THE STUDENTS' ABILITY IN USING THE ADJECTIVEORDER NOUN MODIFIERS IN WRITING RECOUNT TEXT AT IAIN PADANGSIDIMPUAN

A THESIS

Submitted to state Institute for Islamic studies Padangsidimpaun as
a Partial Fulfillment of the Requirement for graduate Degree of
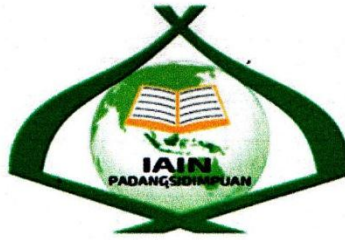*Education (S.Pd.) in English*

Written By:
MISS KHORIYOH CHEMAE
Reg. Number: 14 203 00076

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
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2018

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2017

Term   :Munaqosah   Padangsidimpuan, July 11st, 2018
         a. n. Miss Khoriyoh Chemae To:
Item   :7 (seven) exemplars   Dean of Tarbiyah and Teacher Training Faculty
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AssalamualaikumWr.Wb.

      After reading studying and giving advice for necessary revise on thesis belongs to **Miss KhoriyohChemae,** entitle **"The student ability in using the adjective order noun modifiers at IAIN Padangsidimpuan"**, we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

      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 Padangsidimpuan. That is all thanks you for selection.

Waalaikumu' alaikumWr.Wb.

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LEGALIZATION

Thesis   :THE STUDENTS' ABILITY IN USING THE ADJECTIVE ORDER NOUN MODIFIERS IN WRITING RECOUNT TEXT AT IAIN PADANGSIDIMPUAN.

Written By   : MISS KHORIYOH CHEMAE

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The Thesis has been accepted as a partial fulfillment of the Requirement for

the degree of Graduate of Islamic Education (S.Pd.) in English.

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EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION
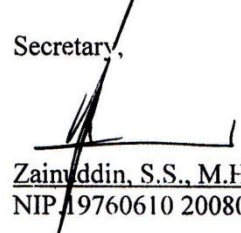
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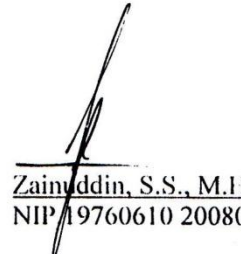
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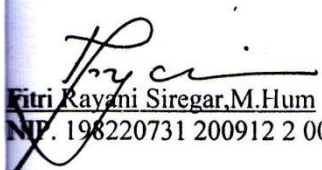
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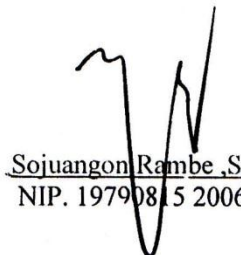
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FACULTY	**:TARBIYAN AND TEACHER TRAINING**
STUDY PROGRAM	**:TADRIS BAHASA INGGRIS (TBI-II)**
TITLE OF THE THESIS	**:THE STUDENTS' ABILITY IN USING THE ADJECTIVE ORDER NOUN MODIFIERS IN WRITING RECOUNT TEXT AT IAIN PADANGSIDIMPUAN.**

ABSTRACT

This research discussed about the students' ability in using the adjective order noun modifiers in writing recount text at IAIN Padangsidimpuan. The problems of this research were most of the students' confused to order the adjective before the noun and the students' felt difficult the language feature in writing recount text. And the aim of this research wanted to knowhow was the students' ability on sixth semester in TBI-III at IAIN Padangsidimpuan in using the adjective order noun modifiers in writing recount text.

This research observed one variable and type of research was descriptive method in quantitative research. The population of this research was the English Education Department students' and the sample of this research was class three in 2017 academic year, and the researcher used the instrument for collecting data by test. The test was written test, in this test the researcher asked the students' in using the adjective order noun modifiers in writing recount text.

Based on the result of the research and calculations of the data, it was found that the students' ability in using the adjective order noun modifiers in writing recount text at IAIN Padangsidimpuan it was categorized good, because from the test the researcher got the means score from students' test was 62.45 %it mean the hypothesis was accepted on the students' ability in using the adjective order noun modifiers on sixth semester in IAIN Padangsidimpuan.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

In the name of Allah, the beneficent and the Merciful

Praise is to Allah SWT lord of the word who has given me the health, the time; the knowledge and the strength to finish the thesis entitle "the students' ability in using the adjective order noun modifiers in writing recount text at IAIN Padangsidimpuan" Peace and greeting upon to our prophet Muhammad SAW, hisfimilies, his companies, and his followers, who has brought the human from the darkness era into the lightness era. In writing this thesis, the researcher was assisted by some people and institutions. Therefore, in this opportunity the researcher would like to say thanks to them. In truth, this thesis can't be completed without a great deal of helping from many people, they are:

1. To Mrs.Rayendriani Fahmei Lubis, M.Ag as the first advisor who has given suggestion and helps in writing this thesis and also or academic supervisor.

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7. To all my friend that from islamic students from Pattani South of Thailand and from Indonesia too. who has given spirit, support and helps me in everything.

This thesis still so far from being perfect based on the weakness of the writer. Therefore, the writer expects the constructive criticism and suggestions from the readers to improve this thesis.

Made in Padangsidimpuan,
Date July 09th , 2017

Chemae Khoriyah.

MISS KHORIYOH CHEMAE
REG. NO 14 203 00076

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CHAPTER I

INTRODUCTION

A. The Backround of the Problem.

`   Human being are social animals. Our lives depend on other humans. Human infants are born unable to transport or care for themselves. Their survival depends on onother human's efforts. We devolop and learn about the world around us through the filter of other people. These our connections to other are key to not only our survival, but also to our happiness and the success of our careers, like in the Holy Al-quran say:

يا ايها الناس انا خلقناكم من ذكر وانثى وجعلناكم شهوبا وقبائل لتعارفوا اناكرمكم عندالله اثقاكم ان الله عليم خبير

Means : *O mankind! We have created you male and female, and have made you nations and tribes that ye may know one another. Lo! The noblest of you, in the sight of Allah, is the best in conduct. Lo! Allah is Knower, Aware (QS: Al-Hujurat ayat 13)*

The fact that human is social and need each other or we can call it is social creatures. In daily life the human also do the interaction with others. In do the interactions the human need a tool namely a language. Therefore, Language has an important position in the life; it is a tool for human being to interest and to communicate in every country or natio. There are two form of communication;

they are spoken and written language. Absolutely language is a systemic means of communicating ideas by the use of conventional signs, sound, gesture or marks having understood meaning. In the world there are so many languages that can be found and one of the languages is English language.

English language has become the famous language which is studied by most people in many countries of the world. English language as interaction language what is very important to be mastered. Furthermore English refer to one of the other important subjects and every school right in Indonesia, Thailand. And English in Indonesia is used as a subject in the school since the elementary schools, junior high school, and senior high school until university.

Language skillis the ability to use their language according to the set of the conventional rules they share among themselve. It refers to the correct use of the rules of their language.People having a good language skill there isthose who can apply the rules of their language in tranferring information in their communication effectively.

In English, there are four skills that should be mastered. They are, listening, speaking, reading and writing. Reading and writing are productive skills. Listening and reading is a receptive skill. In this case, the researcher focuses on writing skill.

Writing is regard as the most valuable and important skill although it is difficult process. Learning English cannot be separated from learning writing since writing can help the English learners to express their ideas, messages, and

mind in English. Writing skill deals with the literacy. Literacy facilities people to understand the written symbols and use them to communicate with each other, such as, deliver message or give information as well. And writing also is a transforming process of thoughts into language, it means that the writer should think the content of writing first and then arrange the ideas of using appropriate language (grammar or vocabulary) into their writing.

A good writing is to write something based on the right chronologi, include has a good topic sentence and the supporting sentences. In writing, there are many problem that will be faced in writing, such as the difficulties in developing main idea, the difficulties in making good supporting sentences, less of the vocabularies and the difficulties in decide that kind of tense that should be used in their writing.

There are many kinds of writing text learn by students' senior high school in learning the writing subject. They are narrative text, descriptive text, spoof text, argumentative text, procedure text, expositive text and recount text. Recount text is written to tell about story in experience, text which retells events or experience in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative text by using the adjective order noun modifiers in writing recount text.

