



**THE STUDENTS' ABILITY IN USING ADJECTIVE
IN WRITING DESCRIPTIVE TEXT
AT GRADE VIII IN MTS S YPKS PADANGSIDIMPUAN**

A THESIS

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

Written By:

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019**



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To:
Dean of Tarbiyah and Teacher
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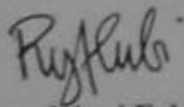
Assalamu'alaikumWr. Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to JUNAIDAH KHAIRANI HARAHAAP, entitled. "THE STUDENTS' ABILITY IN USING ADJECTIVE IN WRITING DESCRIPTIVE TEXT AT GRADE VIII IN MTS S YPKS PADANGSIDIMPUAN". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate Education (S.Pd.) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

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

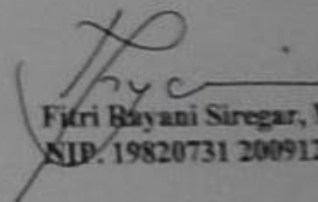
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I'm hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidempuan in article 14 verses 2.

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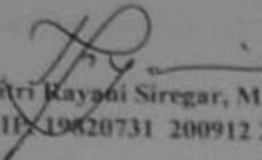
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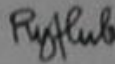
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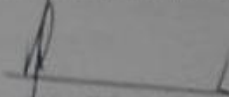

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Thesis : THE STUDENTS' ABILITY IN USING ADJECTIVE IN
WRITING DESCRIPTIVE TEXT AT GRADE VIII IN
MTS S YPKS PADANGSIDIMPUAN
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ABSTRAK

Penelitian ini fokus tentang kemampuan siswa dalam menggunakan kata sifat dalam menulis teks deskriptif di kelas VIII MTs S YPKS Padangsidempuan. Siswa masih memiliki masalah dalam menggunakan kata sifat dalam menulis teks deskriptif. Masalahnya adalah: 1) Kemampuan siswa dalam menggunakan kata sifat rendah. 2) Siswa lemah dalam kosa kata. 3) Siswa rendah motivasi dalam proses belajar. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam menggunakan kata sifat dalam menulis teks deskriptif di kelas VIII MTs S YPKS Padangsidempuan.

Penelitian ini dibuat dengan kuantitatif dan metode deskriptif. Populasi dari penelitian ini adalah berjumlah 138 siswa. Teknik sampling random digunakan untuk memilih beberapa siswa sebagai sampel; mereka adalah 26 siswa di kelas VIII-3 instrumen untuk mengumpulkan data penelitian ini adalah tes, tes ini menggunakan fill in the blanks (mengisi titik-titik yang rumpang). tes ini terdiri dari 20 butir. Analisis data dengan menggunakan mean score, dan menggunakan Z- test.

Berdasarkan dari hasil penelitian ini, peneliti menemukan kemampuan siswa dalam menggunakan kata sifat dalam menulis teks deskriptif adalah kategori cukup. Dimana mean scorenya adalah 59. 42 %. Kemudian, hipotesisnya ditolak dengan menggunakan Z-test, karena $Z_{count} = -0,614 < Z_{table} = 0,326$.

Kata kunci: Kemampuan Siswa, Menggunakan Kata Sifat, dan Menulis Teks Deskriptif

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ABSTRACT

This research is focused on students' ability in using adjective in writing descriptive text at grade VIII in MTs S YPKS Padangsidempuan. The students still have problems in using adjective in writing descriptive text. They are: 1) Students' ability in using adjective are low, 2) Students are lack in vocabulary mastery, 3) Students are low motivation in learning process. The objectives of research is to describe the students' ability in using adjective in writing descriptive text at grade VIII in MTs S YPKS Padangsidempuan.

This research was conducted by quantitative research and descriptive method. The population for this research are students at grade VIII in MTs S YPKS Padangsidempuan. The total number of population are 138 students. Random sampling techniques use to choose some students as sample; they are 26 students in VIII-3 class. The instruments of collecting data is test, the test used fill in the blanks. The test consist 20 items. The analysis by using Mean score, and use Z- test for analyzing data.

Based on the result of research, researcher finds the students' ability in using adjective in writing descriptive text was enough category. It was 59.42 %. The hypothesis was rejected by using Z-test, because $Z_{count} = -0.614 < Z_{table} = 0.326$.

Key words: Students' Ability, Using Adjective, and Writing Descriptive

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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4. Dr. Lelya Hilda, M.Si as the Dean of Tarbiyah and Teacher Training Faculty.
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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, April 2019

Researcher

JUNAIDAH KHAIRANI HARAHAAP
Reg. No. 13 340 0088

TABLE OF CONTENTS

	Page
TITLE PAGE	i
LEGALIZATION OF ADVISOR SHEET	ii
AGREEMENT OF ADVISOR SHEET	iii
DECLARATION LETTER OF WRITING OWN THESIS	iv
AGREEMENT PUBLICATION OF FINAL ACADEMIC CIVITY	v
EXAMINERS SCHOLAR MUNAQOSYAH EXAMINATION	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS.....	x
TABLE OF LIST.....	xi
FIGURE OF LIST.....	xii
 CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Focus of the Problem	6
C. Formulation of the Problem	6
D. Objectives of the Research.....	6
E. Limitation of the Key Term	7
F. Significances of the Research	8
G. The Outline of the Thesis.....	9
 CHAPTER II THEORETICAL DESCRIPTION	
A. Sudents' Ability	11
1. Defenition of Students' Ability.....	11
2. Kinds of Ability.....	12
B. Adjective	14
1. Definition of Adjective.....	14
2. Kinds of Adjective.....	15
1) Adjective of Quality.....	20
2) Adjective of Quantity.....	20
3) Adjective of Number.....	21

4) Possessive Adjective	22
5) Position of adjective.....	23
6) Types of Adjective	23
C. Writing	24
1. Definition of Writing.....	24
2. Stages in Writing Process	27
3. Purpose of Writing	28
4. Kinds of Writing.....	29
5. Characteristic of Writing	31
D. Descriptive Text.....	33
1. Definition of Descriptive Text.....	33
2. Component of Descriptive Text	36
3. Generic Structure of Descriptive Text.....	36
4. Characteristics and Language	
Features of Descriptive	37
5. Example of Descriptive Text.....	39
E. Review of Related Findings	40
F. Conceptual Framework	42
G. Hypothesis.....	43

CHAPTER III RESEARCH METHODOLOGY

A. Time and Place of the Research	44
B. Design of the Research.....	44
C. Population and Sample.....	45
1. Population	45
2. Sample.....	45
D. Technique for Collecting the Data	46
Test	46
E. Test Validity.....	47

F. Techniques of Data Analysis	48
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CHAPTER IV THE RESULT OF THE RESEARCH

A. General Findings	51
B. Hypothesis Testing.....	57
C. Discussion	58
D. The Threat of the Research	59

CHAPTER V THE CONCLUSION AND SUGGESTION

A. The Conclusion	61
B. The Suggestion.....	62

REFERENCES

APPENDIXES

CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the most important language which is used as the world language. This language used as international language to correlate between one country to another, and remember that good communication will make a good relation. The people must communicate well by using English. English is important in Indonesia because it's the way of communicating with other notion, for business, information, technology, especially in education. In Indonesia, English is use as a foreign language. This is the reason why the Indonesian government consider English is very important to be taught as the first foreign language starting from junior high school, senior high school and up to university level.

Guided by the foundation and development of basic education curriculum 1994, English is a foreign language is taught and it is considered so essential for the absorption and development of science, technology, arts, culture, and development of relations between nations. English has two basic skills; they are productive skills and receptive skills. Speaking and writing are productive skills. Listening and reading are receptive skills.

In this case, the researcher focuses on writing skill that is in of the problematic in factors learning English. Moreover, in Junior High School

students should be able to show their feeling and ideas in spoken and written forms. They also should be able to use their analytic and imaginative ability in learning English as foreign language. It means these expectations are included in the language skill.

Writing is the process of giving information by text that involved in generating the letters, words and sentences. The process of writing integrates visual, motor, and conceptual abilities. Therefore, students must have extensive knowledge if they want to write something and were few reasons why writing necessary in our life. Writing is important to support learning English especially in enriching vocabulary and gaining a large portion of their education. Writing will provide a basis for development of other language skills. It is an important language skill because without this skill people cannot show their idea through writing text books, novels, newspaper, magazines, and any information.

First, writing is the one of the ways that translates our thoughts to the people. Second, writing is the primarily basic upon which our work, our learning, and our intellect will be judged-in college, in the workplace, and in the community. Third, our brain pours what think in written form. Writing also helps us to understand the topic that we will write. So, it is undeniably that writing is very important for us in our life, moreover for students.

In English, communicative competence include grammar, it could prevent misunderstanding in communication. Grammar is a systematic study

of scientific method which provides us information and guidance necessary to learn a language. The science of grammar teaches how a language spoken and written correctly and effectively. So, it can be said that grammar is primarily concerned with the formation and clarification of words and sentences and their practical significance in daily life. There are some major forms parts of speech that built a sentence.

There are nouns, verbs, adverbs, pronouns, prepositions, conjunctions, interjections and also adjectives. Based on researcher of observation in MTs S YPKS Padangsidempuan, the researcher found that some of parts speech such as nouns, verbs, and adjectives that studied. So, researcher interest to find the students' ability in using adjectives. Adjective has been a part of general high school programs that is contained in the curriculum. Adjective is a word with a noun to describe person, animal and name of thing.

Descriptive text is a text to tell us about a short description of people's characterization, animal, thing and particular places. So, the students should be able to build their vocabularies of adjective to write descriptive text. In writing process the students have to compose their writing by using their own choice of sentence structure and organize their own ideas in such a way that the reader can understand them. Nevertheless, in eight grade of MTs S YKPS Padangsidempuan there were some problems that done eight grade students of grade MTs S YPKS Padangsidempuan would be illustrated below.

