



**THE ANALYSIS OF STUDENTS' ABILITY IN  
IDENTIFYING ADJECTIVE PHRASE IN DESCRIPTIVE  
TEXT (AT THE TEENTH GRADE SMA NEGERI 3  
PADANGSIDIMPUAN)**

**A THESIS**

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

**WRITTEN BY:**

**MUHAMMAD AULIA HARAHAHAP**

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STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2015**



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*Assalamu 'alaikum wr. Wb.*

Both of advisors below stated the Thesis "**The Analysis of the Student Ability in Identifying Adjective Phrase in Descriptive Text at Tenth Grade SMA Negeri 3 Padangsidimpuan**", written by Muhammad Aulia Harahap had been accepted as partial fulfillment of the requirements for the Islamic Education Degree in Tarbiyah Department English Education Study Program at State College for Islamic Studies Padangsidimpuan.

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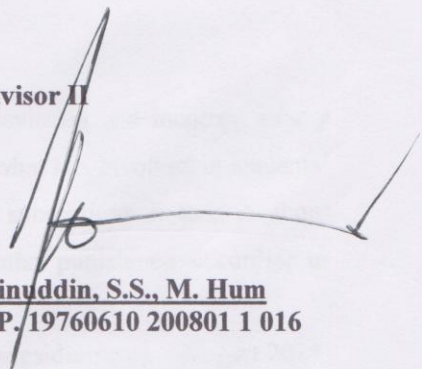
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#### ABSTRACT

The aims of the research were to know the students' ability in identifying adjective phrase in descriptive text at the tenth grade SMA N. 3 Padangsidempuan, to know the students' difficulties in identifying adjective phrase in descriptive text, to know the English teachers' effort to overcome the difficulties.

This research was done in SMA N.3 Padangsidempuan. The sources of data were the tenth grade students, the English teacher and head master of SMA N.3 Padangsidempuan. The kind of this research is qualitative research by using descriptive method. The instruments of collecting data were observation, interview and test.

After the research was done it can be known that the students' ability in identifying adjective phrase in descriptive text at the tenth grade SMA N.3 Padangsidempuan can be categorized into enough category (56.06). the students' difficulties in identifying adjective phrase in descriptive text were the students had poor vocabulary, got difficulties in grammar, and lack of the knowledge to understanding characteristic Adjective phrases in descriptive text. The effort done by English teacher to overcome the students' difficulties about vocabularies were the English teacher asked to the students to master vocabularies by memorizing. Before learning English, the teacher give ten vocabularies to students by memorizing. After students memorizing it, students memorize it in front of class. Then the English teacher remind and review grammar to them, then gave more examples which the near examples which the near example or familiar example with students life. Next the English teacher asked and gave exercises about adjective phrase. Then the teacher gave explanation many times about adjective phrase, so the students understood truly and always give motivation to the student s how important speech English in now a days.

3. Mrs. Rayendrieni Falmoi Lubis, M.Ag. as the Leader of English Education Study Program.

4. All lecturers and staff in English Department who had give their valuable, advice, and cooperative.

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3. Mrs. Rayendriani Fahmei Lubis, M.Ag., as the Leader of English Education Study Program.
4. All lecturers and staff in English Department who had give their valuable, advice, and cooperative.

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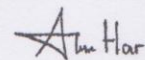
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1. My beloved parents (Ir. Thamrin Harahap SP. and Nurhidayah Nasution, SE.), my beloved brothers (Husnul Yaqin Harahap, Muhammad Akmal Harahap, & Anggi Fahreza Harahap) and my lovely wife (Suryani Harahap S.Pdi.), and who always give their materials, prays, motivation, and moral encouragement to finish my study.	
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The researcher realizes this thesis is not perfect. Therefore, critics and suggestions are really needed to make this thesis is better.