The ability in using the adjective order noun modifiers in writing recount text means the student's should know condition in order of adjective, understand modifiers of adjective be deeply and should knowwriting recount text.

Base onillustrations above. writing by using the adjective order noun modifiers in writing recount text at IAIN Padangsidimpuan. In fact, the writer experiences in questions at sixth semester of English Education (TBI-III) however, writing is problematic here. In fact is reveal in following illustration.

The students jumble to order of adjective before the noun, the students confuse the modifiers of adjective, the students are poor vocabulary and spelling english word, and the students feel difficult the generic structure and language feature in writing recount text.Based on all the data found of sixth semester English Education Department class three students at IAIN Padangsidimpuan.

From the explaination, the researcher interested to reseach how much the students have develop in writing recount text.Gerot and Wignel state the recount text is retell an event,use past tense, material process and particular partucipants devolop by using adjective order noun modifiers. In writing recount text, the students' will write their experienced. Here, the students will write a recount text or about their experience by using the adjective order noun modifiers. .

Basedon the explaination above formulate this research with the title"**The Students Ability in using the Adjective Order Noun Modifiersin Writing Recount Text at IAIN Padangsidimpuan''**

B. **The Identification of the Problem**

With regard to the observation conducted by the researcher, there are some factors dealing with the factors influencing the students ability in using the

adjective order noun modifiers at sixth semester of English Education Department in IAIN Padangsidimpuan. The students jumble to order adjective before the noun, the students confuse the adjective modifiers, the students are poor vocabulary and spelling English word and the students feel difficult the generic structure and language feature in writing recount text.

C. **The Limitation of the Problem.**

Based on identification of the problem above, the researcher focuses on the students using the adjective order noun modifiers in writing recount text speacially in nominal sentence at sixth semester English Education Department (TBI-III) in IAIN Padangsidimpuan.

D. **The Formulation of the Research**

Based on the limitation problem above, the formulation of the problem is How is TheStudents' Ability in using the Adjective Order NounModifiersin Writing Recount Text atIAIN Padangsidimpuan?

E. **The Objectivesof the Research**

Based on the formulation of the problem, the purpose of this research is to describe the efforts to analysis the students' ability in using the adjective order noun modifiers in writing recount text in IAIN Padangsidimpuan.

F. **The Significant of the Research.**

The significant of the Research are expected to be useful for:

1. Practically, the theory of the research I expected is useful for the teacher as an in formation and source of teaching on English Education department in IAIN Padangsidimpuan.

2. To headmaster of English Education Depatment in IAIN Padangsidimpuan can be preferable to the text researcher to field the knowledge.

3. English teacher, as a reference to develop their teaching writing recount text.

G. The Definition of Key Terms.

Avoiding vagueness and missunderstanding in assuming the title of the research, then it was clarified

1. Student.

    Student is a person who study stated from kindergarten (TK), elementary school (SD), Junior high school (SMA), and University. According to Hornby, "student is a person who study at college or University"[1]. Whereas, Rama Yulis in his book "ilmu pendidikan islam" says "the student is the member of society that tries to develop his or her thought education level process and kinds of certain education"[2]. Likewise I can conclude the definition of students' is a person who lives together and studies in a formal education and how is their relation as a member of society to develop education level process.

2. Ability .

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[1] A.S Hornby, *Oxford Learner's Pocket Dictionary*(New York: Oxford University, 2003),p.429.
[2] Ramayulis, *Ilmu Pendidikan Islam* (Jakarta:Kalam Mulia, 2002), p.77.

Ability is capacity or power to do something physical and mental as skill expertness or talent.[3]So, the researcher can conclude the ability is talent or special nuture power to do something well of the students' ability is understanding or power of the students' and get good score in the class.

3. Writing

Writing is the process of result of recording language in form conventional shed visible mark or graphic signs on a surface. According to Saggam says that, writing is the productive language skill it is the skill of a writer to communicate information to a reader or group of reader.

4. Recount text.

Recount text is the process of giving information by text, to retell events for the purpose of information or entertaining. According to Pardiyono, recount secara sederhana dapat didefinisikan satu jenis text yang di buat dengan tujuan untuk memberikan information (to inform) tentang activitas di masa lalu.(Recount can be simple definition is a kind of the text with the make sentences to inform about activities in the past).

Generic structure of recount text are:

a. Orientation.

b. Event.

c. Re-orientation.

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[3]Victoria Neufalt & David, *Webstern New World Collage* Dictionary (USA: Mac Millian, 1995), p. 2.

5. Adjective order noun modifiers.

Adjective is a word used with a noun to discribe or point out the person, place or thing which the noun names, or to tell the number or quality. Adjective is used to give character of noun and all noun have restrictive strength limited. Adjective are nearly always used in connection with a noun or pronoun to give information about the person, thing, or group refer too. Adjective usually occur in a specific order. Generally, the adjective order noun modifiers are: Determination, quality character, size, age temperature, participle, shape, color, origin location, material and noun

CHAPTER II

THEORITICAL DESCRIPTION

A. **The Theoritical Review**

1. **Defination of the students' Ability.**

Students' is a person who studies, or investigates a person who is enrolled for study at school, college,etc.[1] The Student according to oxford dictionaries is person who studying at a collage of university, person studying at secondary school, any person interested in a particular subject. And ability is physical, mental, or legal to perform ability to accomplish whatever he sets his mind too and also Ability is a power mental that have by someone to do something, a property.

Mariam says that the ability is actuality or being able, especially in physical, mental or legal power to perform[2]. So the researcher can conclude that the students' ability is intendend in this research is a person who studies ability in writing text becouse in writing text this can improve a person in physical, mental, legal and also improve in imagination.

Wooth W.and Marquisstates thatthe word "ability" has three meanings, they are:

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[1]Victoria Newfeldt, *Webster's New World College Dictionary* (USA: Macmillan, 1996), p. 1330.

[2]Mariam Website, *Webster's Colegiate Thesaurus* (USA: Massa Chusettes, 1976), p.33.

a. Achivement is actual ability and can be measured by straight use of the instrument or devised test.
b. Capacity is potential ability and can be measured by not straight, the individual's capacity.
c. Aptitude is quality and can be expressed by especially training.[3]

Based on above definitions, the reseracher concludes that the students ability is a power level of skill or intelligence of a person who is studying in a university or college in performing something. Students' ability is a person who has a level of skill or intelligence in using adjective in writing text. So that ability is talent or special nature power to do something well ofstudents'. And the student ability is understanding or power of the students'knowledge and can get good score in the class. Especially,in using the adjective order noun modifiers in writing recount text.

2. Writing.

a. The definition of writing.

Writing is the one of the basic skill of English language it is generally considered one of the most difficult that other skill for foreign language students. Even native speakers feel difficult in showing a good command of writing (Johnstone, Ashbough, & Warfield, 2002)[4]

Writing is a process organizing the idea, opinion and feeling into written form, it is complex activity with the control language both of the sentences

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[3] H. Dauglas Brown, *Teaching by Principle and Approach to Language Pedagogy* (New Jersey: Engle wood cliffs,2001), p.238.
[4] Muhammad Javed, *A study of student Assenssment in writing skill of the English Language* (International Journal of Instruction: July 2013. Vol 6 No 2)

level (grammatical, structure, vocabulary, punctuation, spelling, and leter information).[5]

From the explanation the definition writing above the researcher can conclude the writing is part of tool for people communication of ideas, feeling, perception and personal experience.

Writing is the skill of writer to communicate information to readers. Her or his skill is also realized by his or her ability to apply the rules of the language she or he is writing to transfer the information s/he has in her or his mind to her or his readers effectively. The ability s/he has includes all the correct grammartical aspect of the language s/he is writing, the types of information s/he is transferring, and the rhetoric's s/he is conducting in a communicative event too.[6] It writing is the skill to transfer the information our mind to readers effectively with correct rule of a good writer.

Rivers and quoted by Swarbick describes five stages of development which students need to go through in acquiring competence in writing, i.e:copying reproduction, recombination, guided writing, and free writing. In terms of writing process, the content and the medium of the writing may influence it. The process and planning, drafting, editing and final version or

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[5]Hasson Anne, *Brain-frienly strategies for developing student's writing skill,*http:// english forthesis.blogspot.co.id /2012/05/what-is-writing.html?m=1 retrieved on May, 07, 2018 at 09:00p.m.
[6] Siahan Saggam, *The English Paragraph* (Yogyakarta: Graha Ilmu. 2008), p. 2.

final draft. The steps are important in composing a good writing.[7] It mean writing is always be a way of communication to give a message by writer. It tends to be means how to express though, ideas, feeling and development with five above.