Based on the information given by the English teacher in MTs S YPKS Padangsidempuan the students have problems in Learning English. The students do not understanding in learning English, even though they have studied English in elementary school. According to the English teacher, the students of grade VIII have problems in learning English caused of their ability in mastering vocabulary. Especially in using adjective, the students cannot build adjective to be phrase.¹ So, the researcher want to knows the ability of students' in using adjective in writing descriptive text at grade VIII in MTs S YPKS Padangsidimpuan.

Based on the researcher's experience in teaching practice program (PPL) at MTs S YPKS Padangsidempuan, the researcher sees some of students' cannot to use adjective or comprehend in writing descriptive text. To analysis text and to write text is not easy to students. The students need to consider many aspects such as; *first*, students are not able to use of adjective and kinds of adjective. *Second*, students who do not comprehend to write descriptive text ability is still poor, because they find difficulties in using adjective and kinds of adjective in writing descriptive text. *Third*, students who do not understand the descriptive text, they do not understand how to write good sentences about descriptive text.

¹ Mrs. Deli Warni, S.Pd, *The English Teacher of MTs S YPKS Padangsidempuan*, Interview with English Teacher, 2017.

Furthermore, they are still poor of vocabulary. *Then*, the students are expected to be able to using adjective in writing descriptive text correctly. *Finally*, the students were low motivation in learning process. Sometimes when teaching learning process some of them feel sleepy and makes noise. Students are lazy to study it, they have not motivate in writing.

Students had different ability and every students had different interested in writing. In one of class students learning ability had different, it means there were diligent students to write but less opinion and also there were students are lazy to write but have ideas. There are some factors that influence the successfulness of write descriptive text of the students such as adjective or adjective phrase, grammar, vocabulary and tenses. The difficulties faced by students not only come from students alone, but also from other. It can be from teachers when they teach English. They do not use various method or strategies that are make interest for the students. So, it makes them lazy or boring to study.

Based on the explanation above, the researchers wanted to make a research about **“The Students’ Ability in Using Adjective in Writing Descriptive Text at Grade VIII in MTs S YPKS Padangsidempuan”**.

B. Focus of the Problem

From the explanation above, this research is focused on using adjective of quality, adjective of quantity, adjective of number and possessive adjective in writing descriptive text at grade VIII in MTs S YPKS Padangsidempuan.

C. Formulation of the Problem

The formulation of the problem of this research as below:

1. How is students' ability in using adjective in writing descriptive text at grade VIII in MTs S YPKS Padangsidempuan?
2. How is students' ability in using adjective of quality?
3. How is students' ability in using adjective of quantity?
4. How is students' ability in using adjective of number?
5. How is students' ability in using possessive of adjective?

D. Objectives of the Research

The aims of the research were:

1. To know the students' ability in using adjective in writing descriptive text at grade VIII in MTs S YPKS Padangsidempuan.
2. To know the students' ability in using adjective of quality?
3. To know the students' ability in using adjective of quantity?
4. To know the students' ability in using adjective of number?
5. To know the students' ability in using possessive of adjective?

E. Limitation of the Key Term

The terminologies, as follow:

1. Student

Student is a pupil person who is studying at school either in elementary or high school which receives an influence of a person who carry out educational activities like knowledge transfer and character building. In this research, the student is the pupil at grade VIII in MTs S YPKS Padangsidempuan.

2. Ability

Ability is capacity or power students to perform and potential capacity or power to do something physical or mental. It means that we do something consist of physical or mental achievement as a skills. So, the researcher concludes the ability means the power of students in MTs S YPKS Padangsidempuan in using adjective in writing descriptive text.

3. Adjective

Adjective is a describing thing, quality a noun or noun phrase, giving more information about the specific object signified.

4. Writing

Writing is a process where a writer needs his or her ability to arranged a product of writing with out their ideas and thinking.

5. Descriptive Text

Descriptive text is a kind of text in English. Descriptive text is a text to tell us about a short description of people's characterization, animal, thing and particular places.

F. Significances of the Research

1. Theoritically

- a. To fulfill a requirement to reach the first strata degree in English section in education departement faculty of Tarbiyah and Teachers' Training State Institute for Islamic Studies (IAIN) Padangsidempuan.
- b. As a input for the readers especially the English learners that is research is expected to be able to improve their knowledge in learning the adjectives.

2. Practically

- a. As an input for the headmaster in guiding his English teacher.
- b. As an input for the English teacher in teaching and learning process especially in using adjective. They can improve their ability to make and find the effective strategies in teaching adjective so that their problems that faced in classroom can be solved.
- c. As an input to the students to decrease their problems to using adjective.

G. The Outline of the Thesis

The outline of the script include into to five chapters, they are; the first chapter, consist of background of the problems, formulation of the problems, objectives of the research, limitation of the research, significances of the research. The consist of this chapter was about the problem that faced by students in using adjective in writing descriptive text, the students do not able to using adjective in writing descriptive text well, because the students do not understand, and this chapter found how to solving the problems.

The second chapter, consist of theoretical description involve first: students' ability, kinds of ability. Second: definition of adjective, kinds of adjective, position of adjective, and types of adjective. Third: writing, definition of writing, stages of writing, purpose of writing, kinds of writing, characteristic of writing. The last, descriptive, definition of descriptive text, components of descriptive text, the generic structure of descriptive text and the example of descriptive text, and review of related finding, conceptual framework and hypothesis.

The third chapter, consists of kinds of research, place and time of the research, design of the research, population and sample, technique for collecting the data, test validity, techniques of data analysis, the outline of the thesis. The kinds of research was quantitative descriptive and the research has been done in MTs S YPKS Padangsidempuan, the instrument of collecting data that used by research were: test. The fourth chapter, consists of general

findings, and discussion. In this chapter about result of the research the students' ability in using adjective in writing descriptive text, and how to overcome the students' problem about it.

The fifth chapter, consists of conclusion and suggestion. The conclusion include the research of the research, the students' ability in using adjective in writing descriptive text, and the efforts by English teacher to overcome the students' problem that faced by students the suggestion include the suggestion writer to headmaster, English teacher, and the readers.

CHAPTER II

THEORETICAL DESCRIPTION

A. Students' Ability

1. Definition of Students' Ability

Students' ability came from two words, students and ability. Student is a person who is studying at collage of university, person studying at secondary school, any person interested in a particular subject.¹ A student is a learner, or someone who attends and educational institution. In this widest use, student is used for anyone who is learning.² So, students is the person who learning on elementary, junior and senior high school whether it is formal education or informal education and they are persons who learn at grade VIII in MTs S YPKS Padangsidempuan.

Then, Oxford dictionary stated that ability is level od skill or intelligence.³ While Meriam says that ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to). It means an acquired or natural capacity or talent that enables an individual to perform a particular job or task successfully.

¹ A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 1187.

²Richard nordquist" Definition of Students" <http://en. Wikipedia.org/wiki/Student> Accessed At April 20 2018 retrived on 10-.30 am.

³ *Ibid*, p. 279.

According to Dauglas Brown, the word “ability” has three meanings, they are:

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b. Capacity is potencial ability and can be measured by not straight, the individual’s capacity.
- c. Aptitude is quality and can be expressed by especially training.⁴

So, students’s ability in this research means the achievement of person who studying at eight in MTs S YPKS Padangsidempuan.

2. Kinds of Ability

There are many kinds of ability, this is 10 mental ability, they are:

- a. Flexibility and speed of closure

The ability to hold in mind to particular visual configuration.

- b. Fluency

The ability to produce words, ideas, and verbal expression.

- c. Inductive reasoning

The ability to from and test hypothesis directed at finding relationship

- d. A associative memory

⁴ H. Dauglas Brown, *Teaching by Principles and Approach to Language Pedagogy*, (New Jersey: Engle Wood Cliffs, 2001), p. 236-238.

The ability to remember bits of unrelated material and to recall.

e. Span memory

The ability to recall perfectly for immediate reproduction a sets as of item after only one presentation of the series.

f. Number facility

The ability to rapidly manipulate number in arithmetic operations.

g. Perceptual speed

Speed in finding figures, making comparisons, and carrying out simple task involving visual perception.

h. Deductive reasoning

The ability to reason from stated premises to their necessary conclusion.

i. Spatial orientation and visualization

The ability to perceived spatial pattern and to manipulate or transform their imagine of spatial pattern.

j. Verbal comprehension

Knowledge of words and their meaning as well as the application of knowledge.⁵

⁵ Gilson, et.,al, *Organization Behaviour Structure Processes*, (Singapore: The McGraw Hill Companies, 2004), p. 93.

Based on the explanation above, the researcher can be concluded the kinds of mental ability is flexibility and speed of closure, fluency, inductive reasoning, a associative memory, span memory, number facility, perceptual speed, deductive reasoning, spatial orientation and visualization, and verbal comprehension.

B. Adjective

1. Definition of Adjective

Adjective is a word which qualifies a noun, that is shows or points out some distinguishing mark or feature of noun. An adjective qualifies a noun; it describes the attributes of a noun.⁶ According to Jayanthi Dakhsina Murty described, “adjective is a word used to express the quality, quantity, number and point out the person or thing”.⁷ Beside, adjective is a word with a noun to describe or point out, the person, animal, place or thing which the noun names, or to tell the number or quality.⁸

Furthermore, adjective are descriptive words used in sentences to modify or describe nouns or pronouns, and the typically but not always precede them. Adjective also describing words that tend to be used in two ways; before a noun attributively as a pre-modifier, and after a verb

⁶ Graham Tulloch, *English Grammar a Short Guide*, (Sydney: Sydney University Press, 1990), p.10.

⁷ Jayanthy Dakshina Murthy, *Contemporary English Grammar*, (New Delhi: Book Palace, 1998), p. 33.