Padangsidempuan, 1 September 2014

Writer,



**MUHAMMAD AULIA HARAHAHAP**  
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**Name** : Muhammad Aulia Harahap  
**Reg. No** : 09 340 0052  
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## **APPENDIX 1**

### **Pedoman Observasi (The Guidelines of Observation)**

1. Lokasi SMA Negeri 3 Padangsidempuan.  
(The location of the Senior High School (SMA) Negeri 3 Padangsidempuan.)
2. Sarana dan Prasarana SMA Negeri 3 Padangsidempuan.  
(The facilities of the Senior High School (SMA) Negeri 3 Padangsidempuan.)
3. Kesulitan-kesulitan siswa dalam menganalisa adjective phrase dalam teks deskriptif.  
(The students difficulties in identifying adjective phrase in descriptive text).
4. Faktor-faktor yang membuat siswa sulit dalam menganalisa adjective phrase dalam teks deskriptif.  
(The factors of the students difficulties in identifying adjective phrase in descriptive text.)
5. Solusi-solusi dari guru untuk mengatasi kesulitan siswa dalam menganalisa adjective phrase di dalam teks deskriptif.  
(The teachers solutions to solve the students difficulties in identifying adjective phrase in descriptive text.)

## **APPENDIX 2**

### **The List of Interview**

#### **A. Interviews To The Head Master**

1. Kapan SMA Negeri 3 Padangsidempuan dibangun?  
( When was the Senior High School (SMA) 3 Padangsidempuan built?)
2. Bagaimana letak Geografis SMA Negeri 3 Padangsidempuan?  
( How was the Geographical location of the Senior High School (SMA) 3 Padangsidempuan?)
3. Berapa jumlah kelas di SMA Negeri 3 Padangsidempuan?  
( How many class rooms of the Senior High School (SMA) 3 Padangsidempuan?)
4. Berapa jumlah guru bahasa Inggris di SMA Negeri 3 Padangsidempuan?  
(How many are teachers of the Senior High School (SMA) 3 Padangsidempuan?)
5. Berapa jumlah siswa kelas sepuluh di SMA Negeri 3 Padangsidempuan?  
(How many are students of the Senior High School (SMA) 3 Padangsidempuan?)
6. Bagaimana menurut bapak siswa-siswa dalam proses pembelajaran bahasa inggris?  
(What do you think about the students in learning English?)



## **B. Interviews to the Teachers**

1. Bagaimanakah kemampuan siswa dalam pembelajaran menganalisa adjective phrase di dalam teks deskriptif?

(How are the students' ability in learning identifying adjective phrase in descriptive text?)

2. Kesulitan-kesulitan apa saja yang dihadapi siswa dalam menganalisa adjective phrase di dalam teks deskriptif?

(What are the students' difficulties in identifying adjective phrase in descriptive text?)

3. Bagaimana bapak/ibu memecahkan masalah tersebut?

(How the English teachers to solve this problem?)

### **C. Interviews to the Students**

1. Apakah menurut adik mengenali adjective phrase dalam teks descriptive itu sulit?

(Do you think that identifying adjective phrase in descriptive text is difficult?)

2. Kesulitan-kesulitan apa saja yang adik hadapi dalam mengenali adjective phrase dalam teks descriptive ?

(What are your difficulties in identifying adjective phrase in descriptive text?)

### **APPENDIX 3**

- 1. Read the descriptive paragraph below carefully, find and identify the adjective phrases in each Paragraph!**

#### **Borobudur Temple**

Borobudur is Hindu – Buddhist temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular.

Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

a. Write down the adjective phrases that you identify and find from each

Paragraph above!

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

- 2. Read the descriptive paragraph below carefully, find and identify the adjective phrases in each Paragraph!**

### **The Descriptive Facts about the Moon**

Moon is the earth's satellite which we often see in the night. The Moon is the one place in our solar system where humans have visited. For the first time on July 20, 1969, astronauts Neil Armstrong and Edwin Aldrin landed the Lunar Module of Apollo 11 on the surface of the Moon. Neil Armstrong was the first man to walk on the Moon. However do you know what descriptive facts about the Moon are?

The moon rises in the east and sets in the west. It moves toward the east in our sky by about 12 degrees each day. The Moon is about 384,400 kilometers from Earth. The Moon has a diameter of 2,000 miles which is like to 3,476 kilometers.

The surface of the Moon has many things, such as craters, lava plains, mountains, and valleys. Scientists believe the craters were formed around 3.5 to 4.5 billion years ago by meteors hitting the moon's surface. The Moon does not have atmosphere, wind and weather that is why the footprints left there on the Moon by the Apollo astronauts will remain there for millions of years.

The Moon is not a light source. It means that Moon does not make its own light. It reflects light from the sun. All of us can see the Moon especially in the night because light from the Sun bounces off it back to the Earth. If the Sun wasn't there, we cannot see the Moon.

