



**STUDENTS' MASTERY IN IDENTIFYING ADVERBS AT GRADE VIII  
SMPN 2 BATANG TORU TAPANULI SELATAN**

**A THESIS**

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

**Written by:**

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**STATE INSTITUTE FOR ISLAMIC STUDIES**

**PADANGSIDIMPUAN**

**2018**



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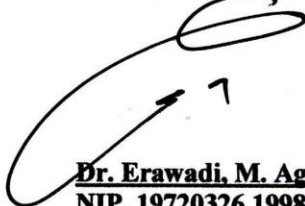
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After reading, studying and giving advice for necessary revision on the thesis belongs to RANISA, entitled "STUDENTS' MASTERY IN IDENTIFYING ADVERBS AT GRADE VIII SMP N 2 BATANG TORU TAPANULI SELATAN". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

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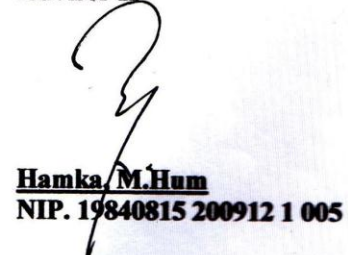
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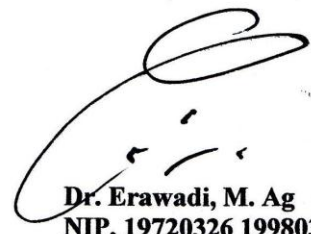
  
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### ABSTRACK

This research discusses about students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan was specifics problems about adverbs; They are adverb of place, adverb of time, adverb of manner and also adverb of degree. Based on the explanation above, the researcher know that there are many factors related to students' mastery in identifying adverbs. But, here, the researcher only focuses to find out students' mastery in identifying adverbs based on test. Therefore, the researcher formulates the problem on specific question as follow: "How is students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan.

This research intends to know the description of students' mastery in identifying adverbs. The method of the research by using descriptive quantitative. The instrument is used the test, the type of test is multiple choice test A, B, C, and D. The students are orders to choose the best answer from the multiple choice. Then the sample of this research is 25 students, they are 4 classes, class VIII-1, VIII-2, VIII-3, and VIII-4. To analyze the data, the researcher is mean score to find out students' mastery category and Z formula is for finding the hypothesis testing to know whether the hypothesis is accepted or not.

After calculating the data to show the description of the data is found that students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan is 32.98 score into categorized low category. Then, the hypothesis which "students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan up to low category". From the result of the hypothesis testing, the resercher finds that the hypothesis is accepted. It can be proved from  $Z_{count} = -77.77 < Z_{table} = 0.05$  by level of significant 0.05 or 5%. So, from the result above, the researher concludes that the hypothesis is accepted. Therefore, students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan are low category.



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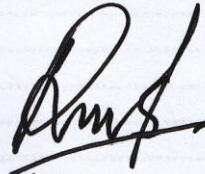
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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, May 2018  
Researcher



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## CHAPTER I

### INTRODUCTION

#### A. The Background of The Problem

Language is a medium for communication, and it can be used for establishing social relationship and conveying information. Everyone needs instrument for communication. Now days, English is as an international language has known around people in the world. In Indonesia, English is important lesson which learned by the students. It is learned from elementary school up to university level.

English has four major aspects categorized into main ways are receptive competence and productive competence. Receptive competence consists of two different modes of language behavior are listening and reading, which also obviously includes interpretation of context and relation tasks. Productive competence consists of two modes are speaking and writing it included using of non-verbal signs and cues, and writing. In turn the four types of competence could be organized two other ways, as oral competence (listening and speaking) and as written competence (reading and writing)<sup>1</sup>. In teaching process, especially in teaching writing and reading are important as medium to know all of knowledge.

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<sup>1</sup> Nirmala Sari, *An Intruction to Linguistics* (Jakarta: debdikbud, 1998), p. 11.



Students must have the four basic English skills, they are: speaking, listening, reading and writing. They are integrated skills and they can not be separated one to others. Actually, there are many students have difficulties to master the skill still they can not to use English completely. The difficulties of the students can be known from their unable to communicate or to give information to a reader or group of readers in written language of the reality of a subject of discussion.

Writing is one of the four language skills that is very important to possess. Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In senior high school, the basic competency that should be achieved in the writing English subject is the students have ability to develop and procedure written simple functional text in the recount text, narrative text, descriptive text, procedure text, explanation text and report text. They can use right diction, punctuation, spelling, organization and grammar. Cause the reason above writing text is important to understanding English language.

Grammar is one of the important element that influence on a product of writng, the other reason that grammar is important because it is system of language and is the rules that make it possible for us to talk about language. To talk about how sentence built, understand grammar is first step to make sentences. Not only writting, 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 that grammar part of language. And grammar is very important aspect written language beside unity, coherence and mechanic.

Parts of speech is one of present in structure and grammar, and also basic must be understand in language learning. Parts of speech is the meaning of a word and the way it is used in a sentence.<sup>2</sup> It means that every words in the English can be assigned to at least one of only eight categories called parts of speech. It is know as the basic parts of sentence constructing and as a small unit of sentence constructing. There are 8 parts of speech with different functions in a sentence. Parts of speech include nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections. Without these parts of speech a sentence cannot be formed or completed.

Hotben says that “Parts of Speech is a type or class of words consisting of eight types of noun, adjectives, pronouns, verbs, prepositions, conjunctions, interjections and adverbs.<sup>3</sup> In other words, it can be stated that parts of speech is kind or class of words which is divided into eight basic kinds; noun, adjective, pronoun, verb, preposition, conjunction, interjection and adverbs. Adverbs is one of part of speech that have special function in sentece to give information about where occur (place), when (time), how (manner), degree (intensity) etc.

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<sup>2</sup> Joice Armstrong Carrel, *Writing and Grammar* (New Jersey: Prentice Hall, 2001), p. 366.

<sup>3</sup> Lingga Hotben D, *Intisari Tata Bahasa Inggris Kontemporer* (Jakarta: Kesaint Blanc, 2003),

Adverbs are word modifiers that modify verbs, adjectives or another adverb. They are words that answer the questions when the action is done, where the action is done, how the action is done, and how often the action is done. Discuss about adverbs, its mean discuss about role adverbs in sentence. Each adverbs have a role in sentence, suspended kinds of adverbs. In mastering adverbs in the sentences, especially adverb of time, adverb of place, adverb of manner and also adverb of degree the students at grade VIII SMP N 2 Batang Toru Tapanuli Selatan are so weakly.<sup>4</sup> Cause, the students can not differentiate where is adverb of place, manner, adverb of time and also degree.

Here, the researcher will discuss about adverb. It is about adverb one of basic knowledge in english learning, it is adverb of time, adverb of place, adverb of manner and also adverb of degree. Hopefully, by mastering adverb of time, adverb of place, adverb of manner and also adverb of degree can improve students' mastery in writing skill.

Based on the explanation above, the researcher wants to do a research about **“Students’ Mastery in identifying adverbs at Grade VIII SMP N 2 Batang Toru Tapanuli Selatan”**.

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<sup>4</sup> Trimortiwiryarningsih, S.Pd, The English Teacher of SMP N 2 Batang Toru Tapanuli Selatan, *Interview* at Dec 2<sup>nd</sup> 2017.

**B. The Identification of The Problem**

Based on the background above, the researcher has found that students have studied English more than 3 years, but still unable to master adverb of time, and also identifying adverb of time in sentences. The other problems that make them unable is their less interest, motivation and enthusiasics. The students are lazy an unmotivated to study. It makes them not good in English study.

**C. The Limitation of the problem**

Based on the identification of the problems above, the researcher limit the problem about analysis students' mastery in identifying adverbs are adverb of time, adverb of place, adverb of manner and adverb of degree. In this case, the researcher just limited on identification kinds adverb in sentence.

**D. The Formulation of the problem**

Based on the focus of the problem above, the formulation of the problems of this research is formed in one interrogative sentences, they are:  
How is students' mastery in identifying adverbs in sentences at VIII SMP N 2 Batang Toru Tapanuli Selatan?

### **E. The Objectives of the Research**

Based on the formulation of the problems above, the aim of this research as follows: To describe students' mastery in identifying adverbs in sentences at VIII SMP N 2 Batang Toru Tapanuli Selatan.