⁸ Wren and Martin, *High School English Grammar and Compositions*, (N.D.V: Prasada Rao, 1990),p. 19.

predicatively as a complement to the subject or object of a clause.

Example of adjective are diligent, fat, beautiful and ugly.

From the explanation above, the researcher concludes that adjective is a word that describes a person or thing used with a noun to add something for its meaning.

2. Kinds of Adjective

The kinds of adjective in a grammar are divided into ten types, namely:

- a. Adjective of quality is an adjective used to talk about the quality of a person or thing.

Example: The rose is the *beautiful* flower

- b. Adjective of quantity is an adjective used to talk about quantity or things. Example: She has a *little* oil in the tank

- c. Adjective of number is an adjective used to talk about the number of things or persons.

Example: *Six* students passed in the exam

- d. Demonstrative adjective is an adjective used to point out which person or thing we speak about is known as demonstrative adjective.

Example: *That* girl is very beautiful

- e. Distributive adjective is an adjective used to refer to each and every person or thing

Example: I go to school at seven o'clock *every* morning

- f. Interrogative adjective is an interrogative adjective modifies a noun or noun phrase and is similar to the interrogative pronoun. It does not stand on its own and includes words such as, which, what, whose, whom, where and so on.

Example: *Which* places do you wish to visit?

- g. Possessive adjective is an adjective used to talk about ownership or possessive.

Example: *My* mother is a teacher

- h. Emphasizing adjective is an adjective used to emphasize a noun.

Example: I saw it with my *own* eyes

- i. Exclamatory adjective is an adjective is the word “what”

Example: *What* a tragedy!

- j. Proper adjective is an adjective derived from a proper name

Example: A *Indian* pilgrim⁹

According to Khamying there are types of adjectives in English:

⁹ Mun Fika et al, *Complete English Grammar*, (Surabaya: Apollo, 1991), p. 100

Table: I
Kinds of Adjective

No	Types	Functions	Examples
1	Descriptive Adjective	To attribute or qualify people, animals, things, or places in order to describe its features.	The <i>rich</i> man lives in the big house
2	Proper Adjective	To modify noun in terms of the nationality, this type is originated from proper noun.	He employs a <i>Chinese</i> book
3	Quantitative Adjective	To modify noun for particular details in quantifying.	He ate <i>much</i> rice at school yesterday
4	Numeral Adjective	To modify noun for particular details in exact quantifying which is divided into three	1) Cardinal Numeral Adjective Ex. My hand has <i>five</i> fingers 2) Ordinal Numeral

		perspective: cardinal number (exact quantity), ordinal number (hierarchical number), and multiplicative number (double number).	Adjective Ex. I am the <i>seventh</i> son of my family 3) Multiplicative Adjective Ex. Some roses are <i>double</i>
5	Demonstrative Adjective (this, that, those, these)	To show the noun it modifies is singular or plural and whether the position of the noun is near or far from the person who is speaking or writing.	I invited <i>that</i> man to come in
6	Interrogative Adjective	To modify noun as a questioning form.	What book is he reading in the room?
7	Possessive Adjective	To express possession of a noun by someone or	This is <i>my</i> table

		something	
8	Distributive Adjective	To modify noun by dividing or separating into different parts	Every soldier is punctually in this place
9	Emphasizing Adjective	To modify noun by highlighting emphasizing or emphasizing the text	Supansa is my own girl-friend
10	Exclamatory Adjective	To modify noun by using interjection words	What a man he is!
11	Relative Adjective	To modify noun and combine sentence which are related between the first and second sentence	Give me what money you have. ¹⁰

From the kinds of adjective above, the researcher limited to four kinds adjectives, because that four kinds of adjective usually used in

¹⁰ Khamying, S, *Advanced English Grammar for High Learner*, (Bangkok: V.J Printing), p. 174-179.

writing descriptive text, namely: adjective of quality, adjective of quantity, adjective of number and possessive adjective.

1) Adjective of Quality

Adjective of quality is an adjective used to talk about the quality of a person or thing is known as adjective of quality. According to Wren and Martin adjective of quality or (descriptive adjective) is show the kind or quality of a person or thing.¹¹ So, adjective of quality is an adjective used to talk about quality of a person or thing. Likes: *large, new, dry, good* and *heavy*.

Examples: Calcutta is a **large** city
Anita is a **good** tailor
Indah is a **new** teacher

2) Adjective of Quantity

According to Jayanthy, an adjective used to talk about the quantity of things.¹² Beside Wren and Martin that adjective of quantity is to show how much of the thing is meant.¹³ So, adjective quantity describes how much of thing is meant and to modify noun for particular details in quantifying. Likes: *little, a litte, some, enough ect.*

Examples: There is a **little** milk in the jug
She buy **much** patience
They have had **enough** exercise

¹¹ Wren and Martin, *High School English Grammar and Compositions...* p. 17

¹² Jayanthy Dakshima Murthy, *Contemporary English Grammar...* p. 34

¹³ Wren and Martin, *High School English Grammar and Compositions...* p. 20

3) Adjective of Number

An adjective used to talk about the number of thing or person known as adjective of number. Then according to Wren and Martin, “adjective of number show how many persons or things are meant, or in what order a person or thing stands”.¹⁴ So, adjective of number indicate how many person or things are meant and to modify noun for particular details in exact quantifying which is divided into three perspectives: cardinal number (exact quantity), ordinal number (hierarchical number), and multiplicative number (double number). Examples: *one, fist, any, four, two, few, many, all, some, several, most*.

1. Cardinal number adjective example: My hand has ***five*** fingers
2. Ordinal number adjective example: I am the ***seventh*** sons of my family
3. Multiplicative adjective example : ***Some*** roses are double

¹⁴ *Ibid*, p. 17.

4) Possessive Adjective

Possessive adjective used to talk about ownership or possession is known as adjective.¹⁵ Likes: *my, your, our, his, her, its, their.*

Examples: ***My*** mother is a nurse
Your brother is handsome boy
Our teacher is beautiful woman

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

- a. As nouns

Example: none but ***brave*** deserves the ***fair***

- b. As adverbs

(1) Verbs

Examples: hold ***tight***, break ***loose***, make ***uneasy***

(2) Adverbs

Examples: ***better*** off, ***far*** ahead, ***close*** by, ***straight*** ahead

(3) Other adjective

Examples: ***boiling hot***, ***dead*** drunk, ***stark*** naked, ***dark***
red

(4) Prepositional phrases

Examples: ***deep*** in her heart, ***early*** in the year, ***long***
before noon.

¹⁵ Jayanthi Dakshina Murthy, *High School English Grammar and Compositions...* p. 20

3. Position of adjective

Adjective occur most frequently before the nouns refer to after linking verb. However, they also appear in several other positions, not only in relation to nouns and adverb but also in relation to pronouns.

According to Mun Fika, the position of adjective here:

- 1) In front of noun

Example: She *Flendly* woman
They *beautiful* girls

- 2) After tobe (Is, Am, Are)

Example: The man is *handsome*
He is *good* boy

- 3) After object

Example: She tells me *beautiful*
He tells me *wonderful* ¹⁶

4. Types of Adjective

There are two kinds of adjectives, namely:

- 1) Determiners

Determines consist of a small group of structure words without characteristics form.¹⁷

(a) Article (the, a, an)

(b) Demonstrative adjective (this, these), (that, those)

(c) Possessive adjective (from pronouns, ex: my, your, one's),

(from nouns, ex: John's, the girls)

¹⁶ Mun Fika, *Complete English Grammar...* p. 100.

¹⁷ Marcella Frank, *Modren English A Practical Reference Guide...* p. 109.

- (d) Numeral adjective (cardinal, ex: four, twenty, five, six, one hundred), (ordinal, ex: third, fifth, seventh)
- (e) Adjective of indefinite quantity (ex: some, few, all, more)
- (f) Relative and interrogative adjective (ex: whose, what, which)

2) Descriptive Adjective

Descriptive adjective usually an inherent quality (beautiful, intellegent), or phsyscal state such as age, color, site, inflectional and derivational endings can be added only to this type of adjective.¹⁸

- (1) Proper adjective such as a Moeslem Mosque, Indonesian Language
- (2) Participle adjective, consist of present participle such as an interesting book, a disappointing experience, a charming view, a trafiling gift, and past participle such as a bored student, a worn table cloth, a tired house wife, a spoiled child.

C. Writing

1. Definition of Writing

Writing gives contribution to human life. The importance of writing can be seen in peoples' daily activities and in social life, such as personal letter, social life, office activity and business activity and particularry in

¹⁸ *Ibid.*, p. 110.

academic activities. In academic activities, writing is a skills of language that used to communicate indirectly or written form.

Writing is activity to share the ideas, opinions, feelings, and thinking of writer too. Writing also has important role to the students because it will make the students increase their ability, develop creativity and gather the informations. Moreover, writing can be a efficient and effective tool to communicate for some peoples.

Writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Writing is also both process and product.¹⁹ The process is when the writer imagines, organizes, drafts, edits, reads, and re-reads. Ultimately, what the audience sees, is a product an essay, letter, story, or research report.

According to A. Oshima and Ann Hogue writing is most likely to encourage thinking and learning when students view writing as a process.²⁰ It explains writing is a process to express the idea to be a written form. It can be seen when students try to write a text it needs time.

¹⁹ David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill: 2003), p. 88.

²⁰ Alice Oshima & Ann Hoque, *Writing Academic English (4th Edition)*, (New York: Pearson Longman, 2006), p. 28.

According to John Langan state that writing is a process of discovery that involves a series of steps, and those steps are very often a zigzag journey.²¹ Very often, writers do not discover just what they want to write about until they explore their thoughts in writing.