The moon influences many of the tides in the oceans. This is because of the gravity force between the Earth and Moon. At full Moon and new Moon, the Sun, Earth and Moon are lined up, producing the higher than normal tides. When the Moon is at first or last quarter, it forms smaller neap tides.

a. Write down the adjective phrases that you identify and find from each

Paragraph above!

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

- 3. Read the descriptive paragraph below carefully, find and identify the adjective phrases in each Paragraph!**

### **James Cook - Navigator and Explorer**

James Cook was one of the world's greatest explorers and navigators. He made three voyages that took him to the Pacific Ocean, Australia, New Zealand, Hawaii, the Antarctic and Arctic. James Cook was good at mathematics, science and astronomy .

Cook was born in England in 1728. In his youth he joined the British Navy and became a sailor . The British sent him to Canada where he commanded a ship during the French and Indian War . There he showed he was a good cartographer and mapped the coast of Newfoundland.

In 1768 he led a scientific expedition to the South Pacific. He got secret orders from the British to try to find a new southern continent, which nobody had known of. After making maps of New Zealand James Cook reached the southeastern Coast of Australia . He claimed the land for Great Britain and named it New South Wales.

In 1772 Cook went on a second voyage , once again in search of a mysterious southern continent. He sailed farther south than any other person before him. He reached the Antarctic Circle but did not get to Antarctica. Cook encountered many icebergs, which made him believe that a polar continent must exist. During this voyage he also set foot on many islands he missed during his first voyage, for example Tahiti, the Easter Islands and the Cook Islands.

a. Write down the adjective phrases that you identify and find from each

Paragraph above!

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_



## APPENDIX 4

### KEY ANSWERS

#### Borobudur Temple

1. in the ninth century
2. Sailendra dynasty of ancient Mataram kingdom
3. influenced by the Gupta architecture of India
4. constructed on a hill 46 m high
5. consists of eight step like stone terrace
6. The first five terrace
7. by walls adorned with Buddhist sculpture in bas-relief
8. The upper three
9. a circle of bell shape-stupa
10. the centre of the top circle
11. the summit extends through some 4.8 km of passage and starways
12. The design of Borobudur
13. the structure of universe influences temples
14. a valuable treasure for Indonesian people

#### The Descriptive Facts about the Moon

15. the one place in our solar system
16. the first man
17. descriptive facts about the moon
18. the east and sets in the west
19. the east in our sky by about 12 degrees each day
20. The surface of the Moon
21. meteors hitting the moon's surface
22. The moon by the Apollo astronauts
23. a light source
24. many of the tides in the oceans
25. the gravity force
26. full Moon and new Moon
27. producing the higher than normal tides
28. it forms smaller neap tides

## **James Cook - Navigator and Explorer**

- 29.** one of the world's greatest explorers and navigators
- 30.** three voyages
- 31.** James Cook was good at mathematics
- 32.** a ship during the French and Indian War
- 33.** a good cartographer and mapped the coast of Newfoundland
- 34.** a scientific expedition to the South Pacific
- 35.** secret orders
- 36.** a new southern continent
- 37.** a second voyage
- 38.** a mysterious southern continent
- 39.** a polar continent
- 40.** on many islands

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

Language is a tool to do a relation to other. Therefore, language is an important thing in our life. We need the language to share our thoughts, feelings, and our desires. The variation of language is different; Indonesian use Indonesian language, Arabian use Arabic language, England use English language, and the others.

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. We must communicate well by using English in this era.

In Indonesia, English is use as a foreign language. It has been one of compulsory subjects which must be learnt by students from junior high schools until senior high schools and up to university level. Most people have known that English is very important in following and applying the development science and technology. From this phenomenon appears that English is very important to study about writing, speaking, reading, and listening.

There are four aspect skills in every language they are: listening, speaking, reading, and writing. Reading is one of the tool of communication that is used to share information in order to express idea and feeling in written form.

Reading has a very big role in this world. Through reading, we can get and share information, knowledge, opinions, stories, and the personal problems that may be used by people to learn in life. And other function of reading is to remind of something.

That is true based on The Qur'an surah (Al-'Alaq: 1-5):

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ الْأَكْرَمُ ﴿٣﴾  
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

The mean: "Read it (calling) name of your Lord who Creates, He has created man from a clot. Read, and your Lord is the Most merciful, teaching (human) with kalam [it's mean : Allah taught man by the hand of literacy]. He taught the man what he did not know".<sup>1</sup>

Based on the above verse, the researcher can conclude that it is increasingly clear that the activities of reading is very important in assisting the duty of human as a vicegerent on earth. By reading, people will gain a lot of knowledge.