So, that the researcher concludes writing is a process where a writer needs his ability in transform what he thought into verbal symbols and activity to tr nsfer the ideas and expressing thought by experiences in draft of the paper

b. Purpose of writing

After the student understand about definition of writing and the type of the student ability, researcher would write the purposes of writing. Writing can should be a stimulating, challenging activity central to all learning and development because, as Irmascher says, "ones we move students beyond those basic levels profiency (grammatical structure and basic punctuation), we then see new dimensions of expressiveness, imaginativeness, and intelectual growth that are acceassible only to someone angaged in composing, wether that performance is acting, dancing, painting, or writing[8]. Likewise writing is so important to learn because that is like a central to all learning and development.

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[7]Zamilah S, *The Student Ability In Writing Recount Text At Grade X In SMA Negeri 3 Padangsidimpuan in 2016-2016 academic year (Unpublished Thesis)*, IAIN Padangsidimpuan, 2016,p.12.

[8] J.B. Hughey,*Teaching ESL Compasition And Techniques* (New York: Newbury House Publishers, 1983) p.4.

One of teacher most critical responsibilities as writing teacher is to communicate students the functions and benefit of writing. As a lifetime skill, writing serves four crucial, enduring purposes for the learner; communication, critical thining and problem solving, self-actualization, and control of personal environment.

1) Writing is an essential form of communication.

Thorough writing we express our feelings, hopes, dreams, and joys as well as our fears, angers, and frustrations. Writing, then, is a letter to the family recounting the delights of discovering new friends or the loneliness of days spent in a new environment with out the supportive bonds of family. Through writing we express our ideas, plans, recommendations and our commitments. We explain to others who we are, what we believe and understand, and why we believe and understand as we do. For students, writing is a primary medium through which they demonstrate their understanding and interpretation of concepts and theories studied for many weeks or months.

2) Writing is for self-actualization.

Writing, as a way of discovering and developing ourselves, is a mean for self-actualiation. What we learn about our selve and develop within ourselves through writing can help us to realize our individual

potential and to achive personal goal. Therefore, besides being an external activity through which we communicate with others, writing also serves our innerselves.

3) Writing helps us control our personal environment.

Student frequently view writing in English as non essential to meet their urgent and daily needs. Yet writing is closely tied to daily communication in the "reaworld," and students need to be encouraged to believe that they will never attain full literacy in their second language untill they have achived competence in writing. Based on above there are the functions and benefits of writng, dreams, and joy as well as our fears, angers, and frustrations and so on in writing. Therefore, the researcher concluded that students need to recognize that writing is a tool for survival in the real world.

3. **Recount Text**

a. **Definition of Recount text.**

Recount is text which retells eventor experiences in the past. The purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.[9]

Knapp&Swathinsstate that is purpose of a recount is to list and describe past experiences by retelling events in order in which they happened.[10] In addition, Linda Gerot and Peter Wignell states that recount text is to retell event for the purpose of informing or entertaining. In the text recount, nothing goes wrong as it does in narrative; all events occur normally as they do in natunal settings.Then, recount text is to tell what happened or to document a sequence of events and evaluate their significance in some way[11]. So, based on above of explanation recount text is to retell events, it happens in the last time. Based on above recount text is a text retell of experience, to inform or entertain the audience.

b. **Purpose of Recount text.**

[9]Puguhy Lianto, *Recount Text,* /https://www.google.com/amp/s/pahpuguh/2011/08/15 recount-text retrieved on April, 17, 2018 at 09:35 p.m.

[10] Wenny Saswita and Busmin Gurning. *Imroving Students' Achievement in Writing Recount Text throgh Focus Group Discussion (FGD),* (UNIMED: 2012), p.4

[11] David, Butt, *Using Functional Grammar(An Explorer's Quide) (National Centre For Englisg Teaching And Research*: Macquarie University, 2000), p.9.

Recount text purposes to tell readers what happened in the past through a sequence of events or to retell events for the purpose of informing or entertaining[12]. Its means, recount text purposes to tell what happened in the past time, for example ; I went to the school last time. Recount text also purposes to document a sequence of events, for example, in sentence i went to the school, ''went'' is event.

The purpose of a recount is to allow the writer or speaker to retell events from the past, this could include personal events, factual incidents or imaginery incidents. The intention of it to reconstruct and interpretexperience and past events to inform or entertain the audience or reader[13] based on explanation the researcher can conclude the purpose of recount text is to portion out of personal event in the past time to inform or entertain the audiences or readers.

c. **Generic structure of Recount text**

Here structural element of recount text, consist to orientation, events and reorientation and will be explain as follow.

Table I.

---

[12]Zamilah S.*Op.Cit* p.15.

[13] Yusnilawati S., *The Analysis Of Students Simple Past Tense Ability In Writing Recount Text At Grade XI SMK Negeri 1 Padangsidimpuan in 2012-2013 academic year (Unpublished Thesis)*, (IAIN: Padangsidimpuan, 2012), p.25.

The structural element of recount text[14]

STRUCTURAL ELEMENT	Orientation (using noun and pronoun)	It give the readers the background information needed to understand the text such as who was involved, where it happened, and when it happened. Example :Muhammad, they, you and I
	Record and events	A series of events, ordered in a chronological sequence.
	Reorientation	A personal comment about the event or what happened the end.

1) Orientation

Introducing the participants,using first person point of view, place and time, in orientation the paragraph usually introduces the participants, who are being involved in the text and that orientation consist of topic of an activity or event which is told, while it functions to attract the attention of the reader and focus their attention.[15]

As otong setiawan Djuharien says: '' orientation refer to part of the text which gives setting or introducing''[16] the part will guide the reader to make quessing of the content or from of the text which is

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[14]Admin, *British CourseTempat cari reference bahasa Inggris.2017* <https://www. britishcourse.com 2017.

[15]Lianto Puguhy, *Recount Text,*<https://www.google.com/amp/s/pahpuguh/2011/08/15 recount-text retrieved on April25th 2018 at 08: 30 p.m.

[16] Setiawan O., *Genre* (Bandung:Y Rama Widya, 2007), p.44.

read. It mean after the reader read an orientation of the text, the reader can guest the content of the text. Short definition, Gerot and Wignell say: "orientation provides the setting and introduces the participants."[17]Relate to the above of explanation, the researcher concludes that orientation is a part of structure of recount text which content participant, place, and time of the events. It can be dietermined by giving question "who, where and when", and usually occurs in the beginning of the text

2) Events.

An events are identified and described in chronological order. Gerot and Wignell states that Event is tells what happened, in what sequence.[18] In another word, Otong states that event is sequence of event.[19] In addition, according to pardiyono states that "event contains of recording of activities or event in the past that is told based on it chronological event". Based on explanation above the writer concludes the event is refer to show phenomenon that happen. Such as: I bought many book last week. In the sentence, the event can be found on verb

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[17] Gerot L. and Wignell P., *Making Sense Of Functional Grammar* (Australia:Gerd Stabler, 1994), p.194.

[18]Pradnya Permanasari, *An Analysis on Recount Writing of the Fofth Term Student of English Department Teachers' Training and Education Faculty*2011-2012 academic year (Unpublished Thesis) Pekongan University, 2011

[19] Gerot L. And Wignell. *Op.Cit*,p.44.

is "bought". Here the word "bought" show the subject phenomenon or activity.

3) Re-orientation.

Otong states that "Re-orientation refers to the part of text that gives indication that the event in the text have finished". It means the Re-orientation is the last part of text or the place is the last paragraph. briefly, Pardiyono states that re-orientation contains the brief conclusion of the record events. Based on explanation above the writer concludes both experts determine re-orientation as the conclusion of the text. It also can be determined as the ending of the event in the text or story.[20]

d.   The language features of Recount text.

The language features of recount text text, tell about language or part of speech that use of recount text. Here will be explained as follow:

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[20]Rayendriani Fahmei Lubis. *Simple Past Tense in Recount Text*. *(English Education for Journal)*, IAIN;Padangsidimpuan, 2014) p.36

Table II.