According to Ken Hyland says that “writing is a way of sharing personal meanings and writing course emphasize the power of the individual to construct his or her ownviews on a topic”.²² Then, J. Michael O’Malley and Lorraine Valdez Pierce say that” writing is a personal act in which writers take ideas or prompts and transform them into self initialed topic.²³

So, according to experts’ explanation above, writing is cognitive process to express thoughts to others in writen form. Some people think that writing is a difficult to do. Person who wants to construct writing should work hard, and a good writing that can write independently just can be reached by work harder. Writing needs a routine rehearsal in order to have a good writing skill.

²¹ John Langan, *College Writing Skills, Media Edition (5th Edition)*, (USA: McGraw Hill, 2003), p. 13.

²² Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2004), p. 9.

²³ J. Michael O’Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners Practical Approaches for Teachers*, (USA: Addison Wesley Publishing, 1996), p. 136.

2. Stages in Writing Process

Writing is a product from some processes. According to Donald Graves there are five-steps of writing process.

1) Prewriting

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (describe below) are all ways to generate ideas.

2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

3) Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around.

4) Editing

This is the stage where grammar, spelling and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

5) Publishing and Sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out

loud in small groups, to another classmate, or in a large group setting.²⁴

Based on explanation above, there are some steps in writing. It explains that writing need process, from a word to be a sentence and from a sentence to be a text. The process of writing will make possible to get good written.

3. Purposes of Writing

There must being any purposes of writing. It is imposible if people write with no purpose, although people just write a simple writing. There are some purpose of writing:

1) To Inform

The most common writing purpose is to inform what people write in their writing. People often present information in their writing.

2) To Persuade

People sometimes write to make someone do or believe something by giving some reason.

3) To Express

People writes almost everything includes their self-expression.

Writing also provides opportunity to show their personality.

4) To Entertain

²⁴ Andrew, P Jonshon, *Teaching Reading and Writing: A Guide for Tutoring and Remediating Students*, (New York: Rowman& Littlefield Publisher, 2008), p. 179.

Writing is also able to entertain. By reading the funny story writing, people may laugh and it can really entertain someone with this purpose.²⁵

From explanation above, the researcher define that writing is has some purposes. It is the reason why writing is one of skill that must be learned and the reason why students must be mastery in writing skill.

4. Kinds of Writing

There are many kinds of writing texts, they are:

1) Description

Description is a written English text which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be person, animal, tree house, or camping. It can be any topic. Its' function to describe a particular person, place or thing.

2) Persuasion

Persuasion is a written English text in which the writer persuades people that something should or should not be the case. Its' function is to persuade the reader that something should or should not be the case.

²⁵ James A Reinking, Andrew W. Hart, *Strategies for Succesful Writing*, (New Jersey: Prentice-Hall, 1986), p. 4.

3) Argumentation

Argumentation is English text in which the writer presents some points of view about an issue. Its' function is to present at least two points of view about an issue.

4) Process

Process is any written English in which the writer describes how something is accomplished a sequence of action or step. Its' function is to describe how something is accomplished a sequence of action or steps.

5) Report

Report is texts that describe the way of thing are, which reference to arrange of natural man made and social phenomena in our environment.

6) Narration

Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Its' functions to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

5. Characteristic of Writing

There are some characteristics of written language, from the perspective of a reader. Let's revisit those from a writer's review point:

1) Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to withdraw. Whatever you can do as a teacher and guide and facilitator to help your students to revise and refine their work before final submission will help to give them confidence in their work.

2) Production time

The good news is that, given appropriate stretches of time, a writer can indeed become a "good" writer by developing efficient processes for achieving the final product. One of your goals, especially if you are teaching in an EAP context, would be to train your students to make the best possible use of such time limitation. This may mean sacrificing some process time, but with sufficient training in process writing, combined practice in display writing, you can help your students to deal with time limitations.

3) Distance

The distance factor requires what I have called cognitive empathy, in good writers can “read” their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience’s general knowledge, cultural, and literary schemata, specific subject-matter knowledge, and very importantly, how their choice of language will be interpreted.

4) Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students.

5) Complexity

Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

6) Vocabulary

Writing places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

7) Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

8) Coherence

Coherence is traditionally described as the relationships that link the ideas in a text to create meaning. It is important that students be taught alternative strategies to improve their writing.²⁶

From the explanation above, it can be concluded that the characteristics of writing are permanence, production time, distance, orthography, complexity, vocabulary, formality, and coherence.

D. Descriptive Text

1. Definition of descriptive Text

Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can

²⁶ H. Douglas Brown, *Teaching by Principles and Approach to Language Pedagogy*, (New Jersey: Engle Wood Cliffs, 2001), p. 325-326.

be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. The purpose of text is to describe particular person, place, or thing.²⁷ When you describe someone or something, you give your readers a picture in words. To make the word picture as vivid and real as possible, you must observe and record specific details that appeal to your readers' senses (sight, hearing, taste, smell, and touch).

More than any type of essay, a descriptive paper needs sharp, colorful details.²⁸ A good piece of descriptive writing has some logical plan of development. The writer tries to give a picture or impression of a person, place, or thing, but unlike the photographer or a painter, who has chemicals or pigments to work with, the writer has only words to use.

Therefore, to be effective, written descriptions should have an efficient, sensible, carefully thought-out, logical plan.²⁹ Descriptive text is kinds of academic writing text. Descriptive text also has purpose to describe object (personal person, thing, place). Descriptive text is reading object with the words and make it to be a written text. It same with giving readers a picture in words.

Descriptive text is a kind of text that actually tells us about a short description of people's characterization, animal, thing, and particular place.

²⁷ Sanggam Siahaan & Kisno Shinda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 89.

²⁸ John Langan, *College Writing Skills...*, p. 175.

²⁹ George E. Wishon and Julia M. Burks, *Lets Write English, revised edition*, (New York: Litton Educational Publishing, 1980), p. 129.

To begin descriptive text must make an identification as a first steps that is introduce the thing that will be described and then continue to the description that will be description also.

Descriptive text is written English in which the writer describes an object. In the text, the object can be a concrete or abstract object. It can be a person, an animal, a tree, a house, or camping. It can be about any topic. According to Sanggam Siahaan Descriptive text is containing two components, i.e. identification and description by which a writer describes a person, an animal, a tree, a house, or a camping as his topic.³⁰ Meanwhile, Djuharie, Otong Setiawan says, “*Teks descriptive adalah karangan menggambarkan seseorang, sesuatu, suatu tempat dan seekor binatang*”.³¹ (Description texts is composition that describes people, thing, place and animal). Then according to Pardiyono descriptive text is a type of written text, which has the specific function to give description about an object (human or nonhuman).

So, the researcher concludes, that Description text is a kind of text in genre that gives description about thing, living thing or non-living thing (include sense, sight, sound, smell, taste, and touch) and have purpose to describe peoples, animals, places, and things itself. Descriptive describes

³⁰ Sanggam Siahaan, *Generic Text Structure*, (Pematang Siantar: Graha Ilmu, 2007), p.89.

³¹ Otong, Setiawan Djuharie, *Genre dilengkapi 700 soal uji Pemahaman*, (Bandung YramaWidya, 2007), p. 24.

much information about an object, where the information is about the parts, or qualities, or characteristics of the object that is described.

2. Component of Descriptive Text

Descriptive is text containing two components; identification and description by which a writer describes a person, or an animal. The identification is to identify the object to describe. The description describes parts, qualities and characteristics: of the parts of the object the function of description is to describe a particular person, place, or thing.³² Text can be divided into descriptive text, procedure text, narrative text, recount text, and report text. However descriptive text means to descriptive things, people, place specifically.

3. Generic Structure of Descriptive Text

The generic structure of descriptive text is identification and description. Identification intended of the topic which is wanted to describe and description intended of writing that tries to put a picture in the reader's mind. Description tells how something look or sounds or taster or smell or fell. Lowes and Clark also explained that text structure of descriptive text consist of:

- 1) Identification: is writing the name of something, place, picture, city, and family with brief description, to identify the object to describe.

³² *Ibid.*

2) Description: describes parts, qualities, and characteristics of the parts of the object.³³

According to Lowes and Clark explained that the structure of the descriptive text are identification, and description. 1) Identification is writing the name or something, place, picture, city and family with brief description. 2) Description is described parts, qualities, characteristics of thing. While Linda Gerot and Peter Wignell noted that the generic (schematic) structure of descriptive text are: identification is identifies phenomenon to describe, description is describe parts, qualities, characteristic of thing.³⁴

From explanation above that generic structure of descriptive text is identification and description. Identification talk about object identity that will describing. Description talk about describing an object it can be kinds of the object. As the Lowes and Clark explained about generic structure of descriptive text, it will easier for writer to make a descriptive text and easier a reader to know the kind of the text.

4. Characteristics and Language Features of Descriptive

There are some characteristics of descriptive text, here the characteristics of descriptive text, the researcher adopt from Alice

³³ Sanggam Siahaan, *Generic Text Structure...* p. 89.

³⁴ Lewis and Clark, "*Descriptive Text*", (<http://www.campusschool.edullofti/primary>, accessed at Julie 22, 2017 retrieved on 11 pm).

Oshima in her book *Introduction to Academic Writing*. She states several characteristics, that explained as follow:

- 1) A description is a word picture. It tells the reader how something looks, feels, smells, tastes, and sound.
 - a) Use spatial order to organize the description. Spatial order is the arrangement of item in order by space.
 - b) Use spatial order expression to show the order. Examples of the spatial order; on the dashboard of my car; in the distance.
- 2) Unity is an important element of a good paragraph. Unity means that a paragraph discusses one and only one main idea.
- 3) Supporting details are the “meat” of a paragraph. They prove the truth of the writer top sentence, and they make the writer rich and interesting.
- 4) Use of simple present tense.
- 5) Use of specific participants.
- 6) Dominant grammatical aspects.³⁵

So, the characteristics and language features of the descriptive text are description, unity, supporting details, use simple present tense, use specific participants, and dominant grammatical aspects.