A text is a physical object, a part of written language either mechanically or manually produced. Descriptive text is a kind of text that actually tells us about a short description of people's characterization, animal, thing and particular places. So, descriptive text ability is the capability or the power of the students to describe a short description related to the noun and pronoun.

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<sup>1</sup> Muhammad Muhsin Khan, Interpretation of the Meaning of the Noble Qur'an in the English language, translated by Muhammad Taqi-ud-Din Al-hilali, (Al-madina: Islamic University, t.th)

Researcher sees that not all of students at the tenth grade in SMA Negeri 3 Padangsidimpuan students cannot identify adjective phrase in descriptive text. According to Mr. Syarifuddin an English teacher, they get value is on the average 55. Meanwhile they are expected to get 65. Most of tenth grade students of SMA Negeri 3 Padangsidimpuan do not comprehend yet the descriptive text.

We can say that in 2012/2013 academic year at the tenth grade are not successful in descriptive text ability. There are some factors that influence the successfulness of descriptive text ability of the students such as adjective phrase mastery, grammar, vocabulary, tenses.

Adjective phrase is one of the important things in order try to describe something. Adjective phrase is a group of words that does the work of an adjective in the sentence. Adjective is used to show the presentation of a particular noun. In other word, adjective is modifies the noun. While the noun can be as a person, thing or place. Phrase is the group of words that can be separated in one by one. It means that phrase may consist of more than two words so that the reader can understand the information from the group of words. So, adjective phrase is a group of words which does the work of an adjective is called an adjective phrase.

Students' difficulties presences not only come from students alone, but also come from other. It can come from teachers when they teach English, they do not use various method or strategies that are interest for students. Thus, it made the students are lazy or bore to study.

Based on the explanation above, the writer is interested in doing a research about **Analysis of The Students' Ability in Identifying Adjective Phrase in Descriptive Text ” (at Tenth Grade Students of SMA Negeri 3 Padangsidempuan).**

## **B. Focus of the Problem**

Based on background of the problem above in SMA N. 3 Padangsidempuan has found most of students who are low ability in identifying adjective phrase in descriptive text. They are still confused in descriptive text. Moreover, there are some students who do not know it. This problem or case found in grade tenth SMA Negeri 3 Padangsidempuan.

## **C. Definition of the Key Terms**

To avoid the vagueness and misunderstanding between the researcher and reader, the terminologies as follows:

### **1. Analysis**

According to Hornby, “The analysis is the study of something by examining its parts and their relationship”.<sup>2</sup> While in Indonesian Dictionary stated that “Analisis adalah penyelidikan terhadap suatu peristiwa untuk

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<sup>2</sup> AS. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 38.

mengetahui keadaan yang sebenarnya”.<sup>3</sup> (Analysis is the investigation of an event to find out the real situation).

From the definitions above, it can be concluded that analysis is the study about something to find out the real situation.

## 2. Students

Hornby stated that “The student is a person who is studying at school or college”<sup>4</sup>. While Rama Yulis stated in *Ilmu Pendidikan Islam*, “Siswa adalah anggota masyarakat yang berusaha mengembangkan dirinya melalui jenis dan tingkat pendidikan tertentu”<sup>5</sup>. (student is the member of society that effort to develop his/her self through education level process and kinds of certain education).

So based on those definitions above, the writer concluded that the student a person who learn on the grade of junior high school on the formal education institution. And the student in this research is a person who studies at the grade X in SMA Negeri 3 Padangsidimpuan.

## 3. Ability

Hornby stated that “Ability is the mental or physical capacity, power or skill required to do something”.<sup>6</sup> While based on the Webster's New

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<sup>3</sup> Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 43.

<sup>4</sup> As. Hornby, *Op. Cit.*, p. 1187.

<sup>5</sup> Rama Yulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p. 77.

<sup>6</sup> A.S. Hornby, *Op. Cit.*, p. 2.

World Collage Dictionary, “ability is the power to do something physical or mental”.<sup>7</sup>

From the definitions above, it can be concluded that ability is the power or skill required to do something physical or mental. The ability in this research means the power of the grade X students of SMA Negeri 3 Padangsidempuan in mastering reported speech.