### **F. The significances of the Research**

The researcher hopes this research can be useful for:

1. Head master, to encourage English teacher to do the best teaching identifying adverbs in text.
2. English teacher, to improve the quality of teaching identifying adverbs in text.
3. The reader, to enlarge their own knowledge towards identifying adverbs in text.

### **G. The Defenition of Key Term**

The are some terms that used in this research, they are:

1. Student

Student is a person (people) who is studying at school or college.<sup>5</sup>A person engaged in studying one who devoted to learning; a learner; a pupil; a scholar; especially one who attends a school, or who seek knowledge from professional teachers or from the book; as the students of academy, acollege or university; a medical students; a

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<sup>5</sup> A.s Hornby, op. Cit., p. 358.

hard students.<sup>6</sup> So, student is people who is studying at school and taught by professional teachers. In this research adopted to be the students who will be increase ability in mastering adverb.

## 2. Mastery

Mastery is accomplishing success in understanding something.<sup>7</sup> Mastery is when someone can recordkeeping of knowledge give them concrete evidence of their progress.<sup>8</sup> Mastery is how a child can apply much of the curriculum as a whole in more complex and in - dept, cross-objective, multi-modal methods.<sup>9</sup> So, can conclude that mastering in this research is understanding of student about their knowledge in adverbs.

## 3. Adverbs

Murty says that “Adverb is a word which modifies the meaning of a verb, an adjective or another adverb is known as an adverb”.<sup>10</sup> Adverbs is a word which modifies the meaning of a verb, an adjective or another adverb is known as an adverbs. Adverbs word that adds

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<sup>6</sup> Victoria Neufelat, David B. Guralmik, *Webstren New World Collage Dictionary* (USA: MacMillan, 1995), p.667

<sup>7</sup> David A. Herjog, *Webster's New World Essential Vocabulary* (Canada: Simultaneously press, 2015), p 154.

<sup>8</sup> Barbara K, Given, *Teaching to The brain's Natural Learning System*(USA: ASCD, 2002), P 166.

<sup>9</sup> Hollandsurrey.<http://www.holland.surrey. Sch. Uk>. Accessed at 18 okt 2017, at 09.01 pm.

<sup>10</sup> Jayanthy Dakshina Murthy, *Contemporary English Grammar*,(New Delhi: Book Palace, 2003), p. 151.

information to verb, adjectives, phrase, or another.<sup>11</sup> In this research adverbs is a word which explanation or information about when the action is done, where the action is done, how the action is done, and how often the action is done.

## **H. The Systematic of the Research**

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

In chapter I, it is consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, significances of the research, definition of the key term and systematic of the research.

In chapter II, it is consist of the theoretical description, review of related finding, conceptual framework, and hypothesis.

In chapter III, it is consist of research methodology and in research methodology consist of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the techniques of data analysis.

In chapter IV, it is the result of the research talking about the analysis of data. This chapter consists of description of data, hypothesis testing, discussion and the threats of research.

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<sup>11</sup> Victoria Bull, Oxford University Press, 2008), p. 7

Finally, in chapter V consist of conclusion and suggestion. Researcher must write down the conclusion about the script and give suggestion that can improve his script.



## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Adverbs

##### A. Defenition of adverbs

Murthy says that “adverb is a word which modifies the meaning of a verb, an adjective or another adverb is known as an adverb”.<sup>1</sup> Adverbs is a word that tells more about a verb. Adverbs can tells where, when, or how an action takes place.<sup>2</sup> An adverb is a word that adds meaning to any other word, except a noun or pronoun (that being the job of an adjective).<sup>3</sup> So, adverbs 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.

##### B. Kinds adverbs

There are some kinds adverb in english learning, kinds adverbs are adverb of time, adverb of place, adverb of manner, adverb of degree, adverb of frequency, certainty, interrogative, relative adverb, viewpoint and commenting adverb.<sup>4</sup> Each adverb have difference definition such as adverb frequency is kind adverb tell us how often

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<sup>1</sup> Jayanthy Dakshina Murthy, *Op. Cit.*, p.151

<sup>2</sup> Mc. GrawHill, *Grammar Practice Book*, (New york: Florida treasure 2005 ), p. 172.

<sup>3</sup> Barbara Dykes, *Grammar for Everyone*, (Australia: Acer Press 2007), p. 62

<sup>4</sup> John Eastwood, *Oxford Guide to English Grammar*, (Newyork: Oxford University Press 2002), p. 149

something is done. Adverb of frequency include: always, constantly, continually, often etc. Then, Adverb of certainty is kind of adverbs express how certain or sure we feel about an action or event. Common adverbs of certainty: certainly, definitely, probably, undoubtedly, surely etc. Adverb of interrogative is kind of adverb are why, where, when, and how. They are used to ask questions. Relative adverb is adverbs can be used to join sentences or clauses. They replace the more formal structure of preposition + which in a relative clause: where, when, why. And the last viewpoint and commenting adverb are some adverbs and adverbial expressions which tell us about the speaker's viewpoint or opinion about an action, or make some comment on the action. But, the researcher make limitation in identifying adverbs itself. There are 4 kinds adverb will be explain in this research. They are: adverb of time, adverb of place, adverb of manner and adverb of degree.

## Kinds of adverb<sup>5</sup>

**Table 1**

Kinds adverbs	Description
1. Adverb of time	Kind of adverb that give information when the action is done and tell us for how long and also how often is done.
2. Adverb of place	Kind of adverb that give information where the action is done.
3. Adverb of manner	Kind of adverb that give information how the action is done.
4. Adverb of degree	Kind of adverb that give information about intensity or degree in action.

Based on that statements above, the researcher can give conclusion that kinds adverb in this research are adverb of time, adverb of place, adverb of manner and also adverb of degree.

### **C. Position of adverbs**

Adverb is a word which modifies the meaning of a verb, an adjective or another adverb is known as an adverb.<sup>6</sup> Adverb is one of eight part of speech in english, have function to describe verb,

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<sup>5</sup> Anthony Hughes, *The Online English Grammar* <http://www.english4today.com>, accessed 19 octo 2017 10.15 pm), p. 70-75

<sup>6</sup> Jayanthi Dakshina Murty. *Loc. Cit.*

adjective, or another adverb. In this research kind adverb will be describe are adverb of time, adverb of place, adverb manner, and also adverb of degree. Role of adverb in sentence to explain where, when, how and why action happend. So, in the sentence, adverb help give clarity in the sentence itself. Talk about adverb, the researcher must be give information about position of adverb. There are some position adverbs.<sup>7</sup> They are:

1) Adverb of manner

Adverb of manner is kind of adverb that give information to us how the action happen or done.<sup>8</sup> There are some position adverb of manner in the sentence. They are:

a) Adverb of manner comes after the verb:

Ex: She reads Al-Qur'an **beautifully**.

Anita speaks **really** fast.

She walks **slowly** as a turtle.

Rama run **fast**.

He ate the chocolate cake **greedily**.

She spoke **loudly**.

She swims **well**.

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<sup>7</sup> Marcin Morzycki, *Adverbs* (Michigan :Michigan State University, 2014) p. 44

<sup>8</sup> Anthony Hughes. *Loc. Cit.*

- b) Verb + position + object + the adverb can be either before the preposition or after the object.

Ex: he looked at me **suspiciously**.

he looked **suspiciously** at me.

The children speaks **perfectly** with her mother.

- c) Similarly with verb + object sentences the length of the object affects the position of the adverb. If the object is short, verb + object + adverb+, as show in 'b' above. But if the object is long we usually put the adverb before the verb.

Ex: she **carefully** picked up all the bits of broken glass.

The lawyer **strongly** advocated suing the company.

- d) Adverb concerned with character like intelligence, foolishly, generously, kindly, stupidly etc.

Ex: I **foolishly** forgot my passport.

He **kindly** waited for me.

- e) The adverb can be come after the verb or after verb + object, but the meaning the changes:

Ex: He spoke **kindly**= his voice and words were kind.

Is not same as it was kind of him to speak to us

Ex: He paid us **generously** = he paid more than the usual rate.

Is not same as it was generous of him to pay us. Note the difference between:

He answered the question foolishly ( his answer were foolish)

he **foolishly** answered the question (answering was foolish/it was foolish of him to answer at all).

f) Badly and well can be used as adverb of manner or degree.

As adverb of manner or degree they come after an active verb, after the object or before the past participle in a passive verb.

Ex: he behaved **badly**.

He read **well**.