The language feature of recount text

Hyland (2004:135) states that the common grammatical features or

characteristic of recount text are:[21]

Language features.	1. Use of nouns and pronouns to identify people, animal, things involved	Example: I, You, Ahmad, Muhammad, his, your
	2. Use of action verbs to refer to event.	Example: went, spent, played, run.
	3. Use of past tense to locate event in relations to speaker's or writer's time.	Verb II, Example: went studied, wrote, ate and drank.
	4. Use of conjunctions and time connective to sequence of events.	For, but, and, after, finally,
	5. Use of adverb and adverbial phrase to indicate place time.	In my house, two days ago, slowly, cheerfully
	6. Useof adjective to describe noun.	Beautifully, sunny

e. **Example of recount text.**

The example of recount text.

Some friends and I went to Yogyakarta for a vocation last month. It was fun and we had a wonderful tie there.We had our vacation soon after the school exam was over. We chose to went Yogyakarta bacause we thought that the place was nice and the people were friendly. In addition, some friends have told me that it has a lot of places of interests. We left for yogya early in the morning, and we took Pramex train that departed

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[21]Etri Hidayati, Sukam Dian Antoni Rivi. *Improving Students' writing skill in recount text by using personal letter at eight grade of SMP Tiga Hajiin 2014-2015 academic year (Unpublished Thesis)*, University of Pasir Pengarain 2015. p.2

from Solo at 08:00. We got off in Yogyakarta Railway station, and headed to one of the food stalls in Malioboro for some food and drinks. We were surprised to see that everything in Malioboro has been arranged well now.After we had a walked around the pace for a few minutes, we took a taxi and headed to one the most famous beaches, Parangteritis Beach. On the beach, we really enjoyed the beauty of the waves reaching the seashore. We stayed there for several hourse, before finally we decided to be back to Solo.We were very happy to spend a day playing waters and enjoy he natural beauty of the beach. We left Raiway station at a quarter to four by pramex train and got home around 05:30. It was both tiring and fun.[22]

Table III

The example of recount text with generic structure

Orientation.	Some friends and I went to Yogyakarta for a vocation last month. It was fun and we had a wonderful tie there.
Event.	We had our vacation soon after the school exam was over. We chose to went Yogyakarta bacause we thought that the place was nice and the people were friendly. In addition, some friends have told me that it has a lot of places of interests. we left for yogya early in the morning, and we took Pramex train that departed from Solo at 08:00. We got off in Yogyakarta Railway station, and headed to one of the food stalls in Malioboro for some food and drinks. We were surprised to see that everything in Malioboro has been arranged well now. After we had a walked around the pace for a few minutes, we took a taxi and headed to one the most famous beaches, Parangteritis Beach. On the beach, we really enjoyed the beauty of the waves reaching the seashore. We stayed there for several hourse, before finally we decided to be back to Solo.

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[22]Ulta Readina and Intan Mirantia. *Recount text*/ https://www.slideserve.com/jimbo/recount-text .retrieved on April, 01, 2018 at 10:20 p.m.

Re-orientation.	We were very happy to spend a day playing waters and enjoyed he natural beauty of the beach. We left Raiway station at a quarter to four by pramex train and got home around 05:30. It was both tiring and fun.

4. Adjective order noun modifiers

a. Definition of adjective.

The adjective is a modifier that has the grammartical property of comparison, It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies. But it fills other positions as well.[23] The adjective is that it is a word that describes or clarifies a noun. And describes noun by giving some information about an object's : Determiner, Quality, Size, Age temperature, Participle, Shape, qColor, Origin Location, Material.[24]

An adjective is a word which qualifies a noun, that is shows or points out some distinguishing mark or feature of the noun. Adjective is a word with a noun to describe or point out, the person, animal, lace or thing which the noun names, or to tell the number or quality.[25] It means the adjective is a worsted to express the quality number to point out the person or thing.

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[23] Frank, Marcella. *Modern English A Practical Reference Guide* (New York University: Prentice-Hall, Inc.1972), p. 109.

[24] Ranvali Wasineethip &Shupasit limjren. *Perfect English Grammar* (Nontha'buri: 2014) p.30.

[25] Wren and Martin, *High School English Grammar And Compasition* (N.D.V: Prasada Rao), p.19.

Adjective also describing words that then to be used in two ways: before a noun attributively as a pre-modifier or the adjective order noun modifiers, and after a verb predicatively as a complement to the subject or object of a clause.[26]

Based on explanation above the researcher concludes the definition of adjective is a word which quality like group of quality character, size, age temperature, participle, shape, color, origin location, material of a noun to describe or point out like the person, animal, place, and thing and usual position is before the noun.

b. Definition of Adjective order noun modifiers.

Adjectives are words that modify a noun or pronoun. In other words, they describe a person, place, or thing in a sentence. Adjective usually come before the noun.

In English, generally have a specific order of adjectives (although this can sometimes be flexible). When the writer want to give more information that can be provided by using a noun alone, the writer can add some adjective to identify a person or thing, and a number of adjective used together, the order depends on the function of the adjective. The usual order is:

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[26]Knap P. and Watkins, M., *Genre Text Grammar Technology For Teaching And Assessing Writing* (Sydney: University Of New South Wales Press, 2005), p.41.

1. Determiner

   a) Article,demonstrative

   b) Posessive

   c) Indefinite, ordinal, cardinal

2. Opinion/Quality character

3. Measureement/size

4. Age

5. participle

6. Shape

7. Color

8. Origin location

9. Material

10. Purpose

Obviously we never have a sentense that uses 10 adjectives to describe one noun: in fact, it would be rare to find a sentence that uses more than three adjective to modify the some noun. We do need to know a little about each type, though, so that when we need to use two or three adjective in a row, we'll use them in the right order.[27]

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[27]Farlex,*The Farlex grammar book*. https://www.thefreedictionary.com/order-of-adjectives.htm retrieved on April, 07, 2018 at 10:00 p.m.

1) **Types of adjective**.

   a) Determiners

   The basic sentence worked with so far have not really been very interesting,and detail.

   Example:

- Article-The, a, an,

- Demontrative -this, that, plural those,

- Indefinite Numeral -some, few, all, more.

- Posessive –my, her, his, their, your, our, its.

- Ordinal- first, second, third

- Cardinal- three, four .[28]

   b) Opinion/quality character

   Adjective of opinion always after determiners descriptions of the noun. There are two types of opinion adjectives. The general opinion adjective and can be used with any kind of noun, whether it is a person, place or thing.

   Example: Beautiful, boring, stupid, delicious, useful, lovely, comfortable, nice, strange, good, bad.

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[28]Wright Jessica and earattanaphorn sirintha. *English Clinic*(Bangkok: gift and give, 2007) p.278

c) Size or measurement.

Adjective of measurement can tell us about the size, height, length, and weight of person or a thing. Some of the most common adjective of measurement are: Big, colossal, fat, gigantic, great, huge, immense, large, little, mammoth, Massive, miniature, petite, puny, scrawny, short, small, tall, teeny, teeny-tiny, tiny

d) Age Temperature

Adjective of age can describe how old a person, place, or things. we have to be carefull with adjective or age, because some are used to describe only people, some are used only for things.

Example: To describe for people -old, young, youthful, elderly

　　　　　To describe for things- new, antique

e) Participle

Completed –ed / ongoing –ing. Completed state is verb expressing a process may take past participle forms which can modify nouns and express completed stated. These modifiers have some adjective and some verb-like properties. Past participle modifiers are pre-position (placed before the word it modifiers) and are devived from reduced clauses. Example: broken, fried, loved, cooked, dripped, crossed, and closed. Verb expressing a process may also take present participle form, which can modify nouns and express states in progress. These

modifiers also have adjective-like and verb-like properties. Example: growing, breaking, interesting, falling, frying, loving.

f) Shape

Adjective of shape usually describe objects. The most common are round, square,rectangular, triangular, and oval. However, there are many words that describe the shapes of objects that we see all around us but that are used less.

Example : bent, concave, flat, straigh, twisted, symmetrical.

g) Color

Adjective of color include the names of particular colors themselve, .

Example: green, white, blue, reddish, purple

h) Origin location

Adjective of origin describe where somrthing comes from. Usually, these are adjective that refer to a specific country or region.

Example: American, British, Italian, eastern, Australian, India, Thailand.

i) Material

Adjective of material tell us what something is made.

