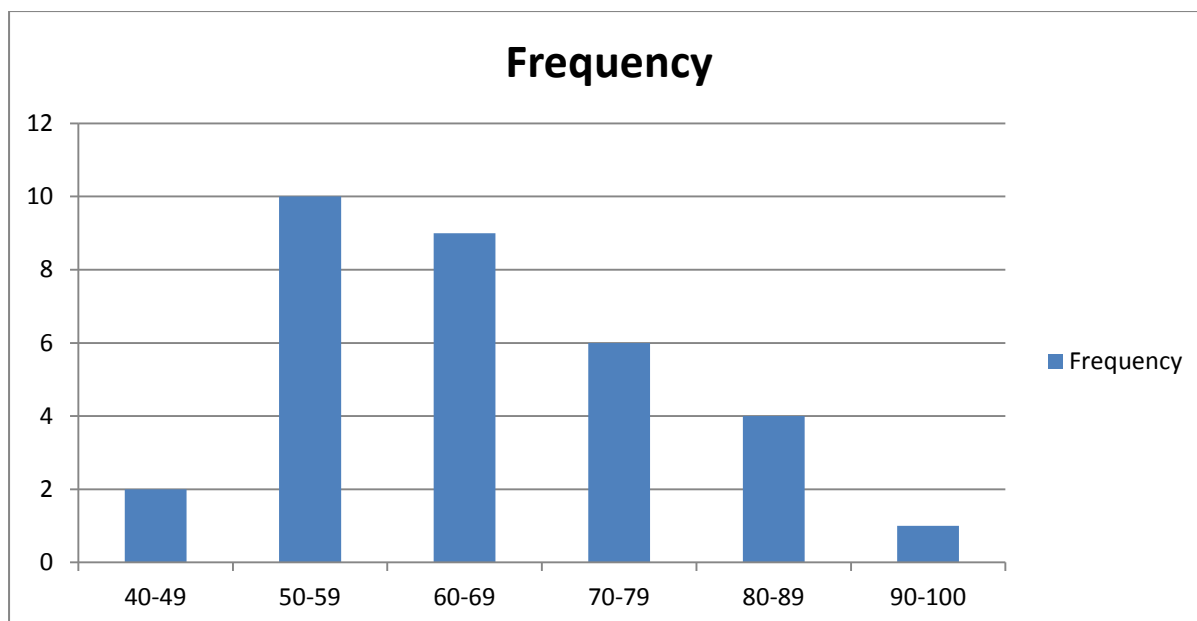
From the table above, it was known the high score of variable of adverb at recount text had been scrched by 32 students based on the total of sample research were high score 96 nand low score 40, mean score 65.56, median 2.8, and modus 48.195. Based on the calculation means score was 65.56. So, application in adverb was good. It can be known from the table interpretation mean score in chapter III. To know revalation of data was done to grouped the variable score of finding adverb at recount text which interval.

Table V
Frequency Distribution of dverbs

Interval Class	Frequency	Precentage
40-49	2	6.25%
50-59	10	31.25%
60-69	9	28.125%
70-79	6	18.75%
80-89	4	12.5%
90-100	1	3.125%
i=9	32	100%

Based on the table above, it was known that the variable revaluation of in finding adverb at recount text show that the students 40-49 were 2 students (6.25%), 50-59 were 10 students (31.25%), 60-69 were 9 students (28.125), 70-79 were 6 students (18.75), 80-89 were 4 students (12.5%), 90-100 were 1 student (3.125%).

The researcher has calculated the data by using statistic count. From the test score above, the data were tabulated. In continuation the distribution data, the researcher describes the numbers into followed histogram:



Graph 1: The histogram The Students' Adverb Mastery of the Eight Grade MTS N 4 Mandailing natal.