He paid her **badly**.

She speaks french **well**.

g) Somehow, anyhow

Somehow (in some way or other) can be placed in the front of position or after a verb without the object or after the object.

Ex: **somehow** they managed

They managed **somehow**

Anyhow as adverb of manner is not common but it is often used to mean in any case/anyway.

## 2) Adverb of place

An adverb of place tells us where something is done or happens.<sup>9</sup> We use it after the verb, direct object or at the end of a sentence. Adverbs of place include words such as above, below, outside, over there, there, under, upstairs, away every, where, here, nowhere, somewhere, there, etc.<sup>10</sup>

- a) If there is no object, these adverbs are usually placed after the verb.

Ex: she went **away**.

He lives **abroad**.

She sits **here**.

I look **everywhere**.

I'm going **home**.

- b) But they come after verb + object or verb + preposition + object.

Ex: she sent him **away**.

They rushed for their lives when fire broke out in the floor **below**.

The rain comes from **above**.

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<sup>9</sup> Barbara Dykes, *Grammar For Everyone*, (Australia :Acer Press, 2007), p. 63

<sup>10</sup> Mayra solis hernandez, The Position Of Adverbs In English: Trying To Solve A Major Problem Most Language Learners Usually Face Studies Journal; vol 16 (filologia y linguistics 2006), p. 273

She took the child **outside**.

My father went **indoors**.

He lived and worked **abroad**.

- c) Somewhere, anywhere, follow the same basic rules as some and anywhere.

Ex: I've seen that man **somewhere**.

Can you see my key **anywhere**?

I will go **anywhere** in the world.

- d) Nowhere, however is not normally used in this position except in the expression to get nowhere (to achieve nothing/ to make no progress).

Ex: Threatening people will get you **nowhere**.

**Nowhere** on Earth offers us such a perfect adviser.

There is **nowhere** you can see.

- e) It can also in formal English be placed at beginning of a sentence and is then followed by an inverted verb.

Ex: **nowhere** will you find better roses than these.

**Nowhere** you can't see her shoes

Here, there can be followed by be/come/got noun subject

Ex: **here's** Tom.

**There** goes our bus.

Hang the picture **there**.



f) If the subject is a personal pronoun it precedes the in the usual way.

Ex: **there** he is

**Here**, I am

**Here** it comes

But someone and something follow the verb

Ex: **There's** someone who can help you.

**There** is no body care with you.

The adverbs away (off), down, in, off, over, round, up etc

g) Can be followed by a adverb of motion + a noun subject.

Ex: **away** went the runners.

**Down** feel a dozen apples.

But if the subject is a pronoun it is placed before the verb.

Ex: **away** they went

**Round** and round it flew.

### 3) Adverb of time

An adverb of time tells us when something is done or happens.<sup>11</sup> We use it at the beginning or at the end of a sentence.

We use it as a form of emphasis when we place it at the beginning.

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<sup>11</sup> Jayanthi Dakshina Murty. *Loc. Cit.*

Adverbs of time include afterwards, already, always, immediately, last month, now, soon, then, and yesterday.<sup>12</sup>

- a) Afterwards, eventually, lately, now, recently, soon, then, today, tomorrow, etc

Ex: **Eventually** his came/he came **eventually**.

He leaves me **today**.

I'm going to the library **now**.

**Then** we went home/we went home **then**

**Yesterday**, my mother come to my dormhouse/my mother come to my dormhouse **yesterday**.

- b) Before, early, immediatelly, and late come at the end of the clause.

Ex: he comes **late**.

You are **late**.

I'll go **immediatelly**.

My grandfather was born in the **early** 1960.

- c) But before and immediatelly, used as conjunctions are placed at the beginning of the clause.

Ex: **immediatelly**, the rains stop we'll set out.

**Immediatelly**, he put the book there.

**Immadiatelly**, we will go to Semarang.

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**Immediately, he give gift to you.**

- d) Since and ever since are used with perfect tense. Since come after the auxiliary or in the end position after a negative or interrogative verbs; ever since (adverb) in the position.

Ex:he's been I bed **since** his accident

**Since** when have you taken to smoking.

**Since** Monday, my cat ill.

**Since** the last war.

Yet and still (adverb of time)

Yet is normally placed after verb or after verb + object

- e) But if the object consist of a large number of words, yet can be placed before the verb.

Ex: he hasn't **yet** applied for the job we told him about

They have'nt met him **yet**.

Have you finished your work **yet** ?

- f) Still is placed after the verb be but before others verbs.

Ex: she **still** in bed.

She **still** hungry.

Are you **still** here?

She is **still** waiting for you?

#### 4) Adverb of degree

An adverb of degree tells us the level or extent that something is done or happens.<sup>13</sup> Words of adverb of degree are almost, much, nearly, quite, really, so, too, very, etc.<sup>14</sup>

a) Adverb of degree stand in after predicate.

Ex: The sang **really** badly.

Anita really **enjoys** cooking.

He **strongly** recommended the book.

Iam **too** tired to go out tonight.

He speaks **very** quickly.

My teacher is **terribly** grumpy today.

Based on that statements above, the researcher can give conclusion that the using of adverb in sentence difference position and diffrence function. Difference can see in the table above, such as on adverb of time, adverb of place, adverb manner, and adverb of degree. Adverbs which modify a verb or add information about where, when, and how happens can take several position in a sentence. In this research, the researcher will give more information about position adverb of time, place, manner and degree in the sentence.

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<sup>13</sup> Mc. GrawHill, Grammar Practice Book,(New york: Florida treasure 2005 ), p. 172.

<sup>14</sup> Jayanthi Dakshina Murty. *Loc. Cit.*

There are some three position adverb in sentence: First, front position: generally, put adverb of place and time at the end of the sentence, for example: I worked more than twelve hours yesterday, but can put them at the front to form a link or contrast with information in the previous sentences: yesterday, I worked more than twelve hours. Second, mid position: this is the usual position for the following adverbs: adverb of degree and most short adverb of time. Put sometime, still before negative auxiliary: for example: I sometimes don't understand his arguments. He still has'nt convinced me. Third, end position: generally, put adverbs of manner in this position: He plays the guitar well. So, can conclude that the using of adverb can see where put adverbs in the position. Like has inform that the position of adverbs any three, first in front position, second position and also third in end position.

## **2. Evaluation of Identifying Adverbs Mastery**

Evaluation is the process of analysing assesment information and decisions based on the information collected.<sup>15</sup> Assessment and evaluation are essential components of teaching and english language. Evaluation is the process of making judgement based on criteria and evidence,

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<sup>15</sup> Naeyc, *Assessing Young English Language Learners* (Newyork: National Association for the education of young children, 2009), p.59

evaluation is an important of an aligned curriculum and overall teaching and learning strategy because it is part of feedback and development cycle that should be a part of any responsive. As the goal of grammar assessment is to provide as useful a measurement as possible of our students' grammatical ability, the researcher need to design test tasks in which the variability of our students' scores is attributed to the differences in their grammatical ability, and not to uncontrolled or irrelevant variability resulting from the types of tasks or the quality of the tests.<sup>16</sup>

To knows adverbs' mastery of students in english learning the researcher doing evaluation, and evaluation it is doing testing. Test is used to examine students' knowledge of identifying adverbs mastery to determine their learned. Testing measure the level of skill or knowledge that has been reached. In this research, researcher using multiple choice test technique to evaluate adverbs' mastery of students at grade VIII SMP N 2 Batang Toru Tapanuli Selatan.

The test rubrics include the instructions, the overall structure of the test, the time allotment and the method used to score the response. These characteristics can obviously influence test scores in unexpected ways. The scoring process used to measure grammatical ability in larger pieces of spoken and written texts can potentially effect a change in performance

to an even greater extent than with multiple-choice tasks. Essays or oral interviews are typically scored with reference to a rating scale. Rating scales provide a means for judging the quality of performance in terms of different levels of ability. They can be derived from theoretical definitions of the constructs to be measured or can be based empirically on data from samples of test performance or they can draw on both. Grammatical rating scales consist of a set of numbered categories, usually between three and ten, that represent distinct levels of grammatical ability. Each level is associated with a set of descriptors in terms of the areas of grammatical ability to be assessed. Holistic rating scales provide only one global rating of grammatical ability for the entire task.