#### 4. Identifying

Identifying is to recognize or establish as being a particular person or thing, verify the identity of: to identify handwriting. As stated by Hornby in his dictionary, “Identifying is to recognize and be able to say who or what they are”.<sup>8</sup> So identifying is to recognize or establish as being a particular person or thing.

#### 5. Adjective phrase

According to Susanto that “Adjective phrase is a group of words that does the work of an adjective in the sentence”.<sup>9</sup> It means that an adjective phrase consists of some words that are being working as an adjective in the sentence. As we have seen that adjective may modifies noun, so that the phrase must express the noun itself. Meanwhile, Zuhairi Aminuddin said “Adjective phrase gives information about nouns and noun phrases and the

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<sup>7</sup> Victoria Neufelat & David B. Guralmik, *Webstern New World Collage Dictionary*, (USA: MacMillan, 1995), p. 2.

<sup>8</sup> A.S. Hornby, *Op. Cit.*, p. 2. 672.

<sup>9</sup> Susanto, *The New Complete English Grammar*, (PustakaIlmu: Jakarta, 2005), p. 37



question what kind?”.<sup>10</sup> It means the adjective phrase inform the reader about place, thing, people or smell that consists of the question what in order to make the reader get the information.

Based on the above statements, the writer concluded that adjective phrase is a group of words that does the work and adjective in the sentence.

## 6. Descriptive text

According to Joyce that “Description is writing that appeals to one or more live sense, sights, sound, smell, taste and touch”.<sup>11</sup> In this case, description tells about feeling, phenomena, sound (sound of people, animal, thing, etc), smell (fragrant and bad smell), etc. Meanwhile Otong Setiawan Djuharie said “Descriptive text is a kind of story text which purpose to describe people, thing, a place and an animal”.<sup>12</sup>

Based on the explanation above, the writer concludes that descriptive text is any kind of text that actually tells about a short description of people’s characterization, animal, particular place, thing (include sense, sight, sound, smell, taste and touch) and have purposes to describe peoples, animals, place and things itself.

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<sup>10</sup>ZuhariAminuddin, dkk, *Structure I*, (Jakarta: Universitas Terbuka, 2007), p. 327

<sup>11</sup>JoiceAmstrong, dkk, *Writing and Grammar*, (New Jersey: Upper Saddle River, 2001), p. 6

<sup>12</sup>OtongSetiawanDjuharie, *Genre*, (Bandung: YramaWidya, 2007), p. 24

## 7. Text

According Sanggam Siahaan and Kisno Shinoda that “text is a meaningful linguistic unit in a context.”<sup>13</sup>

The ability in identifying adjective phrase in descriptive text in this research means to recognize adjective phrase. So, analysis of the students’ ability in identifying adjective phrase in descriptive text at the tenth grade SMA N. 3 Padangsidempuan.

### **D. Formulations of The Problem**

Based on the explanation above the problem of this research can be formulate that as follow:

1. How was the students’ ability in identifying adjective phrase in descriptive text at the tenth grade SMA N. 3 Padangsidempuan?
2. What are the students’ difficulties in identifying adjective phrase on descriptive text?
3. What are English teachers’ efforts to overcome the difficulties?

### **E. Aims Of The Research**

The research is expected to be useful for:

1. To know how far is students’ ability in identifying adjective phrase on descriptive text at the tenth grade SMA N. 3 Padangsidempuan.

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<sup>13</sup>Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: GrahaIlmu, 2008), p. 1.

2. To know students' difficulties in identifying adjective phrase on descriptive text.
3. To know English teachers' effort to overcome the difficulties.

#### **F. Significances Of The Research**

1. Researcher, to Fulfill the first degree of the Strata of State College for Islamic Studies (IAIN) Padangsidimpuan.
2. English teachers, to enrich information about students' ability in identifying adjective phrase in descriptive text of their students so they can give motivation for the students at the tenth grade SMA N.3 Padangsidimpuan.
3. Headmaster, to give English teachers to do the best way to teach English.
4. Students, to know them solutions of identifying adjective phrase in descriptive text.
5. Other researchers, to further the same and different topic of the research.