B. Hypothesis Testing

The hypothesis of research are the Students' Adverb Mastery of the Eight grade MTS N 4 Mandailing Natal was good. Based on the collected data, the data has been analyzed to prove hypothesis by using of Z test, it can be seen follow:

Calculation Z – test

$$\begin{aligned}
 Z &= \frac{\frac{\bar{x} - p}{\frac{p\sqrt{(1-p)}}{n}}}{\frac{p\sqrt{(1-p)}}{n}} \\
 &= \frac{\frac{\frac{9}{30} - 0.76}{\frac{0.76\sqrt{1(-0.24)}}{32}}}{\frac{0.76\sqrt{1(-0.24)}}{32}} \\
 &= \frac{\frac{0.28 - 0.76}{\frac{\sqrt{0.824}}{32}}}{\frac{\sqrt{0.824}}{32}} \\
 &= \frac{0.48}{\sqrt{0.0057}} \\
 &= \frac{-0.48}{0.075}
 \end{aligned}$$

$$= 6.4$$

$$\text{Jadi } Z_{\text{count}} > Z_{\text{table}}$$

$$= 6.4 > 0.3264$$

Based on calculation it can be concluded that $Z_{\text{count}} = 6.4$ was more than $Z_{\text{table}} = 0.3264$ ($Z_{\text{count}} = 6.4 > Z_{\text{table}} = 0.3264$). So, from the result above the researcher that hypothesis accepted.

So, this the hypothesis of the research was the students adverb mastery of the eight grade MTS N 4 Mandailing Natal. After calculated the data, it can be founded that the result of the students' in finding at recount text the means score 65.56% it can be categorize the students ability in finding adverb at recount text is good. Based on the result of the test that given to the students mastery adverb of the eight grade MTS N 4 Mandailing Natal are good (seen on the page 46).

From the value of means score, they are categorized into good criteria in the students mastery adverb of the eight grade MTS N 4 Mandailing Natal in 2019 academic year are good in the students ability mastery adverb of the eight Grade MTS N 4 Mandailing natal, so hypothesis was accepted. (see appendix V).

C. Discussion

In this research, the researcher searched the students adverb mastery of the eight grade MTS N 4 Mandailing Nata. The researcher wanted to know how is students adverb mastery such as adverb of time, adverb of place, and adverb of frequency. After analyzing the data the researcher gotten score of the students adverb mastery of the eight

grade MTS N 4 Mandailing Natal is good. It can be known from means score of the students in 65.56% it can be categorized good. (see in page 44)

The finding of this research is related to has been found by The first. is Hasanah Sari HSB. In this case, can be cagorized into low but the researcher found mastery adverb of students categorized is good. The result of the his research are far different from those of researchers¹. Although the researcher found mastery adverb of students categorized is good. The mean score 65.56%.

The second. Sherline T. Posai. Can be cagorized is good into low, it can be seen from the mean score 32.98%. The hypothesis was accepted $Z_{\text{count}} = -77.7 < Z_{\text{table}} 0.05^2$. And the researcher found mastery adverb of students categorized is good. It is are not much different.

The third Mss Khoiriyah Chema. In this case, can be cagorized well or good because the hypothesis is accepted the mean score of students 62.45%³. Although the researcher found mastery adverb of students categorized is good. The mean score 65.56%.

The fourth Umami Fadilah. In this case, can be cagorized very good. Because the hypothesis is accepted, the mean score 82.37%⁴. Although the researcher found mastery adverb of students categorized is good. The mean score 65.56%.

¹Hasana Sari HSB, *Students' Ability in Identifying Adjective and Adverb in Descriptive Text at Grade XI IN SMA Negeri 1 Brumun Tengah in Academic Year 2016*, Padangsidimpun: IAIN Padangsidimpun, 2016.

²Sherliane T. Posai, *Students' Mastery in Using Adverbs at English Study Program of Sintuwu Maroso University In Academic Year 2016*” <https://www.journal.meriam-webster.edu.com>.

³Miss Khoiriyah Chema, *The Students' Ability in Using the Adjective Order Noun Modifiers in Writing Recount text at IAIN Padangsidimpun in Academic Year 2017*, Padangsidimpun: Faculty and Teacher Training IAIN Padangsidimpun, 2017

⁴Umami Fadilah, *The Students' Ability in Identifying Pronoun in News Item at Grade X MAN Panyabungan Kabupaten Mandailing Natal in Academic Year 2017*, Padangsidimpun: Faculty and Teacher Training IAIN Padangsidimpun.

The Five. Novi Suhartati based on the result of the test and interview which are done by the researcher about the Students the in adverb clause, the mean score was 56.66%. It can be categorized into enough⁵. Although the researcher found mastery adverb of students categorized is good. The mean score 65.56%.