³⁵ Alice Oshima and Ann Hoge, *Introduction to Academic Writing*,...p.74.

5. Example of descriptive text

To be more clearly, the example of text structure of descriptive text can be illustrated as follow:

Table II:

The example of descriptive text

The Elephants at the City Zoo	
Identification	The zoo in our town also has a pair of elephants. They are Sumatran elephants. They are about the same age, around 40 years.
Description	<p>The male is very big. It is 2.5 m tall. He is gray. He has wide ears, and small eyes. Its tail is very short, not like other elephants. Its tuks are short, too. They are white, but they atre always dirty. The female is also big. It is 2 m tall. Unlike the male, she has a long tail. She, however, does not have tusks. She has three white spots along her trunk.</p> <p>They like eating green long grass. The male also likes coconuts very much. He always peels the coconut with his tusks. The female like cucumbetr and young bamboo leaves. The zoo keeper gives them food three times a day.</p> <p>There is a small pond inside the den. The elephants drink the water from the pond. Sometimes they also play with the water. They suck the water into their trunks and spray to the sky. It looks like a fountain. They also like walking along the fence of the den. The female walks behind the male. She holds the male's short tail with her trunk.³⁶</p>

³⁶ Djatmika, et...al, "Passport to the World, A Fun and Easy English Book for Grade VIII of Junior High School", (Solo : PT Tiga Serangkai Pustaka Mandiri, 2018), p. 107.

E. Review of Related Findings

Related to this research, some researchers has done as below: therefore the researcher made theirs as related finding. There are three researchers was used as related finding. The first, Ahmad Syarif³⁷ research. He concluded that the mastery of second year students (class XI-IPA 2) in grammar especially in using adjective clause was low. The average of the form test type was 52.26 % and the average of the function test type was 44.52%. In addition, most of the students made error in ‘whom’ with the everage of error is 82.80%. On the other hand, the lowest one on ‘who’ with the everage of error was 30.11%. Too, the everage score of the students in class XI-IPA was 50.94%.

The second thesis by Irwan Sulisty³⁸. He conclude the result of the research show the mastery on writing based on generic structure of narrative text class IX Senior High School Yasiha Gubug academic year 2012 is categorized good score with average 75. The result of show in observation sheet that were 27 students in level excellent, 10 students in good, and 3 students in level fair.

³⁷Ahmad Syarif, “*An Analysis of Students’ Errors in Using Adjective Clauses*, (Journal.UIN SyarifHidayatullah.ac.id 2011) Accessed 20 April 2019.

³⁸ Irwan Sulisty, “*An analysis of generic structure of narrative text written by the tenth year students of SMA Yasiha Gubug*”, (Journal of English and Eduction, vol.4, no 2, May, 2019) [http://Journal.um.ac.id/index.php/jhppiSSN:24 42-3890](http://Journal.um.ac.id/index.php/jhppiSSN:24%2042-3890)

The third, Lija Romayanti Hutagalung,³⁹ the conclusion of her research as the grade IX students of SMA Negeri 1 Angkola Timur in 2010-2011 Academic Years in using adjective especially definite demonstrative adjective were categorized into able. Actually, after collecting and analyzing the data, it has known that the sum score of them is 73, 35 and the value of their means is 74, 09.

The fourth, Kasmiyati,⁴⁰ the conclusion of her research that students' ability in using adjective order at tenth grade of SMKN 6 Padang students' academic year 2014/2015 have medium ability in using adjective order in completed sentences. The data analysis show that 4 students got percentage 12% with very high ability, 14 students got percentage 59% with medium ability, 6 students got percentage 18% with very low ability, and 21 students got percentage 62% with high ability. Those percentage can be interpreted that more than half of the sample were not able to finish the test by medium qualification for use the rules of adjective order.

The last, Eka Sasmiasih,⁴¹ the conclusion of her research in Error Analysis on the Students Writing of Descriptive Text that showed the highest

³⁹ Lija Huta Galung, "*A Study on the Grade IX Students' Ability in Using Adjectives of SMA Negeri 1 Angkola Timur in 2010-2011 Academic Years*", (Unpublished script), (Padangsidempuan: UMTS, 2010).

⁴⁰ Kasmiyati, "*An Analysis of Students' Ability in Using Adjective Order*", (Journal PGRI West Sumatera Utara 2015 vol.12, no 15, May, 2019)

⁴¹ Eka Sasmiasih, "*Analysis on the Students Writing of Descriptive Text at second Grade Students of SMP PGRI 2 Ciputat*" (Journal.uinjt.ac.id.bits...2014) Accessed, 6 April 2019.

frequency of error is mis-formation error (53.33%). The lowest frequency of error is mis-ordering error (6.67%). On the other hand, the highest cause of error is First Language (52.54%), while the lowest cause of error is Translation (6.78%).

Based on the explanation above, the researcher saw the used one variable in order they to knew about how far the students' ability in identifying adjectives. The researcher thought, it was high subject that must be understood by students. This was one of basic reasons why researcher choose the title "The Students Ability in Using Adjective in Writing Descriptive Text at Grade VIII in MTs S YPKS Padangsidimpuan".

F. Conceptual Framework

The successfulness of writing depends on many factors one of them is how the technique of the teaches students English. The suitable technique is very important for teacher especially to teach using adjective in writing descriptive text.

Expressing idea, thought, opinion, feeling, and experience what in their mind directly to their friend or the other people. English teacher should be able to writing and use suitable strategy as well as present the teaching material. A clear teacher is one who presents material in ways that make it easy to understand.

As well producing skill of the lesson content, moderate, to apply their learned knowledge in their other classroom activities such as

answering question and problem solving. Writing as a productive competence actually requires a skill to plan what is to write, organize the ideas, persuadesn the reader to accept, the idea and add something to be processed in communication it self.

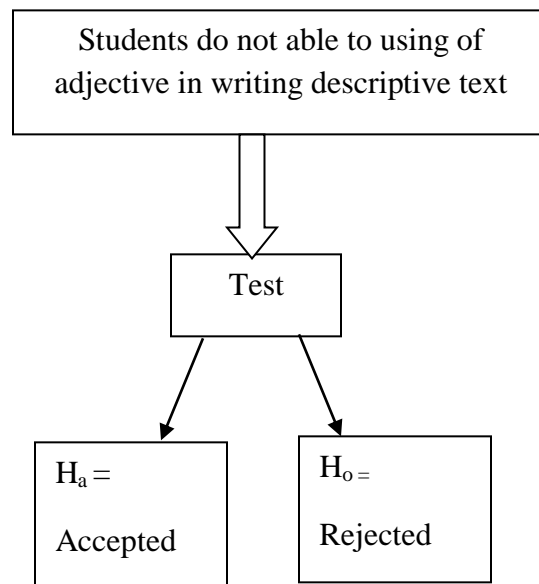


Figure I: Conceptual of Framework

G. Hypothesis

The hypothesis of this research is “The students’ ability in using adjective in writing descriptive text at grade VIII in MTs S YPKS Padangsidimpuan is low”.

CHAPTER III

RESEARCH METODOLOGY

A. Time and Place of the Research

This research has been done conducted at MTs S YPKS Padangsidempuan. It is located at Jln. Sutan Soripada Mulia No. 52 A Padangsidempuan Utara Kota Padangsidempuan, Sumatera Utara. This subject of research was grade VIII MTs S YPKS Padangsidempuan in 2017-2018 academic year. This research has done from March 2017 up to 12 April 2019.

B. Design of the Research

This research has been conducted by using descriptive method with quantitative approach. Descriptive method is not just asking some people with some questions and reporting answer, but descriptive method studies should have a set basic steps, they are identify a topic problem, select an appropriate sample of participants, collect valid and reliable data, and analyze and report conditions. On the words descriptive studies involve a number of unique problems.

So, it can be concluded that descriptive research means to analyze or make a sense perception (descriptive) about situation or events. It is used to describe how the students ability in using adjective in writing descriptive text at grade VIII MTs S YPKS Padangsidempuan.

C. Population and Sample

1. Population

Population of the research are all the VIII grade students of MTs S YPKS Padangsidempuan. There were five classes of MTs S YPKS Padangsidempuan at VIII grade, they were VIII-¹ consist 27 students, VIII-² consist 29 students, VIII-³ consist 26 students, VIII-⁴ consist 28 students, VIII-⁵ consist 28 students. Based on the explanation above, the population of research can see in the table below:

Table III:

Population of the research VIII students at MTs S YPKS Padangsidempuan

No	Classs	Number of Students
1	VIII- ¹	27 students
2	VIII- ²	29 students
3	VIII-³	26 students
4	VIII- ⁴	28 students
	VIII- ⁵	28 students

2. Sample

To get the sample, the reseacher applies random sampling technique by choosing of students based on lottery method. The

procedures are: the researcher identified there were one class and consist of 26 students at grade VIII-³ in MTs S YPKS Padangsidempuan.

D. Technique for Collecting the Data

The data has been collected by using test instrument. This test used for analyzing the students ability in using adjective in writing descriptive text . Then, the test to make easy the researcher when doing the research.