## **B. Review of Related Findings**

There are some findings related to this research, they are as follows: Firstly, Novi who found that the students' ability in analysing adverbs in narrative text is could be categorized into enough categories, because score was 39,4%. There are some difficulties in analysing adverbs in narrative text were: lack of knowledge about adverbs, the students didn't know kinds of adverbs, poor vocabularies, the students difficulty in vocabulary meaning, the students also are still lack in comprehending the narrative text. This research

aimed to analyze the students' ability in identifying adverbs in narrative text at grade X SMK N 4 Padangsidempuan.<sup>17</sup>

Next, the researcher is done by Hasanah Sari Hasibuan entitled *Students' Ability in Identifying Adjective and Adverb in Descriptive text at Grade XI in SMA Negeri 1 Barumun Tengah* is could be categorized is low because score 24,20%. The researcher found some difficulties that usually faced by students when identifying adjective and adverb in descriptive text like less vocabulary because the students never memorizes the vocabularies.<sup>18</sup>

And the last, the researcher done by Lenni Wahyuni entitled "ability in identifying adverb clause in sentence at grade XI SMA 1 Gunung tuleh". Is perfect and correct understanding because the mean score of there is 69,75 it mean that they categorized into good.<sup>19</sup>

So that from the findings above, the researcher concluded that there are many difficulties in adverbs. Each of the result of the research above gave contribute of thingking and methodology about problem that was researched in this research. Then, here the research wants to analyze ability of students in mastering adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan.

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<sup>17</sup> Novi Juhawarni Harahap, "The students' Ability in Identifying Adverbs in Narrative Text at Grade X SMK N 4 Padangsidempuan", Thesis (Padangsidempuan: IAIN Padangsidempuan, 2015), p. 37.

<sup>18</sup> Hasanah Sari Hasibuan, "students' Ability in Identifying Adjective and Adverb in Descriptive text at Grade XI in SMA N 1 Barumun Tengah", Thesis (Padangsidempuan, 2016), p. 62.

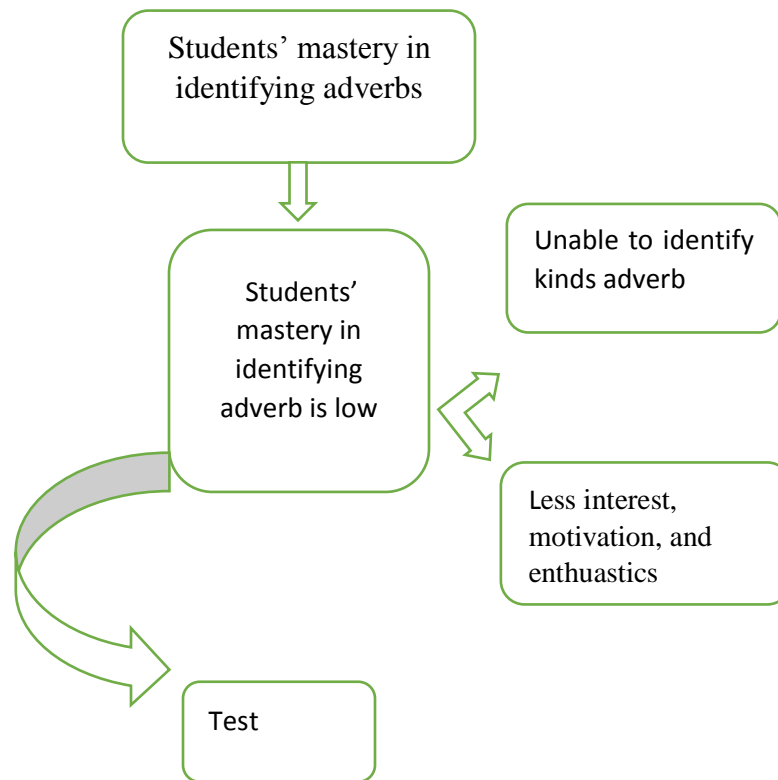
<sup>19</sup> Lenni wahyuni. "Students Ability In Identifying Adverb Clauses In Sentences At Grade XI SMA 1 Gunung Tuleh, Thesis (Padangsidempuan, 2012), p. 26.



### **C. Conceptual Framework**

Based on the theoretical review and review of related findings, the researcher arrived at conceptual framework of this research. In teaching and learning process, especially in English, many problems and activities faced by the students and also the teachers. 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 are getting at the school from the teacher to recognize or memorize the material.

Grammar is one of the components for the language, where grammar helps people to write and communicate in the English language. It is a part of the language that is important to all aspects of life. Adverbs as adverbials give an important role in the sentence. The term of adverb has been generally used to refer to a phenomenon in which certain words have the tendency to co-occur regularly within a language. Therefore, the researcher plans to do research based on the framework below:



From the conceptual above, students' mastery in adverbs can see from how much understand students in identifying adverbs in sentence or text. To know understanding of students about that, the researcher doing test, from test the researcher can score. And from score the researcher can conclude students' mastery in adverbs.

#### **D. Hypothesis of the research**

Hypothesis is a researcher's guess about the situation of participants. It is a tentative supposition or provisional guess which seems to explain the situation under observation. Bruce W. Tuckman in Yogesh states that " A hypothesis is an expectation about events based on generalization of the

assumed relationship between variables”.<sup>20</sup> So, can conclude that hyphothesis is an expectation or prediction based on generalization of the assumed relationship between variables. The hyphothesis of this research is stated that: “Students’ Mastery in Adverbs at Grade VIII SMP N 2 Batang Toru Tapanuli Selatan is low category”.

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<sup>20</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: Age International (P) Limited, Publisher, 2006), p.55.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of Research**

This research has been conducted at SMP N 2 Batang Toru Tapanuli Selatan at Jl. Merdeka Barat, sub-district of Batang Toru, Regency of Tapanuli Selatan and Province of North Sumatera, Indonesia. The schedule of the research is started on Nov 2017 until May 2018.

#### **B. Research Design**

This research uses quantitative descriptive. Where, quantitative research is based on the collection and analysis of numerical data, usually obtained from questionnaires, tests, cheklists and other formal paper and pencil instruments.<sup>1</sup> Quantitative desciptive is aim to describe with systematically and accurate of fact about the population.

So, it can conclude that quantitative descriptive research means to analyze or describe about how are students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan.

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<sup>1</sup> L. R Gay & Airasian, *Educational Research: Competent for Analysis & Application* (U.S.A: Prentice Hall, 2000), p. 8.

## C. The Population and Sampel Population

### 1. Population

The population is the group of interest to researcher, the group to which she or he would like the result of the study to be generalizable.<sup>2</sup> Then sugiono said that, population is the generalization area consists of: object or object who have quality and characteristics who be specified by the researcher to be learned and then be made the summarizing.<sup>3</sup> So, population is the object or the subject who to be generalizable by the researcher to be learned and then be made the summarizing.

Based on the opinion above, the population of this study is all of the student of VIII SMP N 2 Batang Toru Tapanuli Selatan; they are in 2017/2018 academic year. The consists of four classes, and the total of those classes is 93 students. VIII-1 consists 23 students, VIII-2 consists 25 students, VIII-3 consists 23 students and VIII-4 consists 22 students, the calculation can be seen in the following table:

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<sup>2</sup> *Ibid.*, p.122

<sup>3</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta Bandung, 2010). P. 80-81.

**Table 3**  
**Population of the research**

No	Class	Sum of population
1	VIII-1	23
2	VIII-2	25
3	VIII-3	23
4	VIII-4	22
	Total	93

## 2. Sampel

Sample is preventative whole of population.<sup>4</sup> In obtaining the sample. In this case, the researcher used random sampling in taking sample. Random sampling technique, considering to what Gay says that random sampling is the process of selecting a simple in such a way that all in individuals in the defined population an equal and independent chance of selected for the sample.<sup>5</sup> The researcher predicts that every sample in population in same levels, then the researcher took the sample of each class by random sampling, each students was taken by making lottery for all the classes. The lottery was shook till the researcher got the sample.

From the population, researcher took 30% from each class. It means that the researcher took 25 students, 6 from VIII-1, 7 from VIII-2, 6 from VIII-3 and 6 from VIII-4.

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<sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1997), p. 112

<sup>5</sup> L.R Gay & Airasian, *op.cit.*,p.123.