#### **G. Significances of the Research**

The significance of this research is expected to be useful for the teacher to improve their teaching in adjective phrase and descriptive text. It is also expect to be useful for the students in increasing their ability in identifying adjective phrase in descriptive text. The significance has two major benefits as follows:

1. Theoretically
  - a. To fulfill a requirement to reach the first strata degree in English section in education department of state collage for Islamic studies Padangsidimpuan.

- b. As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in adjective phrase and descriptive text.

## 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 adjective phrase and descriptive text.
- c. As an input to the students to increase their ability in identifying adjective phrase in descriptive text.

## **H. Outline of the Thesis**

The outline of the thesis include in to five chapter, they are: the first chapter consist of background of the problem, focus of the problem, the definition of key terms, the formulation of the problem, the aim of the research, the significances of the research, and outline of the thesis. The contents of this chapter was about the problem that faced by students in identifying adjective phrase in descriptive text, the students do not able to identify adjective phrase in descriptive text well, because the students the students do not know about grammar, lack of the knowledge to understanding characteristic adjective phrase in descriptive text and in this chapter found how to solving the problems.

The second chapter consist of: the theoretical description, which explain about the definitions of descriptive text, social function of descriptive text, the generic structure of descriptive text, adjective phrase and review of related findings. In this chapter explained clearly what the meaning of descriptive text, social function, generic structure, example of descriptive text and adjective phrase.

The third chapter consist of: time and place of the research, research design, source of data, technique of data collection and instruments, technique of data trustworthiness and the last technique of data analysis. The kind of the research was qualitative approach, the research done in SMA Negeri 3 Padangsidempuan, the instrument of collecting data that used by researcher were observation, interview, and test.

The fourth chapter consist of findings, discussion and result of the research consist description in identifying adjective phrase in descriptive text, the difficulties of the student in identifying adjective phrase in descriptive text and the effort of teacher to overcome the difficulties. In this chapter about result of the research, the difficulties that faced by students in identifying adjective phrase in descriptive text and, how to overcome the difficulties. The threats of the research, which talking about the threats that researcher found in the process of the research.

The fifth chapter consist of conclusion and suggestion. The conclusion include the result of the research, the difficulties that faced by students in identifying adjective phrase in descriptive text, and the efforts by English teacher to overcome the difficulties that faced by students, English teacher, headmaster and the reader.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Review

##### 1. Descriptive Text

Genre is culturally specific text type which result from using language (written and spoken) to keep accomplish something. It takes place through a series of stages and using language in particular ways. A text is usually represents a discourse, although it may be a list of associated sentences and every teaching materials in English subjects always involves text. One of them is descriptive text. Descriptive text is a kind of text that actually tells us about a short description of people's characterization, animal, thing and particular place. To began 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.

According to A. S. Hornby stated on Oxford Dictionary that description is a piece of writing or speech that says what is like; the act of writing or saying in words what.<sup>1</sup> While Sanggam Sihaan stated that deskripsi adalah teks bahasa inggris yang ditulis di mana penulis menggambarkan suatu objek. Dalam teks ini,objek dapat menjadi objek konkret atau abstrak. Ini bisa

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<sup>1</sup>A. S. Hornby, *Op. cit.*, p. 357.

menjadi orang, atau binatang, atau pohon, atau rumah, atau berkemah. Hal ini dapat tentang topic apapun.<sup>2</sup> It means 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 be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. Supported by Sri Dewi says teks deskriptif adalah teks yang menggambarkan karakteristik suatu hal tertentu, suatu tempat atau seseorang.<sup>3</sup> It means descriptive text is a text that describes the characteristic of a particular thing, a place or a person. Similarity with Otong Setiawan Djuharie stated teks deskriptif adalah jenis teks cerita yang bertujuan menggambarkan orang, hal, tempat dan binatang.<sup>4</sup> It means Descriptive text is a kind of story text which purpose to describe people, thing, a place and an animal.

Next, according to Joyce said “Description is writing that appeals to one or more live sense, sights, sound, smell, taste and touch”.<sup>5</sup> In this case, description tells about feeling, phenomena, sound (sound of people, animal, thing, etc), smell (fragment and bad smell). While, Ma'mur said “Karangan deskripsi adalah suatu bentuk karangan yang melukiskan sesuatu dengan keadaan sebenarnya sehingga pembaca dapat mencitrai (melihat, mendengar, merasakan dan mencium) apa yang dilukiskan itu sesuai dengan citra

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<sup>2</sup>Sanggam Siahaan and Kisno Shinoda, *Generic the Structure* (Yogyakarta: Graha Ilmu, 2008) p. 89.