In script the researcher make the indicator of test. In this test, the researcher has given text consist three text. The first text, the items of the test was 10 items consist 3 adjective of quality, 1 adjective of quantity, 5 adjective of number and 1 possessive adjective. The second text, was 4 items consist 1 adjective of number, 2 possessive adjective, 1 adjective of quality. The last text, was 6 items consist 3 possessive adjective, and 3 adjective of quality, and score for each items was 5. It means that the totally of score for this was 100. The students order to fill in the blank about adjective in descriptive text. The researcher made the indicator of test as follow:

Table 3 : Indicators of Test

NO	Indicator	Jumlah	Score	
1	Adjective of Quality	7	5	35
2	Adjective of Quantity	1	5	5

3	Adjective of Number	6	5	30
5	Possessive Adjective	6	5	30
Total		20	20	100

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

- a) Explain about adjective and preparing the test
- b) Giving descriptive text test to all of students according the sample stated, and give the test with blank about adjectives
- c) Determining the time of doing the test
- d) Giving chance or time for students to ask something left or clear in doing test
- e) Asking the students to do test and the researcher looked after students during the test time
- f) After students finished answering the test, then the researcher collected their answer to analyze

E. Test Validity

To know the validity of the text has been refer to content validity to established the validity of the instrument that was test. The researcher took content validity of the instrument because content validity refers to extent which instrument represents the content of interest. Content validity

is of particular importance for achievement test. A test score cannot accurately reflect a students' achievement if it does not measure what the students was thought and was supposed to learn. While this seems obvious, content validity can be compromised if the test cover topic not thought. In order to have content validity, a measure must adequately sample both the topics and the cognitive process includes in the content universal under consideration.

In order words, the researcher used essay test to make sure that the test has been available for students, the researcher tested test to students' grade VIII-3 class sample in MTs YPKS Padangsidempuan. Essay test is to know students ability in using adjective in writing descriptive text, concludes that grammatical test has been valid, so that the instrument used by researcher was valid.

F. Techniques of Data Analysis

The technique analysis of this research has done some steps as follow:

- 1) Cheking the data whether the data are true or false
- 2) Conting sum of the data true from the students' answer and then classified them based on their score. Data analysis will be present in descriptive form
- 3) Calculating their result (mark) by using mean score. In this research use formula mean score. The formula:

Mean Score¹

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

Note: M = Mean Score (average)

N = Sum of respondents

$\sum X$ = Total of the result

After the researcher get the data, researcher used the Z test to know the hypthesis, because the validity of the test was content validity. It would enter in test hypothesis with the formula as following:

Z- Test

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

Explanation : x = Data that includes hypothesis categories

n = All of data

P = Hypothesis proportion²

- 4) Calculating and scoring student' answer sheets then their score it would be consulte in to the classification quality on the table below:
- 5) Taking conclusion, it has been done to conclude the discussion solidly and briefly

¹ Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Gravindo Persada, 1987), p. 81.

² Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan : Perdana Mulya Sarana, 2014), p. 80.

So, from explanation above that the researcher analyze result of the test with mean score, the researcher interviews teacher and students, the researcher arrange the data with systematically and concluding of the research descriptively.

After calculating and scoring students' answer sheets, then their score would be consulted into the classification quality on the table below:

Table IV:
The Classification Quality of Students Score

Number of Score	Predicate
80 and above	Very Good
66-79	Good
56-65	Enough
46-55	Less
45-down	Failed ³

³ Anas Sudjiono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2013), p. 35.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presents the result, in order to know the ability of students eight grade in MTs S YPKS Padangsidempuan in using adjective in writing descriptive text. The researcher has calculated the data using adjective in writing descriptive text test and also continued to the testing hypothesis. It would be described as follow:

A. Findings

Absolutely, to know the extent of the students' ability in using adjective in writing descriptive text at grade VIII in MTs S YPKS Padangsidempuan, the researcher used test as instrument of the collecting data. The researcher asked the students to fill in the blanks about descriptive text. The test consist 20 items, 7 adjective of quality, 1 adjective of quantity, 6 adjective of number, 6 possessive adjective. In this part of material test, students must be able and understand about identifying adjective in descriptive text.

The scores of students' ability at grade VIII⁻³ in using adjective at grade VIII in MTs S YPKS Padangsidempuan it could be seen as explanation below:

Based on the result of the students' ability in using adjective in writing descriptive text which the researcher had given test about using adjective in writing descriptive text. The researcher used the instrument to collect the data. The test and consist of four indicators, they are: adjective of quality, adjective of quantity, adjective of number and possessive adjective. From the result of students it could know that the score of the students was between 35 up to 85 score. It means that the lower score got by students was 35, and the higher score was 85 score. After getting the high and low score, then, researcher analyze the range. Formula of range was high score minus low score. It means $85 - 35 = 50$. So 50 as range. Next, researcher analyze median, modus and hypothesis of the research.

The described of students' ability in using adjective in writing descriptive text as below:

Table V:
The Resume of Variable Score in Using Adjective
in Writing Descriptive Text

No	Statistic	Total
1.	High Score	85
2.	Low Score	35
3.	Range	50

4.	Mean Score	59.42
5.	Modus	67.2
6.	Median	64.5
7.	BK	6
8.	Interval	8

From the table above it has been known the higher score of students was 85 score and the lower score was 35 score, range 50, mean score 59.42 median was 64.5, the total of calass (BK) 6, interval (i) was 8, and modus was 67.2. Based on the calculation means score above, 59.42 was enough category. So, students' ability in using adjective in writing descriptive text at grade VIII in MTs S YPKS Padangsidempuan was enough category.

To know revelation of data was done to calculatate the variable score in using adjective in writing descriptive text which interval 8. It was done for test at eight grade in MTs S YPKS Padangsidempuan.

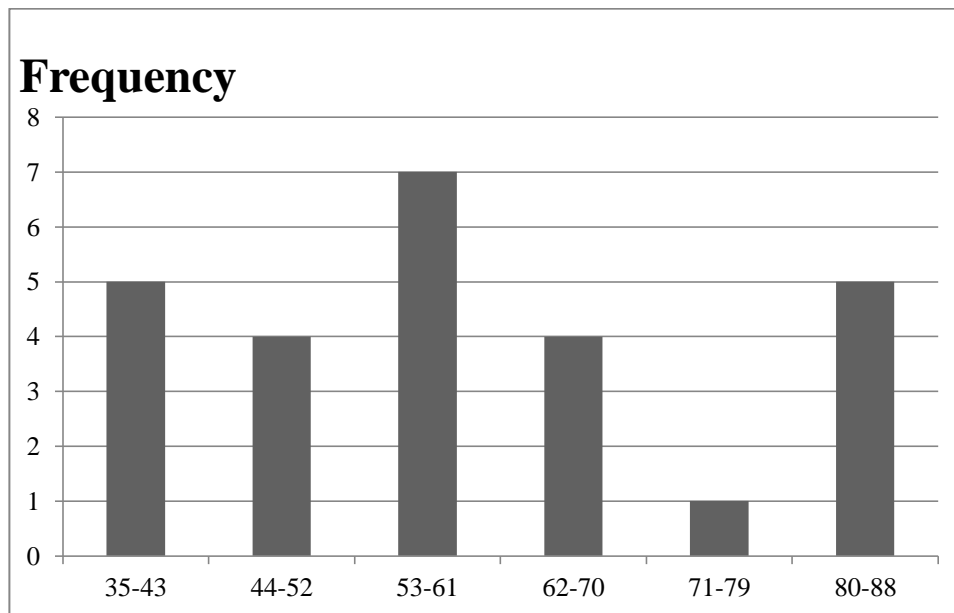
Table VI:**Frequency Distribution of Using Adjective in Writing Descriptive Text**

Score	Frequency Absolute	Frequency Relative
35-43	5	19.23 %
44-52	4	15.38 %
53-61	7	26.92 %
62-70	4	15.38 %
71-79	1	3.84 %
80-88	5	19.23 %
Total	26	100%

From the table above, it was known the score of students were 5 students (19.23) have 35 up to 43 score. Then, 4 students (15.38) have 44 up to 52 score. Next, 7 students (26.92) have 53 up to 61 score. Next, 4 students (15.38) have 62 up to 70 score. Next, 7 students (26.92) have 53 up to 61 score. Then, 1 student (3.84) have 71 up to 79 score. The last, 5 students (19.23) have 80 up to 88 score.

In continuation, the distribution data of students' ability in using adjective in writing descriptive text at grade VIII in MTs S YPKS Padangsidempuan as the following histogram:

Figure II: The Histogram of Students' Ability in Using Adjective in Writing Descriptive Text at Grade VIII in MTs S YPKS Padangsidempuan



From the histogram above, it was known the students score in using adjective in writing descriptive text, the higher score was 84 score then the lower score was 20 score, there were 5 students (19. 23) have 35 up to 43 score. Then, 4 students (15. 38) have 44 up to 52 score. Next, 7 students (26. 92) have 53 up to 61 score. Next, 4 students (15. 38) have 62 up to 70 score. Next, 7 students (26. 92) have 53 up to 61 score. Then, 1 student (3. 84) have 71 up to 79 score. The last, 5 students (19. 23) have 80 up to 88 score.

Based on the histogram above, it was known that the variable revelation of students' ability in using adjective in writing descriptive text that respondents as interval.

Table VII:**The classification quality of the students' score**

NO	Number of Score	Predicate
1	80 and above	Very good
2	66 – 79	Good
3	56 – 65	Enough
4	46 – 55	Less
5	45 down	Failed ¹

Based on the criteria above, the mean score was 59.42. So, it could be categorized that students' ability in using adjective in writing descriptive text at grade VIII in MTs S YPKS Padangsidempuan was failed (low) ability. Based on the above the KKM in charge school for English was 70. Based on the KKM that the score of students' ability in using adjective in writing descriptive text was 59.42 not fulfill of KKM.

After getting all the data, the researcher found that the students' ability in using adjective in writing descriptive text based on in all indicators at MTs S YPKS Padangsidempuan as general was enough or it was same with the researcher found counted by enough category. Then, there was students got the score in range 56 – 65 % or enough category.

¹ Anas Sudijiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p.35

Next on the students using adjective in writing descriptive text according to the four indicators found that 26 students of VIII-³ students, it can be concluded that there was 2 students got 85 score, there was 3 students got 80 score, there was 1 student got 75 score, there was 2 students got 70 score, there was 2 students got 65 score, there was 3 students got 60 score, there was 4 students got 55 score, there was 3 students got 50 score, there was 1 student got 45 score, there was 3 students got 40 score, the las there was 2 students got 35 score in identifying adjective in writing descriptive text.