The last Ranisa result of his thesis is categorized in to low. It can be seen from the value of the percentage from mean score gotten by students, that is 32.98%. And also from the result of the hypothesis testing $Z_{\text{count}} = -77.7 < Z_{\text{table}} 0.05$, the researcher found that the hypothesis was accepted. Although the researcher found mastery adverb of students categorized is good. The mean score 65.56%.

Therefore, the researcher concluded that the students' adverb mastery, done by 4 (four) researchers before was categorized into low, enough, good category. It is there are two category low, there are two category enough. There is one category good then, this research is categorized good 65.56 score according to this research title was "The Students' Adverb Mastery of the Eight Grade MTS N 4 Mandailing natal". So, it means that the researcher found the different score and category among the four researchers above. It can be seen as follows:

⁵Novi Suhartati, *Students' Error Analysis in Using Adverb Clause at Grade MAS Muhammadiyah Paraman Ampaluin Academic Year 2016*, Padangsidempuan: Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan, 2016.

No.	Name of the Researcher	Result of the Research	Cagory of Means score
1.	Hasanah Hasari HSB	24.20	Low
2.	Sherline T. Posai	1.05	Low
3.	Miss khoiriyah	62.45	Enough
4.	Ummi Fadilah	82.37	Good
5.	Novi Suhartati	56.66	Enough
6.	Ranisa	32.98	Low
7.	This research	65.56	Good

D. Limitation of the Research

This research is still far from perfect, so this reseach is still limited.

Maybe there was many weakness of this research such as: the researcher is still poor in grammar subject and regulation in make the research,likewise, make this reseach is still far from perfect. And then the origin students in make the test, the researcher does not know about the students do the test what is students serious in doing the test? And how much the students serious doing the test.

Next, the problem gotten by the researcher is the limited of English books (especially about the text gennre book or about the recount text book) in the researcher's campus. In campus, there are many books about grammar especially about adverb, but not the genre of the text. So, it makes researcher is hard to finish it faster and better.

Moreover, the researcher was lack of experience in procesing thesis and data or lack knowladge about it. The researcher needed to study first for long time it makes this researh longer to finish. Then, the researcher also had to get the help from people that had done the research same with this research is near from perfection.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the researcher and conclusion of the data, it can be concluded that the students' mastery adverb of the grade MTS N 4 Mandailing Natal from the test the researcher got the mean score from the student test was 65.56%. Is categorized well or good, because it means the hypothesis is accepted by using Z_{test} , because $Z_{\text{count}} = 6.4 > Z_{\text{table}} = 0.3264$ on the students adverb mastery of the eight grade MTS N 4 Mandailing Natal at the text in 2019 academic year.

B. Suggestion

Based on the conclusion and the implication of the research that the mentioned previously, the researcher would you like to give some suggestions to people who gets benefits from the research.

1. To students eight grade MTS N 4 Mandailing Natal should be increase their mastery in learning English, especially in finding adverb at recount text and the students repeat the material after the teacher teach it in the classroom and the students repeat it in their home.
2. It is suggested to English teachers, especially to the eight grade of English teachers, to:
 - a. Make the sure the students make sure the students that they understand well about all kinds of adverb. The more the students do the exercise, the more they understand about adverb.
 - b. Make sure that the students to know familiar with the text genre especially for adverb. It is because to write the sentence are related to the grammar points.

- c. Apply the suitable strategies, methods, ways, or procedures which can improve or help the students in understanding English especially about the adverb in the sentence. Topic about adverb is not really familiar for the students so that is why the teacher needs to make the students are confident to use adverb whether it is for subject, object, possessive adjective or so on.
3. It is important to other researchers to make deepest research with the topic of this research, because it is still far from the perfect one to topic to limitation of the researcher material, knowledge and experience.
 4. It is important to other also to discuss first to the experts people about the research related to this research because knowing the knowledge about the research design and topic is bringing the researchers to arrange the more perfect research and better than this research

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1. Appendix (I)

TEST

Name :

Class :

Time : 15 Minutes



FIND AND FILL IN THE DOTS BELLOW CORRECTLY

MY EXPERIENCE

For two years
In a baby cot
For two years

When I was a baby, when I could not do anything, my parents and my elder brother took care of me. My brother is five years older than me, I didn't sleep with my mum. I slept (1) within my parents bedroom. My brother slept (2) My mum breastied me (3)

Never	Often
In the morning	

When I cried, they calmed me down. When I was afraid of something, they comforted me. My dad (4) carried me around (5) sun. When I got older, they spoonfed me, I played with my brother. I was naughty, but he (6) got angry with me. He was very patient with me.