Example: gold, wooden, silk, paper, synthetic, cotton, woollen[29]

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[29]Farlex, *Op. Cit.,*

j) Noun

Noun is a word used as the name of all things; people know about, have, see, hear, taste, smell, or feel. This includes words for people, things, words, for thing someone knows exist but cannot touch, and an idea or quality of mind is defined as a noun.[30]Further, also stated that noun can be classifies into proper nouns, collective nouns, material nouns, abstract nouns, countable and uncountable nouns.[31]

Based on all the types of adjective above for clearly we can see the adjective order noun modifiers in the table IV.

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[30] Jean Yates, Practice *Makes Perfect: English Vocabulary For Beginning ESL Learners,* (United State America: Mc Grow Hill Componies, 2006) p.1.

[31] Hartanto, John S, *AccurateBrief, And Clear English Grammar*, (Surabaya: Indah, 1996), p.14

Table IV

The adjective
order noun
modifiers

	1, 2, 3	4	5	6	7	8	9	10	11	12	
ORDER OF MODIFIERS BEFORE THE NOUN	**determiner**	**Quality character**	**size**	**Age temperature**	**participaple**	**shape**	**color**	**Origin location**	**material**	**noun**	**Principal nouns**
	The	Beautiful	Big	Old	Neglected	Square	Red	Jamaican	Stone	Plantation	House
	The	nice	small	new	interesting	long	green	Indonesia	iron	chair	s

2) Example the adjective order noun modifiers in the sentence.

    a) a large round table   :Determination-size-shape-noun

    b) a young Italian woman   :Determination-origin-noun

    c) a beautiful green silk dress :Determination-opinion-noun

    d) a clear round green glass bow :Determination-opinion-shape-color-

       noun[32]

c. **Example of Recount Text by using the Adjective order Noun Modifiers.**

> Last Friday, a friend*(a beautiful tall friend)* of mine asked me to accompany her to bought a new shirt*(a lovely new interesting long pink cotton shirt)* at a department store*(a nice big new amazing square Indonesia wood department store).* We left home at 2.00 p.m by bicycle*(a endure small new interesting short black Indonesia iron bicycle).* As soon as we arrived there, we went to the clothes section*(the nice big long cotton clothes section).* I let her choose an item.
>
> An hour later, I got bored watching her get conflicted about choosing. So, I left her and went to cassette counter*(the small square red stone counter).* Thirty minutes later, I went back to the clothes section *(the nice big long cotton clothes section)* but I couldn't find her there. My mobile phone*(my fitting small old rectangle black China iron mobile phone)*was broken so I couldn't call her. I went to the parking area*(the big long white parking area).* I saw her bicycle*(an endure small new interesting short black Indonesia iron bicycle).* there but I couldn't find her. I waited for her for a few moments. Then, finally I gave up and decided to go home. When I arrived home*(the small old square brow Indonesia wood home).,* my mother*(my beautiful mother)* told me that my friend*(a beautiful tall friend)*had call. She said that she was in the department store*(a nice big new amazing square Indonesia wood department store)* looking for me. Mother*(my*

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[32]Wright Jessica and earattanaphorn sirintha. *Op. Cit.,* p.279

beautiful mother) asked me to go back to the department store*(a nice big new amazing square Indonesia wood department store)*.

Reluctantly, I walked to the department store*(a nice big new amazing square Indonesia wood department store)*, and did you know what happen? When I arrived there, her bicycle was not in the parking area*(the big long white parking area)*. He had just gone home*(the small old square brow Indonesia wood home).* I was very tired. There was no other choice. I had walked home again, when I arrived home.I was so tired, I was very angry, but when I saw my friends'*(a beautiful tall friend)* broad smile greeting me in front of the door, we just couldn't help laughing at our foolish act.[33]

B. Review of Related findings.

Related to this research, some researches had been done as below:

The first, Siti Zalimah the title is "the students ability in writing recount text at grade X in SMA negeri 3Padangsidimpuan". The research was conducted with descriptive analysis and qualitative approach. There were from 23 students, the researcher got 74.17 mean score as can be category good.[34]

The second, Fauzan Lahmuddin Dalimunthe the title is "students' ability in identifying nouns and adjectives of the second semester in TBI at IAIN Padangsidimpuan". It was from 30 students, can be categorized enough becouse the total was 50.76 mean score.[35]

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[33]Sri Nirwani, *The Ability Of The Tenth Grade Students In SMA Negeri 1 Batang Angkola In Writing Recount Text,in 2015-2016 academic year (Unpublished Thesis)*, (Padangsidimpuan: Join Photo, 2016), p.17.
[34]Zalimah siti, *Op.Cit,.* p. 22
[35]Fauzan Lahmuddin Dalimunthe, *Op.Cit.,* p. 24.

The third, Hasanah Sari HSB the title is "students' ability in identifying adjective and adverb in descriptive text at grade XI in SMA Negeri 1 Barumun Tengah" in this, the conclusions of this research as the students' ability inidentifying adjectives and adverbs at grade XI SMA negeri 1 Barumun Tengah can be categorized in to low categories, because mean score 24,20%.[36]

The last, Sri Nirwani the title is "the ability of the tenth grade students' in SMA Negeri 1 Batang Angkala in writing recount text"after she calculating and analyzing the data from the students' score, it could be found the score of the student was 2946 from 44 students'. Based on the criteria above the cumulative was 67%. From calculate that the mean score was 67. So it could be categorized that the ability of the tenth grade student in SMA Negeri 1 Batang Angkala in writing recount text in 2015-2016 academic year was enough category.[37]

C. Conceptual framework

Based on the theoretical review and review of related findings, the researcher make conceptual framework of this research. In teaching and learning process, especially in writing. Writing skill has significance in determining the student communicative competence in target language, also having good abilities in

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[36]Hasanah Sari HSB. *students' ability in identifying adjective and adverb in descriptive text at grade XI in SMA Negeri 1 Barumun Tengah(Unpublished Thesis)*,IAIN Padangsidimpuan , p. 21.
[37]Sri Nirwani, *Op.Cit.,* p. 19.

writing will help the student to explore ideas and write them into readable text orderly and grammatically.

One of the students' problems in learning English is in writing, especially in writing recount text by using the adjective order noun modifier. The students jumble to order of adjective before the noun, the students confuse the modifiers of adjective, the students are poor vocabulary and spelling english word, and the students feel difficult the generic structure and language feature in writing recount text. Therefore the researcher conducted a research to find out about the students' ability in using the adjective order noun modifier in writing recount text at sixth semester in IAIN Padangsidimpuan.

D. Hypothesis

Hypoyhesis is a temporary answer to the formulation of research problems, in which the formulation of the researchproblem has been ststed in the form of a question because the answer is giving based on the theory. Hypothesis formulated on the basic of the framework is the answer to the problem while is formulated.

Formulated research hypothesis is that research using quantitative approach. Furthermore, the hypothesis has been tested with a quantitative approach. So, the hypothesis of students' ''the students' ability in using the adjective order Noun modifiers in writing recount text at IAIN padangsidimpuan are in the level of 60-70% is categorized the students competence in composing is good.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research.

The location of this research is at Jl. HT. Rizal Nurdin KM. 4,5 Sihitang Padangsidimpuan of North Sumatera 2017-2018. The subject of this reserch is the sixth semester of English Education Department in IAIN padangsidimpuan and schedule of this research has been done from July untilMay 2018.

B. The Research Design

Basedon the analysis of the data, the researcher used the quantitative research. It is an analysis research, this research observed one variable and type of the research is descriptive method

Quantitative method is a "method which describe condition of the present time naturally, descriptive is carried out obtain information about the references, attitudes, practices or interest some group of people.[1] Descriptive method is a descriptive study determiner and describes the way things are Descriptive method. Descriptive research can be quantitative and qualitative. It can involve collection of quantitative information that can be tabulated along a continuum in

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[1] L. R Gay And Peter Airsian, *Education Research Competencies For Analysis And Application* (USA: New Jersey, 2000), p.279.

numerical form. Such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categorize of information such as gender or patterns of interaction when using technology in a group situation.

Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes that the data collection. So, it can be concluded that descriptive method will use to describe the students' ability in using the adjective order noun modifiers in writing recount text at sixth semester in IAIN Padangsimpuan.