**Table 4**  
**Sample of the research**

No	Class	Population	Sample
1	VIII-1	23	6
2	VIII-2	25	7
3	VIII-3	23	6
4	VIII-4	22	6
Total		90	25

#### **D. The Technique of Data Collection**

Based on the source of the research, for the primary data the researcher use the test as an instrument for collectig the data. Test is some of questions and other tools which used to measure skills, knowledge and intelligence ability. The test is aimed at collecting data supporting student' mastery in adverb. There are the indicators adverbs as stated in the table below.

**Table 5**  
**The Indicators of test**

No	Indicators	Items	Total	Score
1	Identifying adverbs of manner	1, 2, 3, 4, 5	5	25
2	Identifying adverbs of place	6, 7, 8, 8, 9, 10	5	25
3	Identifying adverbs of time	11, 12, 13, 14, 15.	5	25
4	Identifying adverbs of degree	16, 17, 18, 19,20	5	25
Total			20	100

Based on the table of indicators of test above, the writer gives 100 values for the respondents' correct answer of translating totality. Clearly, the technique for collecting data is test. Brown defines "test as a method of measuring a person's ability; knowledge or performance in a given domain".<sup>6</sup> The researcher use test type multiple choice to analyze students' in adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan.

## **E. Validity and Reliability of Instrument**

### **1. Validity of Instrument**

Test validity refers to the degree to which a test measures what is supposed to measure. An instrument is called valid if it can measure what it is hoped to measure.<sup>7</sup> Various methods can be used to asses the validity to establish the validity of the instrument. In this research, the researcher used item validity to get the validity of instrumentation. Item validity is a part of the test as a totality to measure the test by items.

Where, the test consist of twenty multiple choice test. To know validities each question will be refer to list r point biseral with  $r_t$  in 5

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<sup>6</sup> H. Douglas Brown, *Language Assessment* (San Fransisco: Longman, 2004), p. 3.

<sup>7</sup> Suharsimi Arikunto, *Op. Cit.*, p. 160.



% significant : 0,549. If account list question valid.<sup>8</sup> The formula of point biserial:

$$r_{pbi} = \frac{M_p - M_t}{SD_T} \sqrt{\frac{p}{q}}$$

Where:

$r_{pbi}$ : Coefficient item validity

$M_p$ : Mean score

$M_t$ : Means score from score total

$SD_t$ : Standard deviation from score total

$p$ : Presentation of right answer to the item being tested it validity item

$q$ : Presentation of wrong answer to the item being tested it validity item

## 2. Reliability of Instrument

Beside validity instrument, reliability is one of instruments used in language testing. Test reliability is defined as the degree to which a test consistently measures whatever it measure.<sup>9</sup> The reliability of the scores can be estimated by administering a single

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<sup>8</sup>Anas Sudijono, pengantar Evaluasi Pendidikan(Jakarta : PT Raja Grafindo Persada, 2012), p. 185.

<sup>9</sup> L.R Gay & Airasian, *Educational Research: Competent for Analysis & Application*(U.S.A: Prentice Hall, 2000), p.88.

form of test once. The formula is presented, KR-21 formula as follows:

$$r_{11} = \frac{K}{K-1} \left( 1 - \frac{M(K-M)}{KV_t} \right)$$

Where:

$r_{11}$  = reliability of instrument

$K$  = the number of items in test

$M$  = the mean of the test scores

$V_t$  = total variant<sup>10</sup>

## F. The Technique of Data Analysis

The researcher took the steps of the data analysis as follows: after collecting data, there are :

1. The researcher analyzed the data by using some steps, there are: (see appendix IV)
2. Checked the true or false of the data
3. Conduct sum of the true from the students' answer and then classified it based on their score
4. Calculated their result (mark) by the formula below:<sup>11</sup>

a) To know the range of the data, the formulation is:

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<sup>10</sup> Suharsimi Arikunto, *Op.Cit.*,p.302.

<sup>11</sup> Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana, 2014),p. 37

Range= high score – low score

b) To know the total of classes (BK), with the formula:

$$l = 1 + 3.3 \log n$$

c) To know the interval (i) used formula:

$$l = \frac{R}{BK}$$

d) To know mean score, used the formula:

$$M = \frac{\sum fxi}{fi}$$

e) To know median score with formula

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

f) To know the modus score used the formula:

$$MO = b + p \left( \frac{b1}{b1 + b2} \right)$$

5. Description of data, it is done to conclude the discussion solidly and briefly, after calculating and scoring students' answer sheet, then their score are calculating into the criteria score interpretation on the table below:

**Table 6**  
**Description of data**

<b>No</b>	<b>Interval</b>	<b>Predicate</b>
1	81% - 100%	Very High
2	61% - 80%	High
3	41% - 60%	Enough
4	21% - 41%	Low
5	0% - 20%	Very Low

Based on the explanation above, the students' mastery can see easily based on the classification quality after the researcher found mean scores of all students, adding with KKM (*Kriteria Ketuntasan Minimal*) which the score is 70. It is consultate the criteria as follows:

- a) If the value of mean score is 81% - 100% it can be categorized into very high
- b) If the value of mean score is 61% -80% it can be categorized into high.
- c) If the value of mean score is 41% - 60% it can be categorized into enough.
- d) If the value of mean score is 21% - 40% it can be categorized into low.
- e) If the value of the score is 0% - 20 %, it can be categorized very low.

## CHAPTER IV

### RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order the students' mastery in identifying adverb at grade VIII SMP N 2 Batang Toru Tapanuli Selatan. The researcher has calculated the students' test result relate to this research's title by applying analysis. This quantitative descriptive analysis was used mean score to get their whole result as general, then to tested the hypothesis. Then to tested the hypothesis, the researcher used formula of Z. Next, the detailed description of data as follows:

#### A. Data Description

##### 1. The Description of students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan

Based the test result given for the grade VIII SMP N 2 Batang Toru Tapanuli Selatan, the researcher concluded that the students' mastery in identifying adverb was included into low category. It could be seen in the table below:

**Table 8**

**The Grade VIII students' Score in Identifying adverbs' mastery**

No	Students' Initial	Total Score
1	YSH	40
2	SWL	40
3	MS	40
4	AR	45
5	TAP	60
6	JE	60
7	ESR	55
8	HN	40
9	YL	45
10	AMG	45

11	RS	30
12	EHY	40
13	NZ	35
14	PRI	50
15	LRS	30
16	YRN	35
17	ALS	40
18	MF	20
19	EP	40
20	NTL	10
21	FDS	40
22	BML	15
23	LA	15
24	RP	20
25	PIS	35
<b>Highest Score</b>		<b>60</b>
<b>Lowest Score</b>		<b>10</b>
<b>Sum</b>		<b>925</b>
<b>Mean Score</b>		<b>32.98</b>
<b>Mode</b>		<b>38.75</b>
<b>Median</b>		<b>37.86</b>

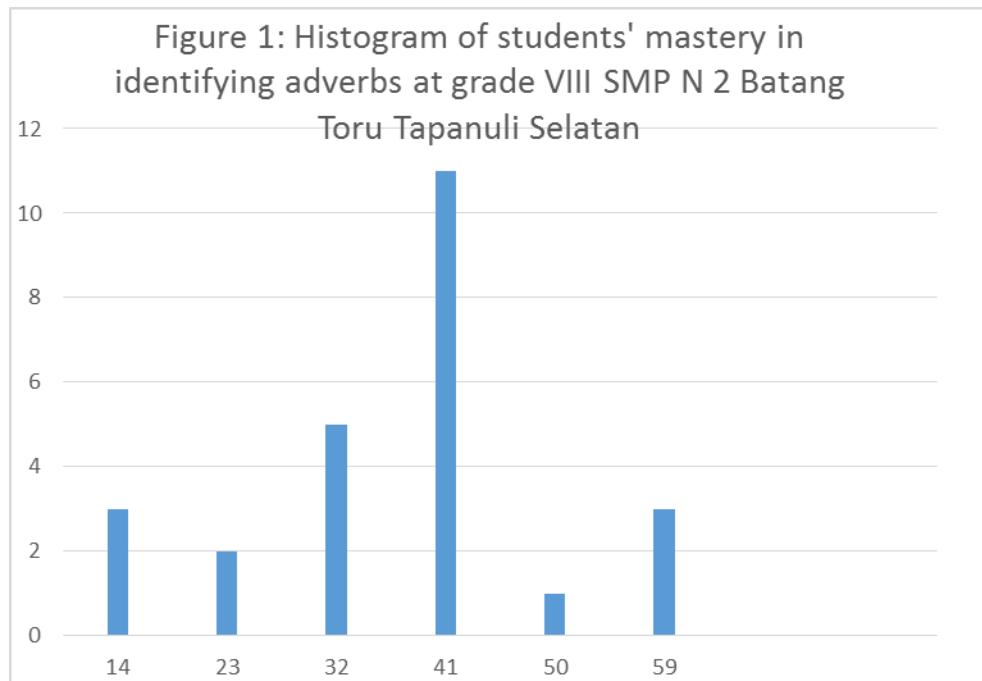
So, based on the table above, it shows that the mean score of the students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan was categorized into "low" category; it was 32.98 score, the total score of all the students was 925, the highest score that the student of grade VIII gotten was 60, while the lowest score that the students of grade VIII gotten was 10. Then, mode score was 40 and median score 40. Next, the calculation of how to get it can be seen in the appendix 7: The Detailed Description of students' Mastery Identifying Adverb.