Near my home	For two years
Sometimes	

I started my kindergarten when I was five years old. I did my kindergarten (7), one year in Kindy A and one year in kindy B. My kindy was (8)my home. I walked to my kindy with my mum or my brother. (9)I went with my dad on his motorcycle.

In the classroom, my teacher read us stories. We sang happy songs, we coloured pictures with dough and colorful paper. In the playground, we played sliding, we ran around, and we also played hide and seek.

Hardly ever	Always
Ever	

I started my primary school when I was seven years old and finished when I was twelve, (10)I also walked to school, because my school was only 200 meters from

my home.. I went to school with my brother or with my friends.(11) my dad took me to school on his motorcycle. (12).....I walked to go home by myself.

I learned many new things in primary school. I learned to write and to read in Grade 2, my favorite teacher was Mrs. Ningrum. She was very smart she taught us traditional dances and songs. She also taught us to plant trees and take care of the garden, one day she took us to the local library to borrow books.

Often	Sometimes
-------	-----------

I have many sweet memories in my primary school. My friends and I (13) helped Pak Min, the janitor because he had so much work to do. We felt happy when we could help him, my physical Education (PE) teacher, Mr. Laode (14) took us to walk around the hills and along the river near our school. We took a rest under the trees when we were tired.

Now	In the afternoon
Then	Often

I learned to ride on a bicycle in the school yard (15) after school and (16) I could ride in the small streets in the neighbourhood with my friends. My friends and I (17) spent hours chatting in the small green yard near the Kelurahan office. The boys climbed the big trees, we also swam in the river. It was still very clean at that time, it is very dirty (18)

Last year	Here
Last year	Now

.....(19), (20) I am in this SMP. (21)I was in Grade VII, and now I am in Grade VIII. This school is two kilometers from my home. I learned many new things in Grade VII. It was my first time to go to school on my bike. I met boys and girls from different parts of this town, I was very happy when I first were my blue and white uniform.

(22) was my first time to learn English, I learned to greet other people in English. To introduce myself in English, and to ask and answer questions in English. We also learned to describe our family, our friends, and our school in English. I sang my first English song. I also read my first English story.

Usually	Every day
---------	-----------

We have no helper, so my mum and my dad and also my sister. I do the chores ourselves. We make the bad, we wash and iron our clothes. We also dust the furniture. We sweep and mop the floor (23), I (24)go to the shop to buy sugar, soap, oil, salt, rice, vegetables, fruits and so on.

In the past only my mum cooked for us, now my brother and I (25) cook for the family. We fry eggs and make fried rice or noodles, when I lost something, everybody else found it for me. Now, when I lose something. I find it myself.

Have a great time doing it



Validator

Researcher

.....
NIP.

RISANUR
NIM.1520300101

2. Appendix (II)

KEY ANSWER

1. In baby cot
2. In his own room
3. For two years
4. Often
5. In the morning
6. Never
7. For two years
8. Near
9. Sometimes
10. Hardly ever
11. Always
12. Ever
13. Often
14. Sometimes
15. In the afternoon
16. Then
17. Often
18. Now
19. Now
20. Here
21. Last year
22. Last year
23. Every day
24. Usually
25. Often

3. Appendix (III)

Table I

The Students' Total in Kinds of Adverb

No.	Student' intial name	Total score
1.	MK	56
2.	AZ	68
3.	NAP	88
4.	NN	88
5.	SR	80
6.	SPM	80
7.	MAS	76
8.	KH	76
9.	SNA	64
10.	DP	76
11.	SN	76
12.	OSL	72
13.	JN	64
14.	LUSL	68
15.	IB	64
16.	APN	72
17.	MAR	64
18.	FA	64
19.	MDP	64
20.	NAMN	56