C. The Population and Sample of the Research

1. The Population of the research.

This research inconducted at sixth semester of English Education Department in IAIN Padangsidimpuan. The compus was locate Jl. HT. Rizal Nurdin KM. 4,5 Sihitang Padangsidimpuan of 2017-2018.

There are many perception about population that publisher by the expers. First, Gay notes. Population is the group of interested to the researcher, the group to which she or he would like the result of the study to be genelazable.[2] Second, Sugiyono in Ruslan that population is generalization area consists of object / subject has special quantitay and

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[2]*Ibid.,* p .14

characteristic which determined by researcher to get conclution.[3] And according to Ary and Sukardi that population is all members of well defined class of people, event, or object. The last Sukardi describes that population is the elements of research as target of result research theoretically.[4]

From many statement and definition about population, the researcher concludeds that population is generalization area that has characteristic and quality who want to be studied and want to be concluded by the researcher.

The population of this resrach, the researcher choose all of the student at fifth semester inTBI at IAIN Padangsidimpuan students in 2017 academic year. They consisted of three classes and the total numbers of them are 93 students.

Table V

Population of English Education Department

in IAIN Padangsidimpuan students'

No	Class	Numbers of students
1	TBI-I	36Students
2	TBI-II	32 Students
3	TBI-III	22 Students
Total		90Students.

2. **Sample of the research.**

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[3] Rosadi Ruslan, SH, MM., *Metode Pendidikan Penelitian Public Relation Dan Komunikasi,* (Jakarta: PT. Raja Grafindo Persada, 2004), p.133
[4] Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: Bumi Aksara, 2003), p.53.

The sample of this research was the students at sixth semester of English education department in IAIN Padangsidimpuan. Sample is a part of population which will be researched. As stated by L.R.Gay and Peter Airasian states that "the sample comprises the individuals, item, or event selected from a large group referred to as a population"[5].Arikunto that "sample is a part of population researched." The result of research from the sample taken is generalized to whole population. In this researcher taken of population as sample being the subject is less than 100. So the researcher takes all population as sample of research.

The researcher guided to the opinion of Suharsimi Arikunto, who said: "when the subject is less than 100, it was better to take all together and if its amount was more it should be taken by 10%-15% or 20%-25% or more.

Then, sample was taken by using purposive sampling technique. It is a technique used when the population has not the opportunities to choose as sample of research, and it's also include in non probability sampling. The sample of research was students from all of students at sixth semester in TBI-III at IAIN Padangsidimpuan 2017 academic year are 25% and the reason to choose TBI-III at sixth semester becouse at sixth semester have study about writing recount text and adjective order noun modifiers, easy to get information, and thelast class of TBI this year so I think if TBI-III can

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[5]L.R. Gay And Peter Airasian, *Op.Cit.*,p.121.

get good score in writing recount text by using the adjective order noun modifiers for others class can do it too.

D. The Technique of the Data Collection.

A researcher must have an instrument in the research. Because a good instrument can be guarantee for taking the valid data. This, Suharsimi Arikunto says that Instrument is a toll of facility is used by the researcher in collecting data.[6] The process is easier and better with more careful, complete and systematic. So, in this research, the researcher used the instrument for collecting data by test.

1. Test

Test was given to know the students' ability in using the adjective order noun modifiers in writing recount text. Test is a way of discovering, by questions or practical activities, what someone knows, or what someone or something can do.[7] In this test, the researcher asked the students in using the adjective order noun modifiers in writing recount text.And the researcher gives some indicators, they are as table below:

Table VI

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[6]Suharsimi Arikunto, *Manajemen Penelitian,* (Jakarta: Rineka Cipta, 2005),, p.108.

[7]*Meaning of "test" in the English Dictionary (*Cambridge University Press)

<https://dictionary.cambridge.org/amp/english/test retrieved on June 03th 2018 at 03:20 p.m.

Indicator of adjective order noun modifiers in writing recount text.[8]

No	Indicator	Score
1.	**Adjective order noun modifiers**	**60 score**
	Correct order of adjective in written sentence.	15 score
	Using types of adjective correct with noun.	10 score
	Using the adjective order noun modifiers minimal three in a noun.	20 score
	In using the adjective order noun modifiers make receiver easy to understand and feel interesting in writing.	10 score
	Using word correct with condition and situation and together correct with difficulty level.	5 score
2.	**Writing recount text.**	**40 score**
	Generic structure of recount text	10 score
	Language features of recount text	10 score
	Consistency and Continuity in writing	15 score
	Structure and connectors.	5 score
	TOTAL	**100 score**

a. The Instruction for doing test.

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[8]Tongjeng Anyaran,*Essay content in English Language*, http://pongsawadi.ac.th/wp-content/uploads/2013/09/ระเบียบการประกวดการเขียนบทความภาษาอังกฤษ /Essay-Content_.pdf retrieved on May, 12, 2018 at 08:35 p.m.

1. The researcher prepare the test papers.

2. The researcher explain what students to do.

3. The researcher give time to students make a writing recount text by using the adjective order noun modifiers.

4. Giving time to students make test.

5. The researcher collecting their paper test.

Based on the test, the reseacher have valid this test to students of TBI-II at sixth semester, and the result of the test given to respondents, it can be known that the score of the respondents was between 71 up to 88. It mean that high score gotten by respondents was 88, lowest score was 71, means score was 78, median score was 78 and the modus score 78 it can categorized high. From the result above the researcher regarded as valid and can use as instrument in TBI-III at sixth semester students in the title the adjective order noun modifiers in writing recount text.

E. The Technique of the Data Analysis

After collecting data, the researcher analyzed the data, the technique of data analysis in presented descriptive form

The data was analyzed by the following prosedure:

1. Analyzing students' answer

2. Culculating the students' score.

In getting the percentage the researcher were calculated using the rule

$$X = \frac{\sum x}{N} X \ 100\%$$

Where: X   : The mean of students.

            $\sum X$:Total score

            N   :The students size

And then I will percentage standard by Haris (1969, p.34):

Clasification	Scorepersentage
Excelent	80-100%
Good	60-79%
Average	50-59%
Poor	0-49%

Based on the table, it conclude that:

1. If the students' ability in the level of 80- 100% is categirize the students' competence in composing the adjective order noun modifiers in writing recount text is excelent.
2. If the students' ability in the level of 60- 79% is categirize the students' competence in composing the adjective order noun modifiers in writing recount text is good.
3. If the students' ability in the level of 50-59% is categirize the students' competence in composing the adjective order noun modifiers in writing recount text is average.
4. If the students' ability in the level of 0-49% is categirize the students' competence in composing the adjective order noun modifiers in writing recount text is poor.

CHAPTER IV

THE RESULT OF RESEARCH

A. General Finding

This research was conducted in the students' ability in using the adjective order noun modifiers in writing recount text on Wednesday, May 31th 2018 from 22 students' class III at sixth semester of English Education Department at State Institute for Islamic Studies (IAIN). The location is at street Rizal Nurdin Km.4,5 Sihitang Padangsidimpuan of North Sumatra. Call number (0634) 22080 Fax. (0634)-24022 Padangsidimpuan 22733.

B. Specific finding

1. The students' ability in using the adjective order noun modifiers in writing recount text.

After testing the students' by instrument of the research, that can be known the students' ability in using the adjective order noun modifiers in writing recount text by the result of students' score areas table below:

Table VII

The description of students' score in using the adjective order noun modifiersin writing recount

No.	Initial of students	Score of student
1.	PGD	62.5
2.	AYG	60
3.	YLD	60.5
4.	NJH	59
5.	NDA	60
6.	MDN	64.5
7.	SHE	58.5
8.	ADU	54
9.	AMW	60.5
10.	STH	55
11.	WDS	64
12.	MLA	59.5
13.	ULD	71.5
14.	SMD	62.5
15.	MSN	61.5
16.	SMS	61
17.	SRL	62
18.	MTH	46.5
19.	RSN	45
20.	GLH	73
21.	NAL	62.5
22.	ASD	54
Total		**1374**

1. **Means score**

$$X = \frac{1}{n}(x_1 + x_2 + x_3 \ldots \ldots x_n)$$

$$= \frac{1}{n}(62.5+60+60.5+59+60+64.5+58.5+54+60.5+55+64+59.5+$$

$$71.5+62.5+61.5+61+62+46.5+45+73+63.5+55\ )$$

$$= \frac{1}{22}(\ 1374)$$

$$= 62.45$$

45+48.5+54+54+55+56+58.5+59+59.5+60+60+

60.5+60.5+61+61.5+

---

2. **Lowest Score**

$$= 45$$

3. **Highest Score**

$$= 73$$

4. **Medium Score**

$$Me = \frac{1}{2}(n+1)$$

$$= \frac{1}{2}(22)$$

$$= 11$$

$$= 60 \ \text{(data ke-12 adalah 60)}$$

5. Modus

Mo   = Modus is the most common value

Mo   = 62.