<sup>3</sup>Sri Dewi Astuti, *Comparing and Contrasting Descriptive and Report Texts* (Bekashi: Aldhi Aksara Abadi Indonesia), p.1.

<sup>4</sup>OtongSetiawanDjuharie, *Genre*, (Bandung: YramaWidya, 2007), p. 24.

<sup>5</sup>JoiceAmstrong, dkk, *Writing and Grammar*, (New Jersey: Upper Saddle River, 2001), p. 6.



penulisnya”.<sup>6</sup> It means description text is a form of text that describes something with the actual situation so that readers can imagined (see, hear, taste, and smell) what was depicted in the image of the author. Then, Pardiyo stated “karangan deskripsi adalah suatu bentuk karangan yang memberikan deskripsi atau penjelasan atas suatu benda, baik benda hidup ataupun benda mati kepada pembaca”.<sup>7</sup> It means that descriptions text is a form of composition that gives descriptions or explanations of an object, whether living or inanimate objects to readers.

Meanwhile E. Wishon and M. Burks stated that:

Description reproduce the way things look, smell, taste, feel or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time, days, time of days, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.<sup>8</sup>

Based on the explanation above, the researcher concluded that descriptive text is any kind of text that actually tells about a short description of people’s characterization, animal, particular place, thing (include sense, sight, sound, smell, taste and touch) and have purposes to describe peoples, animals, place and things itself.

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<sup>6</sup>Ma’mur Saadie, dkk, *Strategi Pembelajaran Bahasa Indonesia*, (Jakarta: Universitas Terbuka, 2007), p. 115.

<sup>7</sup>Pardiyo, *Writing Clues for Better Writing Competence*, (Yogyakarta: CV andi offset, 2006), p. 33 .

<sup>8</sup>George E. Wishon Julia M. Burks, *Let’s Write English Revised Edition* (New York: Convention, 1980), p. 379.

a. The social function or communicative purpose

According to Pardiyono stated deskriptif adalah jenis teks tertulis, yang memiliki fungsi khusus untuk memberikan gambaran tentang suatu objek (manusia atau benda).<sup>9</sup> It means descriptive is a type of written text, which has the specific function to give description about an object (human or non human). Next, According to Gerot and Wignell that the social function of description to describe a particular person, place or things.<sup>10</sup>

b. Generic Structure of Descriptive Text

Description is a text containing two components that is identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object, and the function of description is to describe a particular person, place or thing.<sup>11</sup> Text can be divided into descriptive text, procedure text, narrative text, recount text and report text. However descriptive text means to descript things, people, place specifically.

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<sup>9</sup> Pardiyono, *Pasti Bisa ! Teaching Genre-Based Writing* (Bandung: Andi, 2007), p. 34.

<sup>10</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gred Stable, 1996), p. 208.

<sup>11</sup> Siahaan, Sanggam and Kisno Shinoda, *Op. Cit.*, p. 89.

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.<sup>12</sup>

While Linda Gerot and Peter Wignell noted that the generic (schematic) structure of description text are; identification is identifies phenomenon to be describe, description is describe parts, qualities, characteristic.<sup>13</sup>

Then Pardiyono stated that:

1) Identification:

Berisi suatu statement yang menggambarkan tentang objek yang akan dideskripsikan, statement harus menarik, mampu memprovokasi pembaca sehingga menjadi tertarik membaca deskripsi selanjutnya dan juga penggunaan kata sifat (adjective) atau degree of comparison dalamnya terkandung satu hot topic dan statement yang menunjukkan posisi penulis dalam menanggapi hot topic tersebut.

2) Description:

Berisi penjelasan atau gambaran tentang kondisi objek yang dapat ditinjau dari beberapa segi: lokasi, benda, cuaca, dan ukuran atau bentuk.<sup>14</sup>

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<sup>12</sup>Lewis and Clark, "Descriptive Text" (<http://www.campusschool.edullofti/primary>, accessed at February 22, 2013 retrieved on 11 pm).

<sup>13</sup>Linda Gerot and Peter Wignell, Op. Cit. p. 35.

<sup>14</sup>Pardiyono, Op. Cit. p. 35.