Then, to know the description about classification or the criteria of mean score mastery in identifying adverb at grade VIII SMP N 2 Batang Toru Tapanuli Selatan in 2017/2018 academic year, it can be looked at the following table:

**Table 9**  
**The frequency distribution of the students' score in identifying adverbs**

No	Interval	Middle Point (Median Point)	Frequency	Precentages
1	10 – 18	14	3	12 %
2	19– 27	23	2	8 %
3	28– 36	32	5	20 %
4	37 – 45	41	11	44 %
5	46 – 54	50	1	4%
6	55– 63	59	3	12%
<b>Total</b>			<b>25</b>	<b>100</b>

Based on the table above, from 25 students, the researcher found that there was 3 students got a student got 10-18 score with precentage 12 %, 2 students got 19-27 score with percentage on 8 %, 5 students got 28-36 score with percentage 20 %, 11 students got 37-45 score with percentage on 44 %, 1 student got 46-54 score with percentage 4 %, 3 students got 55-63 score with percentage 12 %.Based on the table above, it can be drawn at histogram as follows:



Based on the histogram above, the researcher can say that 3 students got 14 median score, 2 students got 23 median score, 5 students got 32 median score, 11 students got 41 median score, 1 students got 50 median score, 4 students got 48, 1 student got 50 median score, and 3 students got 59 median score.



**Table 9**

**The Grade VIII students' Score in Identifying kinds of adverbs' mastery**

No	Students' Initial	Adverb				Score
		Place	Time	Manner	Degree	
1	YSH	20	10	5	5	40
2	SWL	20	10	5	5	40
3	MS	20	10	5	5	40
4	AR	10	20	10	5	45
5	TAP	20	20	10	10	60
6	JE	15	20	10	15	60
7	ESR	15	15	20	5	55
8	HN	10	5	5	20	40
9	YL	10	5	15	15	45
10	AMG	10	5	15	15	45
11	RS	10	5	5	10	30
12	EHY	20	10	5	5	40
13	NZ	10	5	10	10	35
14	PRI	20	10	10	10	50
15	LRS	5	5	15	10	30
16	YRN	10	5	10	10	35
17	ALS	15	5	5	15	40
18	MF	5	5	5	5	20
19	EP	10	10	10	10	40
20	NTL	5	-	5	-	10
21	FDS	5	5	15	15	40
22	BML	-	5	5	5	15
23	LA	-	5	5	5	15
24	RP	5	5	-	10	20
25	PIS	10	10	10	5	35
	<b>Total</b>	<b>280</b>	<b>210</b>	<b>215</b>	<b>220</b>	<b>925</b>
	<b>Highest Score</b>	<b>280</b>				<b>60</b>
	<b>Lowest Score</b>	<b>210</b>				<b>10</b>
	<b>Sum</b>	<b>925</b>				<b>925</b>
	<b>Mean Score</b>	<b>32.98</b>				<b>32.98</b>

So, based on the table above, it shows that students' score in identifying adverb of place is 280 highest score and time is 210 score, manner is 215 score, degree is 220 score.

## 2. The Analysis of the Data

From the data above, it could be found that the formula of mean score as below:

$$\text{Mean} = x = \frac{\sum x}{N'} = \frac{824.5}{25} = 32,98$$

Thus, the value of mean score could be categorized into low category. It could be said that the students' mastery in identifying adverbs was low. In addition, the description data of the students' mastery in identifying adverbs could be applied into the distribution frequency as follows:<sup>1</sup>

$$\text{Range} = \text{High score} - \text{low score} = 60 - 10 = 50$$

$$\text{a. Total of Classes} = 1 + 3,3 \log 25$$

$$1 + 3,3 (1,39)$$

$$1 + 4,58$$

$$= 6$$

$$\text{b. Interval (i)}$$

$$i = \frac{50}{BK} = \frac{50}{6} = 8,33 = 9$$

---

<sup>1</sup>Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana 2014), p. 37

Next, the computed of the frequency distribution of the students' score distribution as follows:

**Table 10**  
**The Criteria Score Interpretation of Mean Score**

<b>Percentage</b>	<b>Criteria</b>
0 % - 20 %	Very low
<b>21 % - 40 %</b>	<b>Low</b>
41 % - 60%	Enough
61% - 80%	High
81% - 100%	Very high

After the researcher found the mean score of all students', it will consult to the criteria as following:

- 1) If the value of means score 0-20, it can be categorized into very low mastery.
- 2) If the value of mean scores 21-40, it can be categorized in low mastery.
- 3) If the value of mean scores 41-60, it can be categorized in enough mastery.
- 4) If the value of mean scores 61-80, it can be categorized in high mastery.
- 5) If the value of mean scores 81-100, it can be categorized in very high mastery.

Based on the explanation above, the researcher is deal with the statement that if the value 21- 40, it can be categorized into low.

Here the researcher found 32.98 of mean score. So, it can be concluded that students' mastery in identifying adverb at grade VIII SMP N 2 Batang Toru Tapanuli Selatan was categorized into low category.

### 3. Hypothesis Testing

The hypothesis of research was "The students' mastery in identifying adverb at grade VIII SMP N 2 Batang Toru Tapanuli Selatan low score category". Based on data analysis, the researcher found that the students got the score is low category. It was proved by the score that they gotten. It was 32.98 score or can be categorized into low category score. Then, the proof of hypothesis testing would be analyzed into the Z- test formula. It can be seen as follows:

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

$$Z = \frac{\frac{2}{25} - 0.92}{\sqrt{\frac{0.92(0.92-1)}{25}}}$$

$$Z = \frac{0.08 - 0.92}{\sqrt{\frac{0.92(-0.08)}{25}}}$$

$$Z = \frac{0.08 - 0.92}{\sqrt{\frac{0.073}{25}}}$$

$$Z = \frac{-0.84}{\frac{0.27}{25}}$$

$$Z = \frac{-0.84}{0.0108}$$

$z = -77.77$  Based on calculating above, it can be conclude that  $Z_{\text{count}} = -77.77 \leq Z_{\text{table}} 0.05$ . So, from the result above, the researcher concludes that the hypothesis is accepted. Therefore, the students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan are low category.

## B. Discussion

After analyzing the data, it was known that the students' mastery in identifying adverbs at grade SMP N 2 Batang Toru Tapanuli Selatan was categorized into low category or 32.98 score; it was gotten from the result of students' means score in doing the test by choosing A, B, C, and D multiple choice test.

Then, according the research done by Novi Juhawarni Harahap "The students' Ability in identifying adverbs in narrative text at grade X SMK N 4 Padangsidempuan".<sup>2</sup> She concludes that students' ability in analyzing adverbs in narrative text is could be categorized into enough categorizes, because score was 39.4.

The second, An analysis on students' ability in identifying adjective and adjective and adverb in descriptive text at grade XI SMA Negeri 1

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<sup>2</sup> Novi Juhawarni Harahap, "The Students' Ability In Identifying Adverb In Narative Text At Grade X Smkn 4 Padangsidempuan", Thesis (Padangsidempuan: IAIN Padangsidempuan, 2015), p.37

Barumun Tengah by Hasanah Sari Hasibuan.<sup>3</sup> She concludes that students' ability in identifying adjective and adverb in descriptive text is could be categorized is low because score 24,20.

The last, the research done by Lenni Wahyuni entitled "Ability in identifying adverbs clause in sentence at grade XI SMA 1 Gunung Tuleh".<sup>4</sup> Is perfect and correct understanding because the mean score of there is 69.75 it mean that they categorized into good.