Table VIII

Score Students' in using the adjective order noun modifiers in

writing recount text

Means score	62.45
Highest score	73
Lowest score	45
Medium	60.5
Modus	62.5

Based on the result of the test given to respondent, it can be known   the score of the respondents was between 45 up to 73. It means that the highest score the researcher can get from respondent was 73, the lowest score was 45, the mean score was 62.45, and the medium was 60 and the modus 62.5.

and to be clearly let to see the various ability of them in using the adjective order noun modifiers in writing recount text test in to the distribution as below:

R   = High score – Low score

       = 73 - 45

       = 28

K   = 1+ 3.3 x logN

       = 1+ 3.3 x log 22

       =1+ 3.3 x 1.34

       = 1 + 4.42

       = 5.42

       = 5

I $= \dfrac{R}{BK}$

 $= \dfrac{28}{5}$

       = 5.6

       = 6

Table IX

The frequency distribution in using the adjective order noun modifiers in writing recount text.

No	Interval	Frequency	Persentage
1	45-50	2	8.69 %
2	51-56	4	17.4 %
3	57-62	12	56.51%
4	63-68	2	8.69 %
5	69-73	2	8.69 %
TOTAL		**22**	**100 %**

From the frequency distribution above can know the students' ability in using the adjective order noun modifiers in writing recount text of sixth semester in TBI-III at IAIN Padangsidimpuan in 2017 academic year. The means score 60.45 % it can be categorize the students' ability in using the adjective order noun modifiers in writing recount text is Good.

Figure 1

The histogram of students' ability in using the adjective order noun

modifiers in writing recount text
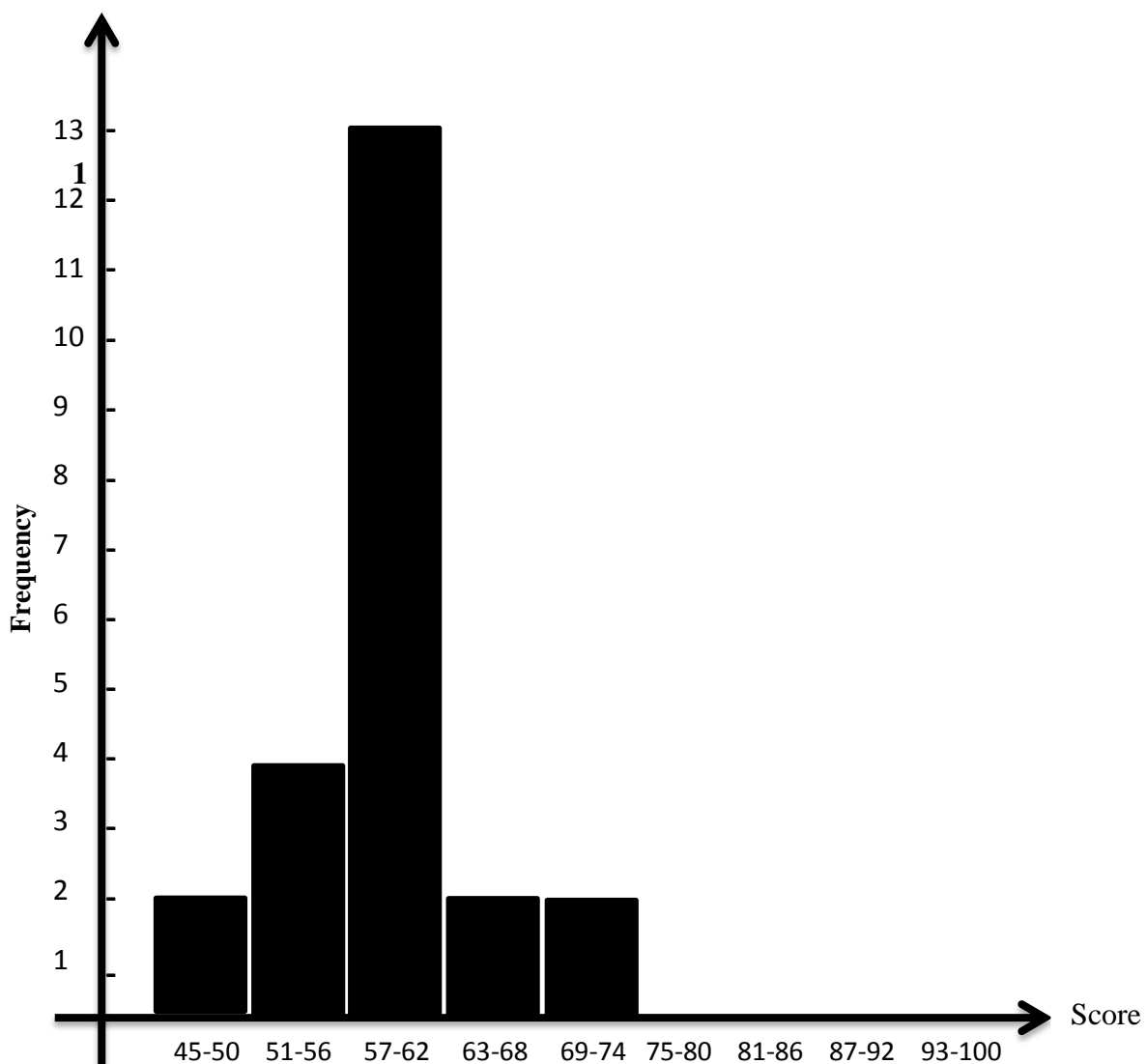
6. **HypothesisTesting**

After calculated the data, it can be founded that the result of the students' in using the adjective order noun modifiers in writing recount text the means score 62.45 % it can be categorize the students' ability in using the adjective order noun modifiers in writing recount text is Good.

Based on the result of the test that given to the students'ability in using the adjective order noun modifiers in writing recount text of the sixth semester in TBI-III at IAIN Padangsidimpuan are good (it can be seen on the page 41)

From the value of means score, they are categorized into good criteria in using the adjective order noun modifiers in writing recount text of the sixth semester in TBI-III at IAIN Padangsidimpuan in 2017 academic year are good in the students' ability in using the adjective order noun modifiers in writing recount text; so the hypothesis was accepted.

C. **Discussion**

In this research, the researcher searched the students' ability in using the adjective order noun modifiers in writing recount text of sixth semester in TBI-III at

IAIN Padangsidimpuan. The researcher wanted to know how is student's ability in using the adjective order noun modifiers such as, (Determiner is article, demonstrative, possessive, and indefinite. Opinion, Measurement, Age, Participle, shape, color, origin, material, purpose).

After analyzing the data it was gotten that the students' ability in using the adjective order noun modifiers in writing recount text at IAIN Padangsidimpuan. It can be known from means score of the students' is 62.45 % it can be categorized good (see appendix II)

The researchers' hypothesis is relate to some previous researchers' concluding. The first researcher is Siti Zalimah the title is "The Students Ability In Writing Recount Text At Grade X In SMA Negeri 3Padangsidimpuan". The research was conducted with descriptive analysis and qualitative approach. There were from 23 students, the researcher got 74.17 mean score as can be category good.[1] When the researcher relate with this research it can be known the students' ability in writing recount text is good. The second is Fauzan Lahmuddin Dalimunthe in the title is "Students' Ability In Identifying Nouns And Adjectives Of The Second Semester In TBI At IAIN Padangsidimpuan". It was from 30 students, can be categorized enough becouse the total was 50.76 mean score.[2] The thirtd Hasanah Sari HSB the

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[1]Zalimah S, *The Student Ability In Writing Recount Text At Grade X In SMA Negeri 3 Padangsidimpuan in 2016-2016 academic year (Unpublished Thesis)*, IAIN Padangsidimpuan, 2016,p.22

[2]Dalimunthe Lahmuddin., *Students' Ability in Identifying Nouns and Adjective of the Second Semester TBI at IAIN Padangsidimpuan*, *in 2013-2014 academic year (Unpublished Thesis)*, (Padangsidimpuan: 2014), p.24

title is "students' ability in identifying adjective and adverb in descriptive text at grade XI in SMA Negeri 1 Barumun Tengah" in this, the conclusions of this research as the students' ability in identifying adjectives and adverbs at grade XI SMA negeri 1 Barumun Tengah can be categorized in to low categories, because mean score 24,20%.[3]. Both oftwo it can conclude the students' ability in identifying adjective is still low when relate with this research it can be known the students' is still have problem in parts of speech of adjective include in identifying adjective or adjective order noun modifiers. And the last Sri Nirwani the title is "the ability of the tenth grade students' in SMA Negeri 1 Batang Angkala in writing recount text" after she calculating and analyzing the data from the students' score, it could be found the score of the student was 2946 from 44 students'. Based on the criteria above the cumulative was 67%. From calculate that the mean score was 67. So it could be categorized that the ability of the tenth grade student in SMA Negeri 1 Batang Angkala in writing recount text in 2015-2016 academic year was enough category.[4]Base on the researcher above it can be known the students' ability in writing recount text is good.