Based on the result was found from the respondents, it could be seen that the score of respondents between 35 up to 85 it means that high score got by the respondent was 85 and the lowest score was 35.

B. Hypothesis Testing

The hypothesis of research “the students’ ability in using adjective in writing descriptive text at grade VIII in MTs S YPKS Padangsidempuan was low”. Based on the collected data, the data has been analyzed to prove hypothesis by using formula of Z- Test.

Based on the calculation, it is seen that $Z_{\text{count}} = -0,614$ was smaller then $Z_{\text{table}} = 0.326$ ($Z_{\text{count}} = -0.614 < Z_{\text{table}} = 0,326$ by level 0.05. So from the result above the researcher concluded that the hyphotesis was rejected. (See Appendix V). It can be said that the students’ ability in using adjective in

writing descriptive text at grade VIII in MTs SYPKS Padangsidempuan was enough ability.

C. Discussion

Based on result test above, after analyzing the data, it was known that the students' ability in using adjective in writing descriptive text was categorized into enough category or 59.42 % mean score, it was gotten from the result of students' mean score in doing the test by analysis adjectives in writing descriptive text.

The researcher was related to some previous research concluding. The first, Ahmad Syarif,² he concluded that the mastery of second year students (class XI-IPA 2) in grammar especially in using adjective clause was low category. It was 50.94%.

The second thesis by Irwan Sulistyo.³ He concluded the result of the research show the mastery on writing based on generic structure of narrative text class IX Senior High School Yasiha Gubug academic year 2012 is categorized good score with average 75.

² Ahmad Syarif, "An Analysis of Students' Errors in Using Adjective Clauses, (Journal.UIN SyarifHidayatullah.ac.id 2011) Accessed 20 April 2019.

³ Irwan Sulistyo, "An analysis of generic structure of narrative text written by the tenth year students of SMA Yasiha Gubug", (Journal of English and Education, vol.4, no 2, May, 2019) <http://Journal.um.ac.id/index.php/jhppiSSN:2442-3890>

The third, Lija Romayanti Hutagalung,⁴ the conclusion of her research as the grade IX students of SMA Negeri 1 Angkola Timur in 2010-2011 Academic Years in using adjective especially definite demonstrative adjective were categorized into able. Actually, after collecting and analyzing the data, it has known that the sum score of them is 73.35 and the value of their mean was 74.09.

The fourth, Kasmiyati,⁵ the conclusion of her research that students' ability in using adjective order have medium ability. The last, Eka Sasmiasih,⁶ have medium ability.

Based on explanation above, researcher concluded that the students' ability in using adjective in writing descriptive text was enough category, it can be known from calculating of the data that the students' ability was 59.42%. (see Appendix IV)

D. The Threat of the Research

In this research, the researcher believed that there were many threats of the research. It started from the title until the techniques of analyzing data. So, the researcher knew that was so far from the perfectness.

⁴ Lija Huta Galung, "A Study on the Grade IX Students' Ability in Using Adjectives of SMA Negeri 1 Angkola Timur in 2010-2011 Academic Years", (Unpublished script), (Padangsidempuan: UMTS, 2010).

⁵ Kasmiyati, "An Analysis of Students' Ability in Using Adjective Order", (Journal PGRI West Sumatera Utara 2015 vol.12, no 15, May, 2019)

⁶ Eka Sasmiasih, "Analysis on the Students Writing of Descriptive Text at second Grade Students of SMP PGRI 2 Ciputat" (Journal.uinjt.ac.id.bits...2014) Accessed, 6 April 2019.

On doing the test, there the threats of time, because the students had activities. Beside, the time which was given to the students was not enough and also the students did not do the test seriously. So, the researcher took the sets answer directly without care about it.

The researcher was answered the entire thing would want to be searched but to get the excellence result from the research were more difficult because there were the threats the writer. The researcher has searched this research only. Finally this has been done because the helping from the entire advisor, headmaster and English teacher.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. The Conclusion

After treating the collecting data, the next step was giving the conclusion of this research. It is important, because it can describe the final the researcher it self. It can be used as the input to be readers and as references to other researcher to the same topic of this research.

The result of the research was enough category. It was analyzed by using Z test. It was found $Z_{\text{count}} -0.614 < Z_{\text{table}} 0.326$. It means hypthothesis was rejected. The students' ability in using adjective of quality was very good. It can be seen there was 12 students got high score and 14 students got low score, students' ability in using adjective of quantity was low category, because the students difficulties to used it. The students' ability in using adjective of number was low category, because students the students difficulties to used it, and the last in using possessive of adjective was good category.

So, the students' ability in using adjective in writing descriptive text at grade VIII in MTs S YPKS Padangsidempuan was enough category.

B. The suggestion

After formulating the conclusions, the researcher wants give the suggestions concern with the result of the research. It can be seen as below:

1. It is suggested to the headmaster to motivate his English teacher to increase their ability in Teaching English, especially in using adjective in writing descriptive text.
2. It is suggested to the English teacher especially in MTs S YPKS Padangsidempuan are hoped to developed the students' ability in using adjective in writing descriptive text. The English teacher, before studying of adjective and descriptive text, the students had to know many vocabularies of adjectives and how to read descriptive text. The English teacher applies the suitable strategies, method, ways or procedures which can improve or help the students understand in learning English especially learning adjective and also descriptive text.
3. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from the perfect one to topic the limitation of the researcher material, knowledge and experience.

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APPENDIX I

The Instruments Of Test

Test kemampuan siswa dalam pelajaran bahasa inggris khususnya menggunakan adjective dalam menulis text deskriptif.

A. Introduction

1. The instrument is used to find out the students' ability in vocabulary mastery especially about adjective.
2. Your answer will not influence your position in this school.

B. Guideline

1. Read carefully
2. If you have question, ask to the researcher
3. Time is given for 90 minutes

C. Indicators

1. Scores of every items is 5
2. Scores of all items is 100

Name :.....

Class :.....

A. Choose the correct options to fill in the blanks in the following text, weather : adjective of Quality (3), adjective of quantity (1), adjective of number (5), and possessive adjective (2).

(Text 1) Nyet-Nyet the Monkey

The family next door has a monkey. It is the only monkey in 1..... neighborhood. The owner puts a 2..... rope at its stomach and ties it to the guava tree in the front yard. All the body is 3..... It is not so 4..... It is only around 5..... cm tall. It is around 6..... years old, but it is very active.

As 7..... other monkeys, it likes bananas very 8..... It always peels the banana, and puts the peel in the basket. The owner puts a basket under the guava tree. It also likes 9..... other fruits like papaya, oranges, or guava.

However, it does not like peanuts. It likes biscuits, instead. It also drinks 10..... milk every morning.

my	big	gray	
much	many	some	many
10	50 cm	long	

B. Choose the correct options to fill in the blanks in the following text, weather : adjective of number (1), and possessive adjective (2), and adjective of quality (1)

(Text 2). Bowerbirds

Bowerbirds live in New Guinea and Australia. The male builds a bower on the ground to attract the female. The bower is not a nest because the birds don't live there. The male decorates the bower with colourful objects like flowers, feathers, shells, stones, and bottle-tops. 11..... males even paint the bower. They hold a piece of bark in 12..... beaks and use it as a paintbrush. The male calls to the female and dances 13..... the bower with a bright object in 14..... beak. Later, the female builds the nest in a tree.

their
some
near
his

C. Choose the correct options to fill in the blanks in the following text, weather : possessive adjective (3), and adjective of quality (4)

(Text 3). Ondel- Ondel

Ondel- ondel is very 15..... in Jakarta. It is a giant doll with a 16..... face. The male *ondel-ondel* is dressed like a man. He has a sword at 17..... hip and a shawl over 18.....shoulder. Its head is decorated with colourful paper strings.

Ondel-ondel is made of bamboo structure. Its face is made of wood-mask. 19..... hair is made of palm-fibre. A man inside the structure moves it. The movement is very 20..... Its arms are drooping. A pair of *ondel-ondel* is usually performed to celebrate a child circumcision. Traditional music, i. e, *gambang kromong, gasidah, tanjidor, or gendang pencak*, accompanies the procession. Of course children are interested in following it.

In the old days people believed that a couple of *ondel-ondel* were the manifestation of a god and a goddess who would protect the circumcised boy from danger or evil. Now *ondel-ondel* is performed to welcome guests in opening ceremonies held in Jakarta and places nearby.

horrible	popular	clumsy
his	its	its

APPENDIX II

Hyphothesis Examine

$$\begin{aligned} Z &= \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}} \\ &= \frac{\frac{4}{26} - 0.7}{\sqrt{\frac{0.7(1-0.7)}{26}}} \\ &= \frac{-0.153 - 0.7}{\sqrt{\frac{0.7(0.3)}{26}}} \\ &= \frac{-0.547}{\sqrt{\frac{0.21}{26}}} \\ &= \frac{-0.547}{\sqrt{0.0080769}} \\ &= \frac{-0.547}{0.089} \\ &= -0.614 \end{aligned}$$

Calculation Z_{table} :

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

$$\alpha = 0.05$$

$$Z = 1/2 (\alpha)$$

$$Z = 1/2 (0.05)$$

$$0.025 = 0.326$$

Based on the calculation, it can be concluded that $Z_{\text{count}} = -0.614$ was smaller than $Z_{\text{table}} = 0.326$ ($Z_{\text{count}} = -0.614 < Z_{\text{table}} = 0.326$ by level 0.05). So from the result above the researcher concluded that the hypothesis was rejected.