Therefore, the researcher concluded that students' mastery in identifying adverb done by 3 by researchers before was categorized into low category. Then, research can be categorized into low category or 32.98 score according to this research title was "*Students' Mastery in Identifying adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan*". So, it means that the researcher above it can be seen as follows:

**Table 11**

**Result of Previous Research**

<b>No</b>	<b>Name of Researcher</b>	<b>Result of Research in identifying adverbs</b>	<b>Category of Mean Score</b>
1	Novi Juhawarni Harahap	39.4	Low
2	Hasanah Sari Hasibuan	24.20	Low
3	Lenni Wahyuni	69.75	Good
4	<i>This research</i>	32,98	<i>Low</i>

---

<sup>3</sup> Hasanah Sari Hasibuan, "*Students' Ability In Identifying Adjective And Adverb In Descriptive Text At Grade XI SMA N 1 Barumun Tengah*", Thesis (Padangsidempuan, 2016), p. 62

<sup>4</sup> Lenni Wahyuni, "*Students' Ability In Identifying Adverb Clauses In Sentence At Grade XI SMA 1 Gunung Tuleh*", Thesis (Padangsidempuan, 2012), p.26.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research and calculations of the data, the researcher got the conclusion that students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan 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 was "students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru is low category" and also from the result of the result of the hypothesis testing, the researcher found that the hypothesis was accepted. It can be proved from  $Z_{\text{count}} = -77.77 < Z_{\text{table}} 0.05$ .

#### B. Suggestion

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

1. It is suggested to the Headmaster, Devi Anggreyni, M. Pd; to motivate her teachers, especially English Teachers of SMP N 2 Batang Toru Tapanuli Selatan, to keep motivating their students in studying English.
2. It is suggested to the English teachers, especially to the grade VIII english teachers to ;before studying about adverbs, the students have

to know and master about vocabulary, part of speech and kinds of adverbs. And apply the suitable strategies, method, ways or procedures which can improve or help the students in understanding English especially in adverbs topic. The teacher should more be serious to teach about this. Even, up to university, the students still learn about this topic and the last is the adverbs is one of part of speech that is basic knowledge to able grammar in writting skill. So, be sure that the students have been understood first.

3. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.



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## CURRICULUM VITAE



### A. Identity

Name : Ranisa  
Reg. Num : 14 203 00114  
Place/Birth : Sibabangun, januari 12<sup>th</sup> 1993  
Sex : Female  
Religion : Moeslim  
Address : Muara Nibung, Kec. Pandan Tapanuli Tengah

### B. Parents

Father's Name : Masri  
Mother's Name : Nur'aini

### C. Educational Background

1. Graduated from Elementary School SD Negeri 156472 Hajoran II 2006.
2. Graduated from Junior High School Mts Negeri Pinang Sori 2009.
3. Graduated from Senior High School MA Negeri Sibolga 2012.
4. Be Univesity student IAIN Padangsidimpuan 2018.

**APPENDIX 1**

**TEST VALIDITY AND REABILITY DESCRIPTION**

<b>Number of Items</b>	<b>r<sub>count</sub></b>	<b>r<sub>table</sub></b>	<b>Valid</b> <b>r<sub>count</sub> ≥ r<sub>table</sub></b>	<b>r<sub>count</sub></b>	<b>r<sub>table</sub></b>	<b>Reliable</b> <b>r<sub>count</sub> ≥ r<sub>table</sub></b>
1	0.592		valid			
2	0.444		Valid			
3	2.818		Valid			
4	0.095		Valid			
5	0.426		Valid			
6	0.265		Valid			
7	0.213		Valid			
8	0.123	<b>0.113</b>	Valid	<b>0.089</b>	<b>0.113</b>	<b>Reliable</b>
9	0.075		<b>Invalid</b>			
10	0.014		<b>Invalid</b>			
11	-0.026		Invalid			
12	0.561		Valid			
13	-0.057		Invalid			
14	0.232		valid			
15	-0.156		Invalid			
16	-0.094		Invalid			
17	-0.348		Invalid			
18	-0.418		Invalid			
19	-0.359		Invalid			
20	-0.232		Invalid			

## APPENDIX 2

### TEST

Choose the best answer by crossing a, b, c, d.

1. What is an adverb?
  - a. An adverb gives more information about the verb.
  - b. An adverb gives more information about the noun.
  - c. An adverb gives more information about the punctuation in a sentence.
  - d. An adverb gives more information about the pronoun.
2. Which word in the following sentence is an adverb?

Sara plays the violin beautifully.

  - a. Plays
  - b. Violin
  - c. Beautifully
  - d. Sara
3. Which adverb would you use to complete the sentence:

The rain fell \_\_\_\_\_ against the window pane.

  - a. Awkwardly
  - b. Wickedly
  - c. Smugly
  - d. Heavily
4. Which of these adverbs can be used to complete this sentence? The sun shone \_\_\_\_\_
  - a. Loudly
  - b. Brightly
  - c. Awkwardly
  - d. luckily
5. Which of these sentences does not contain an adverb?
  - a. The child ran happily towards his mother.
  - b. Sali walked to the shops.
  - c. Brendan gently woke the sleeping baby.
  - d. I visited my mum yesterday.
6. Which of these words in the following sentence is an adverb?

Kylie looked longingly into Jason's lovely blue eyes.

  - a. Looked
  - b. Longingly
  - c. Lovely

- d. Eyes
- 7. Which of these sentences contains an adverb?
  - a. Tim greedily ate the chocolate cake.
  - b. The dog bit Colin.
  - c. The car broke down.
  - d. EastEnders is a soap opera.
- 8. Which of these statements about adverbs is false?
  - a. We use an adverb to say how something happens.
  - b. We use an adverb to say how often something happens.
  - c. We use an adverb to say when or where something happens.
  - d. We use an adverb in place of a noun.
- 9. Which of these words is an adverb?
  - a. Shyly
  - b. Susan
  - c. Running
  - d. beautiful
- 10. Which of these words is an adverb?
  - a. Heavy
  - b. Table
  - c. Almost
  - d. Friendly

Choose the word in each sentences that is an adverb.

- 11. Today Fred brought home a baby tiger for Helen to help.
  - a. Today
  - b. Brought
  - c. Baby
  - d. Help
- 12. Helen stayed nearby and watched the tiger sleep.
  - a. Stayed
  - b. Nearby
  - c. watched
  - d. Sleep

Decide which word in the sentence is an adverb that tells when. Mark your answer.

- 13. First, the tigers slept there in the little box.
  - a. First
  - b. Slept
  - c. There
  - d. Little
- 14. Aisyah and Budi will take them to live outside at the zoo soon.
  - a. Take
  - b. Outside
  - c. Zoo
  - d. Soon

Decide which word in the sentence is an adverb that tells where.

- 15. Today one of tigers wandered away.
  - a. Then
  - c. Found

- b. Helen            d. Outside
16. Then Aisyah found him outside.
- a. Then            c. Found
- b. Aisyah        d. Outside
17. Alia pick flowers in the garden
- a. Pick            c. Aisyah
- b. The garden    d. Flowers
18. Sania hang the picture there
- a. The picture    c. there
- b. Hang            d. Sania
19. The rain comes from above tomorrow
- a. Above          c. The rain
- b. Comes          d. Tomorrow
20. I'm going home now
- a. Home            c. now
- b. Going          d. I'm

Validator

**Hamka, M.Hum**  
**NIP. 19840815200912 1 005**

## **APPENDIX 3**

### **ANSWER KEYS**

**1. A**

**2. C**

**3. D**

**4. B**

**5. B**

**6. B**

**7. A**

**8. D**

**9. A**

**10. A**

**11. A**

**12. B**

**13. C**

**14. D**

**15. A**

**16. A**

**17. C**

**18. D**

**19. D**

**20. C**



APPENDIX 4

STUDENTS' NAME AND INITIALS

AT GRADE VIII SMP 2 BATANG TORU TAPANULI SELATAN

No	Students' Names	Students' Initials
1	Yuriana Sari Harahap	YSH
2	Sriwahyuni Lubis	SWL
3	Masrani	MS
4	Arlen	AR
5	Teguh Ardian Pranoto	TAP
6	Juli Evansyah	JE
7	Erlistan Sri Rukmana	ESR
8	Hannum Nasution	HN
9	Yurnisa Laoli	YL
10	Auksilia Medi Gulo	AMG
11	Rosdianti Siregar	RS
12	Eka Harma Yani	EHY
13	Nurlia Ziliwu	NZ
14	Priyanti	PRI
15	Larasati	LRS
16	Yepta Raja Noel	YRN
17	Alfredo Sianturi	ALS
18	Maoli Afrinal	MA
19	Edo Parsaoran	EP
20	Nana Tata Lestari	NTL
21	Dina Sari	DS
22	Beata Melinia Laoli	BML