It was suitable with the hypothesis of this research the students' ability in using the adjective order noun modifiers in writing recount text of sixth semester in TBI-III at IAIN Padangsidimpuan was good.

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[3]Hasanah Sari HSB. *students' ability in identifying adjective and adverb in descriptive text at grade XI in SMA Negeri 1 Barumun Tengah(Unpublished Thesis)*,IAIN Padangsidimpuan , p. 21
. [4]Nirwani, S., *TheAbility Of The Tenth Grade Students In SMA Negeri 1 Batang Angkola In Writing Recount Text*, *(Unpublished Thesis)*, Padangsidimpuan: Join : Photo, 2016p. 19

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 research is still far from perfect. And then the origin students in make the test, the researcher does not know about the students make the test What is students' serious in making the writing test? and how much the students' serious in making the writing test?.

CHAPTER V

THE CONCLUTION AND THE SUGGESTION

A. The Conclution

Based on the result of the research and calculations of the data, it can be concluded that the students'ability in using the adjective order noun modifiers in writing recount text of sixth semester at IAIN Padangsidimpuanfrom the test the researcher got the mean score from student test was62.45 %. 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 Padangsidimpuan in 2017 academic year.

B. The suggestion

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

1. To the students' of the sixth semester in TBI-III at IAIN Padangsidimpuan shoud be increse their ability in learning English, especially in using the adjective order noun modifiers in writing recount text.

2. The English teachers should improve their teaching method in teaching English especilly in writing subject and grammar subject in about using the adjective order noun modifiers in writing recount text

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APPENDIXES LIST

Nomor : B - 1021 /In.14/E.4c/TL.00/06/2018   28 Juni 2018
Hal   : Izin Penelitian
         Penyelesaian Skripsi.

Yth. Ketua Prodi Tadris/Pendidikan Bahasa inggris
IAIN Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama   : Miss Khoriyah Chemae

NIM   : 14 203 0076

Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI

Alamat   : Jl. Yamalaya Lubis

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul *"The Student's Ability in Using The Adjective Order Noun Modifiers in Writing Recount Text at IAIN Padangsidimpuan"*. Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19800413 200604 1 002

Explanation:	1. The students writing recount text by using the order of modifiers before the noun
	2. The students must covers by noun minimal 10 nouns in a text.
	3. Topic : about *My experiance*

Name	SUHENDRA EFENDI HARAHAP
NIM	1520 300 045
faculty/Class	FTIK / TBI-3
Subeject	:writing (recount text in using adjective order noun modifiers)

TOPIC : My experience

Last two semester I and my friend went to ~~my friend and I~~
sibolga beach. we (went) started at morning and arrived at afternoon
we went by car through PSP-sibolga street.

We arrived ~~at~~ in afternoon, and we having lunch directly
cause had long time (an) on the may made us (feel) felt hungry. we bought
some food there and it feels felt delicious, maybe cause stomach had
empty first so whatever is comes are delicious.

We (visite) visited Pandan beach, harbour, and also Panggabean tower
at the end of Sibolga city, from Panggabean we got amazing
view to the sea, so it (gives) gave us reason to (stay) stayed long there ~~time~~

We ended our holiday with happy (feelings) and (make) made us
having plan to doing again ~~to~~ and hope we create more better
holiday that (makes) other jealous to (see) Saw
made

Explanation:
1. The students writing recount text by using the order of modifiers before the noun
2. The students must covers by noun minimal 10 nouns in a text.
3. Topic : about *My experiance*

Name : SARLIN PULUNGAN

NIM : 15203000g6

faculty/Class : TBI - 3

Subeject : writing (recount text in using adjective order noun modifiers)

TOPIC

Two mounths ago, I went to Padang for holiday with my handsome friends. We went to arrived some beautiful place and appotunity place torholiday. Such as, Jam Gadang, Jam gadang is (was) monument of Bukit tinggi we spent very long time to enjoy (enjoyed) our haliday. We took photoes.

We went to Padang by beautiful small car. We was very happy on the way. We saw many beautiful views. Kelok Sambilan is (was) one of many beautiful tiews. We gave a minute time to take nice photoes there and took the car and cantinued our adventure.

Countinue

After we arrived to Padang we took a' rest the first. After that we had launch, there so many deliciuse food that we had. Sach as, Rendang, Mei Goreng, Bakso. To sum

To sum up, I 'was very happy had holiday to Padang because I went with my friends and spent time with many beautiful place and now, I want realy (go) there.

really want   went to there.

May Allah SWT Give Chance To Me

AMIIN

r   : **75**/In. 14/E.6a/PP.00.9 /09/2017   **Padangsidimpuan,   September 2017**
     : Biasa
     : -

l   : *Pengesahan Judul dan Pembimbing Skripsi*

Kepada Yth:
Bapak/Ibu:
1. **Rayendriani Fahmei Lubis, M.Ag**
2. **Hamka, M.Hum**
Di-
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb
        Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim
Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah
ini sebagai berikut:

NAMA   : **MISS KHORIYOH CHEMAE**
NIM   : **14 203 00076**
FAK/JURUSAN   : **FTIK/ TADRIS BAHASA INGGRIS**
JUDUL SKRIPSI   : **THE STUDENTS' ABILITY IN USING THE ADJECTIVE**
                        ORDER NOUN MODIFIERS IN WRITING RECOUNT
                        TEXT AT IAIN PADANGSIDIMPUAN.

        Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi
pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.
        Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami
ucapkan terimakasih.

Ketua Jurusan Tadris Bahasa Inggris   Sekretaris Jurusan Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M.Ag   **Fitri Rayani Siregar, M.Hum**
NIP. 19710510 200003 2 001   NIP.19820731 200912 2 004

                    Wakil Dekan
                    Bidang Akademik

                    Zulhimma Hilda, M. Si
                    NIP. 20920 200003 2 002

        PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

Nomor : B - 1021   /In.14/E.4c/TL.00/06/2018   28 Juni 2018
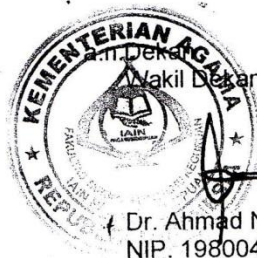Hal   : Izin Penelitian
         Penyelesaian Skripsi.

Yth. Ketua Prodi Tadris/Pendidikan Bahasa Inggris
IAIN Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama   : Miss Khoriyah Chemae
NIM   : 14 203 0076
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Alamat   : Jl. Yamalaya Lubis

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul *"The Student's Ability in Using The Adjective Order Noun Modifiers in Writing Recount Text at IAIN Padangsidimpuan"*. Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT KETERANGAN PENELITIAN
Nomor : 134 /In.14/E.6a/PP.00.9/07/2018

Ketua Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama   : MISS KHOIRIYAH CHEMAE

NIM   : 14 203 0076

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan / TBI

Alamat   : Jl. Yamalaya Lubis

benar telah melakukan penelitian di Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan pada tanggal 31 Mei 2018 dengan judul:

"THE STUDENT'S ABILITY IN USING THE ADJECTIVE ORDER NOUN MODIFIERS IN WRITING RECOUNT TEXT AT IAIN PADANGSIDIMPUAN".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 03 Juli 2018
Ketua Program Studi TBI

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001