APPENDIX III

A. The Names of Students At Grade VIII-3 In MTs S YPKS

Padangsidempuan

NO	NAME
1	ABDI HONDRO
2	AHMAD NAJLI
3	ARMAN SANUSI
4	AZIZ MUSLIM
5	APRIADI HAKIM
6	ALNI KHOIRIAH
7	AKHYAR ROSADI
8	BAGUS DJANSAH
9	DERMIN
10	DERIANI
11	IRHAM HERMANSAH
12	KELVIN ANANDA
13	KHOIRUL RAMADAN

14	MHD. TASBIH
15	MHD. RAJAB
16	MHD. YASIR
17	MADAN SIREGAR
18	PUTRA MATARIS
19	RISWANTO
20	RAJA LOTTUNG
21	SARAH AMELIA
22	YUSRIL MANGUDA
23	SAM AULIA PATAH
24	RAHMAD RIDHO
25	RAHMAD AFANDI
26	RAJAB SIHOTANG

B. Documentasion of the Research





APPENDIX IV

Table IX

**Students Ability of Grade VIII MTs S YPKS Padangsidempuan in Using
Adjective in Writing Descriptive Text Based on the Test**

No	Initial Name	Adjective of Quality	Adjective of Quantity	Adjective of Number	Possessive Adjective	Sum
1	AH	20	10	15	20	65
2	AN	25	5	15	15	60
3	AS	25	5	15	25	70
4	AM	25	5	25	25	80
5	AH	20	5	5	25	55
6	AK	25	10	20	30	85
7	AR	25	10	20	25	80
8	BD	15	0	10	15	40
9	DER	25	10	25	25	85
10	DERI	25	10	20	25	80
11	IH	0	0	15	20	35
12	KA	20	10	5	10	45
13	KR	20	5	20	10	55

14	M.T	15	5	10	15	40
15	M.R	5	5	5	15	35
16	M.Y	20	5	15	10	50
17	MDN	20	10	10	15	55
18	PM	25	5	15	20	65
19	RWT	30	5	20	15	70
20	RL	25	10	10	5	50
21	SA	20	5	15	15	55
22	YM	15	5	15	25	60
23	SAP	35	5	15	20	75
24	RR	5	5	10	20	40
25	RA	15	5	15	15	50
26	RS	25	10	10	15	60
Total		525	165	375	475	1540

APPENDIX V

The Students Ability in Using Adjective in Writing Descriptive Text Grade VIII in MTs S YPKS Padangsidempuan

Initial Name	Respondent Number of Items																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Sum
AH	5	5	0	5	0	0	5	5	5	5	5	5	0	0	5	0	5	5	0	5	65
AN	5	5	5	0	5	0	0	5	5	5	0	0	5	5	0	5	0	5	0	5	60
AS	0	5	5	5	0	5	5	0	5	5	0	5	5	5	0	5	5	5	5	0	70
AM	5	5	5	0	5	5	5	5	5	0	5	5	5	0	5	5	5	5	5	0	80
AH	5	0	5	5	0	0	5	0	0	5	0	5	5	5	0	0	5	5	0	5	55
AK	5	5	0	5	5	0	5	5	5	5	5	5	0	5	5	5	5	5	5	5	85
AR	5	0	5	5	5	5	5	5	0	5	5	0	5	5	0	5	5	5	5	5	80
BD	0	0	5	5	0	5	0	5	0	0	0	5	0	5	5	0	0	5	0	0	40
DER	5	5	5	0	5	5	5	5	5	5	5	0	5	5	0	5	5	5	5	5	85
DERI	5	0	5	5	5	5	0	5	5	5	5	0	5	5	5	0	5	5	5	5	80
IH	5	0	0	0	5	5	0	5	0	0	0	5	0	5	0	0	0	5	0	0	35

KA	0	0	5	5	0	5	0	0	0	5	5	5	0	0	0	5	5	0	0	5	45
KR	0	5	0	5	5	5	5	0	5	0	5	5	0	0	0	5	0	5	0	5	55
M.T	5	0	0	5	5	0	0	5	0	5	0	0	5	5	0	0	0	0	5	0	40
M.R	5	0	0	0	0	5	0	0	5	5	0	0	0	5	5	0	0	5	0	0	35
M.Y	5	5	0	0	5	5	0	0	5	0	5	0	0	0	5	5	5	0	0	5	50
MDN	0	5	5	0	0	5	5	0	0	5	5	5	0	0	0	5	5	5	0	5	55
PM	5	5	0	5	0	5	5	0	5	5	0	5	5	5	0	5	0	5	0	5	65
RWT	5	5	5	0	5	5	5	5	0	5	0	5	5	5	5	5	0	0	0	5	70
RL	0	5	5	5	0	5	5	0	0	5	5	0	5	0	5	0	0	5	0	0	50
SA	5	5	5	0	5	5	0	5	0	5	0	0	5	5	0	0	0	5	0	5	55
YM	5	5	5	0	5	5	0	0	5	0	5	5	0	5	0	5	5	0	5	0	60
SAP	5	5	5	5	0	5	5	5	0	5	0	5	5	0	5	5	5	0	5	5	75
R.R	5	0	5	0	5	5	0	0	0	0	5	5	0	0	0	0	0	5	5	0	40
RA	5	5	0	0	5	0	5	5	0	5	0	5	0	0	5	5	0	5	0	0	50
RS	5	0	5	5	0	5	0	5	0	5	5	0	5	0	5	0	5	0	5	5	60

The Sum result of collecting data	1540
-----------------------------------	------

APPENDIX VI

The calculation Mean, Median and Modus in Students' Ability in Using Adjective in Writing Descriptive Text at Grade VIII in MTs S YPKS Padangsidempuan.

1. **Maximal and minimun score** were gotten by setting the variable from low score to high score.

35	35	40	40	40
45	50	50	50	55
55	55	55	60	60
60	65	65	70	70
75	80	80	80	85
85	-	-	-	-

2. **High score = 85**
3. **Low score = 35**
4. **Range = High score-Low score = 85-35 =50**
5. **The total of Clases (BK) = $1+ 3.3 \log n$**
 $= 1+ \log (26)$

$$= 1 + 3.3 (1.414)$$

$$= 1 + 4.6662$$

$$= 5.6662 \text{ dibulatkan menjadi } 6$$

$$6. \text{ Interval (i)} = \frac{R}{BK} = \frac{50}{6} = 8.33 \text{ dibulatkan menjadi } 8$$

No	Interval	F	X	F. X
1	35-43	5	39	195
2	44-52	4	48	192
3	53-61	7	57	399
4	62-70	4	66	264
5	71-79	1	75	75
6	80-88	5	84	420
TOTAL		26	369	$\sum FX$ 1545

$$7. \text{ Mean Score} = X \frac{\sum FX}{N}$$

$$= \frac{1545}{26}$$

$$= 59.42$$

8. Median

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

$$b = 61.5$$

$$p = 7$$

$$F = 5 + 4 + 7 = 16$$

$$f = 7$$

$$n = 26$$

$$\frac{1}{2}n = 13$$

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

$$= 61.5 + 7 \left(\frac{\frac{1}{2}13 - 16}{7} \right)$$

$$= 61.5 + 7 \left(\frac{13 - 16}{7} \right)$$

$$= 61.5 + 3 = 64.5$$

9. Modus

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

$$b_1 = 7$$

$$b_2 = 7 - 4 = 3$$

$$p = 7 - 4 = 3$$

$$b = 61.5$$

$$\begin{aligned} \text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\ &= 61.5 + 6 \left(\frac{7}{7+3} \right) \\ &= 61.5 + 6 \left(\frac{7}{10} \right) \\ &= 66.5 + 0.7 \\ &= 67.2 \end{aligned}$$



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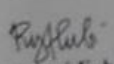
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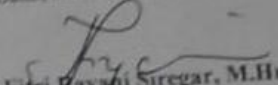

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 2. Fitri Rayani Siregar, M.Hum (Pembimbing II)
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Assalamu'alaikum Wr Wb
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 Nama/NIM : Junaidah Khairani Harahap/NIM. 13 340 0088
 Jurusan : Tadris Bahasa Inggris
 Judul Skripsi : The Students' Ability Using Adjective in Writing Descriptive Text a Grade VIII in MTs S YPKS Padangsidempuan

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

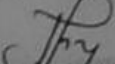
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Dengan hormat, bersama ini kami sampaikan bahwa :

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 Fakultas : *Tarbiyah dan Ilmu Keguruan*
 Alamat : *Sihitang*

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Padangsidampuan yang sedang menyelesaikan Skripsi dengan judul "The Students' Ability in Using Adjective in Writing Descriptive Text at Grade VIII in MTs S YPKS Padangsidampuan".

Sehubungan dengan itu, kami mohon bakti dan kepedulian untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidampuan, 04 Desember 2018
 Pengantar

 (Dr. ... M. Si.
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Sehubungan dengan Surat Pelaksanaan Penelitian Institut Agama Islam Negeri (IAIN) Padangsidempuan Fakultas Tarbiyah dan Ilmu Keguruan Nomor: B-2213/In 14/E/TL.00/12/2018 tanggal 04 Desember 2018 tentang Izin Melaksanakan Penelitian untuk Penulisan Skripsi di MTs YPKS Padangsidempuan, maka bersama hal ini kami menerangkan bahwa :


Nama : Junaidah Khairani Harahap
NIM : 133400088
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sihitang

telah mengadakan Penelitian di MTs YPKS Padangsidempuan dan telah diberikan informasi data-data yang diperlukan. Pelaksanaan Penelitian tersebut berlangsung sejak tanggal di keluarkannya surat Izin Melaksanakan Penelitian sampai dengan selesai tanggal 24 Januari 2019 dengan judul :

"The Students' Ability in Using Adjective in Writing Descriptive Text at Grade VIII in MTs S YPKS Padangsidempuan".

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Padangsidempuan, 26 Januari 2019
Kepala Madrasah,

Dra. H. S. LOHOT PULUNGAN


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