23	Lona Andria	LA
24	Riska Pardede	RP
25	Putri Intan Sari	PIS
<b>Total of Students</b>		<b>25 students</b>

**APPENDIX 5****STUDENTS' SCORE IN IDENTIFYING ADVERBS MASTERY AT GRADE  
VIII SMP N 2 BATANG TORU TAPANULI SELATAN**

<b>No</b>	<b>Students' Initial</b>	<b>Total Score</b>
1	YSH	40
2	SWL	40
3	MS	40
4	AR	45
5	TAP	60
6	JE	60
7	ESR	55
8	HN	40
9	YL	45
10	AMG	45
11	RS	30
12	EHY	40
13	NZ	35
14	PRI	50
15	LRS	30
16	YRN	35
17	ALS	40
18	MF	20
19	EP	40
20	NTL	10
21	FDS	40
22	BML	15
23	LA	15

24	RP	20
25	PIS	35
<b>Highest Score</b>		<b>60</b>
<b>Lowest Score</b>		<b>10</b>
<b>Sum</b>		<b>925</b>
<b>Mean Score</b>		<b>32.98</b>
<b>Mode</b>		<b>38.75</b>
<b>Median</b>		<b>37.86</b>

APPENDIX 6

**THE DETAILED DESCRIPTION OF STUDENTS' MASTERY IN  
IDENTIFYING ADVERB AT GRADE VIII SMP N 2 BATANG TORU  
TAPANULI SELATAN**

<b>No</b>	<b>Students' Initial</b>	<b>Correct Items</b>	<b>Incorrect Items</b>	<b>Total Score</b>
1	YSH	8	12	40
2	SWL	8	12	40
3	MS	8	12	40
4	AR	9	11	45
5	TAP	12	8	60
6	JE	12	8	60
7	ESR	11	9	55
8	HN	8	12	40
9	YL	9	11	45
10	AMG	9	11	45
11	RS	6	14	30
12	EHY	8	12	40
13	NZ	7	13	35
14	PRI	10	10	50
15	LRS	6	14	30
16	YRN	7	13	35
17	ALS	8	12	40
18	MF	4	16	20
19	EP	8	12	40
20	NTL	2	18	10
21	FDS	8	12	40

22	BML	3	17	15
23	LA	3	17	15
24	RP	4	16	20
25	PIS	7	13	35
<b>Highest Score</b>		<b>12 items correct</b>	<b>18 items incorrect</b>	<b>60</b>
<b>Lowest Score</b>		<b>2 items correct</b>	<b>8 items incorrect</b>	<b>10</b>
<b>Sum</b>				<b>925</b>
<b>Mean score</b>				<b>32.98</b>
<b>Mode</b>				<b>38.75</b>
<b>Median</b>				<b>37.86</b>

APPENDIX 7

**DESCRIPTION DATA USING MATHEMATIC FORMULA**

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

10	30	40	40	45
15	30	40	40	50
15	35	40	40	55
20	35	40	45	60
20	35	40	45	60

2. High score = 60  
 3. Low score = 10  
 4. Range = high – low score  
 = 60-10  
 = 50  
 5. Total of classes =  $1 + 3.3 \log (n)$   
 =  $1 + 3.3 \log (25)$   
 =  $1 + 3.3 (1,39)$   
 =  $1 + 4.58$   
 = 5.58  
 = 6

6. Interval (i)  
 $i = \frac{50 - 50}{BK - 6} = 8,33 = 9$

7. Mean score

$$(x) = \sum \frac{fixi}{fi}$$

No	Interval	Fi	Xi	Fixi
1	10-18	3	11.5	34.5
2	19-27	2	18.5	37
3	28-36	5	28.5	142.5
4	37-45	11	36.5	401.5
5	46-54	1	45.5	45.5
6	55-63	3	54.5	163.5

	<b>i = 9</b>	<b>25</b>		<b>824.5</b>
--	--------------	-----------	--	--------------

$$\text{Mean} = \bar{x} = \frac{\sum x}{N}$$

$$X = \frac{824.5}{25} = 32.98$$

8. Median

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

$$36.5 + 6 \left( \frac{\frac{1}{2}(25) - 10}{11} \right)$$

$$36.5 + 6 \left( \frac{12.5 - 10}{11} \right)$$

$$36.5 + 6 \left( \frac{2.5}{11} \right)$$

$$36.5 + 1,36$$

$$37.86$$

9. Modus

$$\begin{aligned} \text{Mo} &= b + p \left( \frac{b_1}{b_1 + b_2} \right) \\ &= 36.5 + 6 (0.375) \\ &= 36.5 + 2.25 \\ &= 38.75 \end{aligned}$$

So, modus (the score that the most students got) = 38.75



APPENDIX 8

DOCUMENTATION OF THE RESEARCH





PEMERINTAH KABUPATEN TAPANULI SELATAN  
DINAS PENDIDIKAN

**SMP NEGERI 2 BATANGTORU**

ALAMAT: JI. MERDEKA-AEK PINING KECAMATAN BATANGTORU

Email : [smpnegeri.duabatangtoru@yahoo.co.id](mailto:smpnegeri.duabatangtoru@yahoo.co.id)

Kode Pos : 22738

**SURATKETERANGAN**

**Nomor : 070 / 097 / SMP N 2 / 2015**

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Batangtoru, Kecamatan Batangtoru, Kabupaten Tapanuli Selatan, Propinsi Sumatera Utara menerangkan bahwa :

Nama : **RANISA**  
NIM : 14.203 00114  
Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Benar telah melaksanakan Riset di SMP Negeri 2 Batangtoru, Kecamatan Batangtoru dengan judul “*Students Mastery in Identifying Adverbs at Grade VIII SMP Negeri 2 Batangtoru Tapanuli Selatan*” pada tanggal 07 Mei 2018.

Demikian Surat Keterangan ini kami perbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Batangtoru, 07 Mei 2018  
Kepala SMP Negeri 2 Batangtoru  
SMP NEGERI 2  
BATANGTORU  
SEKOLAH MENENGAH PERTAMA  
Kec. Batangtoru  
**DEVI ANGGREYNI, M.Pd**  
NIP. 19780304 200212 2 005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - **214** /In.14/E.4c/TL.00/04/2018  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

02 April 2018

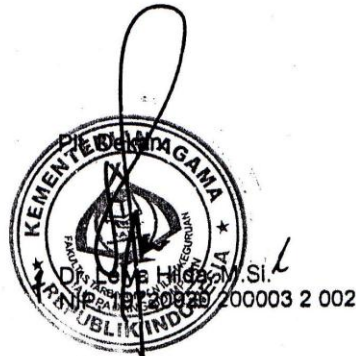
Yth. Kepala SMP N 2 Batang Toru Tapanuli Selatan  
Kabupaten Tapanuli Selatan

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

Nama : Ranisa  
NIM : 14 203 00114  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Students Mastery in Identifying Adverbs at Grade VIII SMP N 2 Batang Toru Tapanuli Selatan". 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.





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : 63 /In. 14/E.6a/PP.00.9 /04/2017  
Sifat : Biasa  
Tempat : -  
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Padangsidimpuan, 20 september 2017

Kepada Yth Bapak/Ibu:

1. **Dr. Erawadi, M. Ag** (pembimbing I)
2. **Hamka, M.Hum** (pembimbing II)

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 : **RANISA**  
Nim : **1420300114**  
Fak/Jurusan : **FTIK / TBI-3**  
Judul Skripsi : **STUDENTS' MASTERY IN IDENTIFYING ADVERBS AT GRADE VIII SMP N 2 BATANG TORU TAPANULI SELATAN**

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**  
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Wakil Dekan  
Bidang Akademik

**Dr. Lelva Hilda, M. Si**  
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**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**

BERSEDIA/TIDAK BERSEDIA  
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**Dr. Erawadi, M. Ag**  
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BERSEDIA/TIDAK BERSEDIA  
PEMBIMBING II

**Hamka, M.Hum**  
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