21.	NKD	52
22.	MS	60
23.	RS	56
24.	MFA	56
25.	HM	56
26.	HH	56
27.	DA	44
28.	AS	56
29.	RA	52
20.	AF	55
31.	AHN	40
32.	MFH	96
Total		2098

4. Appendix (IV)

Table II

**THE QUALITY OF THE VIII GRADE STUDENTS OF MTS N 4 MANDAILING
NATAL SUGGESTION TEST**

No	Student'Initials	Total Score	Quality Score
1	MK	56	Enough
2	AZ	68	Good
3	NAP	88	Very Good
4	NN	88	Very Good
5	SR	80	Good
6	SPM	80	Good
7	MAS	76	Good
8	KH	76	Good
9 	SNA	64	Good
10	DP	76	Good
11	SN	76	Good
12	OSL	72	Good
13	JN	64	Good
14	LUSL	68	Good
15	IB	64	Good
16	APN	72	Good
17	MAR	64	Good
18	FA	64	Good
19	MDP	64	Good

20	NAMN	56	Enough
21	NKD	52	Enough
22	MS	60	Good
23	RS	56	Enough
24	MFA	56	Enough
25	HM	56	Enough
26	HH	56	Enough
27	DA	44	Low
28	AS	56	Enough
29	RA	52	Enough
30	AF	55	Enough
31	AHN	40	Low
32	MFH	96	Very Good
Total		2098	

5. Appendix (V)

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

40	57	64	76
44	57	64	76
52	57	64	76
52	57	68	80
52	60	68	88
57	64	72	88
57	64	72	86
57	64	76	96

2. High score

$$= 96$$

3. Low score

$$= 40$$

4. Range

High sore – low score

$$96 - 40 = 56$$

5. Mean Sore

$$\bar{x} = \frac{\sum xi}{n}$$

$$\bar{x} = \frac{2,098}{32}$$

$$= 65.5625$$

6. Total of Classes

$$\begin{aligned} &= 1 + (3,3) \log 32 \\ &= 1 + (3.3) \log 1.50 \\ &= 1 + 4,95 \\ &= 5.95 \\ &= 6 \end{aligned}$$

7. Median

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 49.5 + 10 \left(\frac{\frac{1}{2}32 - 12}{10} \right) \\ &= 59.5 \left(\frac{16 - 12}{10} \right) \\ &= 59.5 \left(\frac{4}{10} \right) \\ &= 59.5 (0,4) \\ &= 23.8 \end{aligned}$$

8. Panjang Kelas Interval

$$\begin{aligned} P &= \frac{\text{range}}{\text{Banyak Kelas}} \\ &= \frac{56}{6} = 9.3 \dots\dots\dots(7) \end{aligned}$$

$$P = 9 \text{ atau } P = 10$$

Kelas Interval	f_i	xi	$fixi$
40-49	2	44.5	89
50-59	10	54.5	545
60-69	9	64.5	580.5
70-79	6	74.5	447
80-89	4	84.5	338
90-100	1	94.5	94.5
Jumlah	32		2098

9. Modus

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 49.5 + 10 \left(\frac{9}{9+2} \right)$$

$$= 59.5 \left(\frac{9}{11} \right)$$

$$= 59.5 (0.81)$$

$$= 48.195$$

6. Appendix(VI)

A. Normalitas

$$\chi^2 = \sum \left(\frac{(f_{oi} - f_{ei})^2}{f_{ei}} \right)$$

Kelas Interval	Batas Kelas	Z- score	Batas luas daerah	Luas Z_{tabel}	(E _i)	(O _i)
	39.5	-2.78	0.4973			
40 – 49				0.0419	1.324	2
	49.5	-1.70	0.4554			
50 – 59				0.2165	6.92	10
	59.5	-0.64	0.2389			
60 -69				0.0798	2.55	9
	69.5	-0.41	0.1591			
70 – 79				-0.2715	-8.68	6
	79.5	0.48	0.4306			
80 – 89				-0.0639	-2.04	4
	89.5	1.54	0.4945			
90 – 99				-0.0053	-0.16	1
	99.5	3.61	4998			

Perhitungan Z score

$$Z_{\text{score}} = \frac{BK - \bar{X}}{SD}$$

$$Z_{\text{score}1} = \frac{39.5 - 65.56}{9.40} = \frac{26.15}{9.40} = -2.78$$

$$2. \frac{49.5 - 65.56}{9.40} = \frac{-16.06}{9.40} = -1.70$$

$$3. \frac{59.5 - 65.56}{9.40} = \frac{-6.06}{9.40} = -0.64$$

$$4. \frac{69.5 - 65.56}{9.40} = \frac{3.94}{9.40} = 0.41$$

$$5. \frac{79.5 - 65.56}{9.40} = \frac{13.94}{9.40} = 1.48$$

$$6. \frac{89.5 - 65.56}{9.40} = \frac{23.94}{9.40} = 2.54$$

$$7. X^2 = \frac{33.94}{9.40} = 3.61$$

$$X^2 = \frac{(2-1.34)^2}{1.34} + \frac{(10-6.92)^2}{6.92} + \frac{(9-2.55)^2}{2.55} + \frac{(6-(-8.68))^2}{-8.68} + \frac{(4-(-2.04))^2}{-2.04} + \frac{(1-(-0.16))^2}{-0.16}$$

$$= \frac{(0.66)^2}{1.34} + \frac{(3.08)^2}{6.92} + \frac{(6.45)^2}{2.55} + \frac{(14.68)^2}{-8.68} + \frac{(6.04)^2}{-2.04} + \frac{(1.16)^2}{-0.16}$$

$$= \frac{0.4356}{1.34} + \frac{9.4864}{6.92} + \frac{41.6025}{2.55} + \frac{215.5024}{-8.68} + \frac{36.4816}{-2.04} + \frac{1.3456}{-0.16}$$

$$= 0.32 + 1.37 + 16.31 - 24.82 - 17.88 - 8.41$$

$$= -33.11 \Rightarrow X_{\text{count}}$$

A. Normality

Untuk mencari Dk

$$= 6 - 3$$

$$= 7.815$$

$$\bar{x}_{\text{count}} > X_{\text{table}}$$

$$= -33.11 > 7.815$$

= Hasilnya normal

B. Uji Z

$$\begin{aligned} Z &= \frac{\frac{x}{n} - p}{\frac{p \sqrt{1-p}}{n}} \\ &= \frac{\frac{9}{30} - 0.76}{\frac{0.76 \sqrt{1(-0.24)}}{32}} \\ &= \frac{0.28 - 0.76}{\frac{\sqrt{0.824}}{32}} \\ &= \frac{0.48}{\sqrt{0.0057}} \\ &= \frac{-0.48}{0.075} \\ &= 6.4 \end{aligned}$$

$$\text{Jadi } Z_{\text{count}} > Z_{\text{table}}$$

$$= 6.4 > 0.3264$$

7. Appendix (VII)

Table III

Schedule Activities of the Research

[illegible]

8. Appendix (VIII)

Documentation



Introduction



Explained the Test



Given the Test



Done the Test



Collected the Test



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Kepada Yth:

1. Rayendriani Fahmei Lubis, M. Ag. (Pembimbing I)
2. Yusni Sinaga, S.Pd., M.Hum (Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Judul Skripsi	: Students' Adverb Mastery of the Eight Grade MTS N 4 Mandailing Natal.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Risanur
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Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Natal

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "**Students Grde Eight MTs N 4 Mandailing Natal Ability in Finding Adverd at Recount Text**".

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.

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Yth. Dekan Bidang Akademik IAIN Padangsidimpuan
di-
Padangsidimpuan

Sehubungan dengan adanya surat dari Institut Agama Islam Negeri (IAIN) Padangsidimpuan nomor : B-1449/In.14/E.1/TL.00/09/2019 tanggal 27 September perihal Pemohonan izin Penelitian Penyelesaian Skripsi, maka dengan ini kami memberikan izin penelitian kepada saudara **RISANUR**, NIM 15203000101 pada MTsN 4 Mandailing Natal dengan Judul Skripsi "**Students Grade Eight MTsN 4 Mandailing Natal Ability in Finding Adverb at Recount Text**".

Demikian surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.



Kepada Pengguna Barang,

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