It means:

1) Identifications:

Contains a statement that describes the object to be expression, statements should be interesting, so the reader is able provoked be interested in reading further descriptions and also the use of adjectives or degree of comparison it contains a hot topic and a statement that indicates the position of the author in response to the hot topic.

2) Description:

Contains a description or picture of the object that can be viewed from several aspect: location, objects, weather, and the size or shape.

c. Dominant grammatical aspects

Before going to discuss further about description, it should be known about the grammatical aspect of the text. Gerot and Wignell said that the grammatical aspect of description text are; focus on specific participants, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, use of simple present tense.<sup>15</sup>

Meanwhile, Rudi Hartono noted that grammatical aspect of description text are;

1) Use of the present tense

2) Use of verbs

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<sup>15</sup> Linda Gerot and Peter Wignell, Op. Cit. p. 209.

- 3) Use of adjectives to describe the features of something
- 4) Use of comparisons (e.g. similes and metaphors) to describe something.<sup>16</sup>

Then Pardiyoно also noted that there are 3 (three) grammatical aspect of a description text they are:

- 1) Present tense, present perfect tense.
- 2) Verb; be (is, am, are), have, linking verbs (seems, looks, sounds, like).
- 3) Using adjective phrase; contains a description or picture of the object that can be viewed from several aspects: location, objects, weather, and the size or shape. Using adjective phrase is helping to developing text in identification to be more interesting and also that used to describe the object.<sup>17</sup>

d. Example of Descriptive Text:

#### Borobudur Temple

Borobudur is Hindu - Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are

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<sup>16</sup> Rudi Hartono, *Genre of Text* (Semarang: English Department Faculty of Language and Art. 2005), p. 10.

<sup>17</sup> Pardiyoно, Op. Cit. p. 37.

circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.<sup>18</sup>

### James Cook - Navigator and Explorer

James Cook was one of the world's greatest explorers and navigators. He made three voyages that took him to the Pacific Ocean, Australia, New Zealand, Hawaii, the Antarctic and Arctic. James Cook was good at mathematics, science and astronomy .

Cook was born in England in 1728. In his youth he joined the British Navy and became a sailor . The British sent him to Canada where he commanded a ship during the French and Indian War . There he showed he was a good cartographer and mapped the coast of Newfoundland.

In 1768 he led a scientific expedition to the South Pacific. He got secret orders from the British to try to find a new southern continent, which nobody had known of. After making maps of New Zealand James Cook reached the southeastern Coast of Australia . He claimed the land for Great Britain and named it New South Wales.<sup>19</sup>

## 2. Adjective Phrase

Many students know what an adjective is, but when they come to describing an adjective phrase, they get confused. Some are mistaken and think that this type of phrase is a group of words that has an adjective in it. Although this may be true, this is not an effective phrase. This type of phrase is actually a group of words that serves to describe a noun in a sentence, thus functioning as an adjective.

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<sup>18</sup>Wikipedia, "Borobudur Temple" (<http://en.wikipedia.org/wiki/Borobudur>, accessed at January 22, 2013, retrieved on 10 pm).

<sup>19</sup> Pardiyono, Op. Cit., p.38

An adjective phrase is formed out of either an intensifier and an adjective, or alternatively, more than one adjective in a row. Adjective phrase comes from two words, they are adjective and phrase. Adjective is used to show the presentation of a particular noun. In other word, adjective is modifies the noun. While the noun can be a person, thing, or place. Phrase is a group of word that can be separated in one by one. It means that phrase may consist of more than two words so that the reader can understand the information from the group of words. So adjective phrase is a group of words which does the work of an adjectives is called an adjective phrase.

According to Susanto that “adjective phrase adalah sekelompok kata yang bekerja sebagai kata sifat di dalam kalimat.”<sup>20</sup> It means that an adjective phrase consist of some words that are being working as an adjective in the sentence. Adjective may be modifies noun, so that the phrase must express the noun itself. Supported by Wren and Martin stated that “adjective phrase is a group of word that does the work of an adjective in the sentence”.<sup>21</sup> Next, Zuhairi Aminuddin stated that Adjective phrase adalah memberikan informasi tentang kata benda dan frase kata benda.<sup>22</sup> It means adjective phrase gives information about nouns and nouns and noun phrases. It means adjective phrase gives information about nouns and noun phrases and the question what

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<sup>20</sup> Susanto, *The New Complete English Grammar*, (Pustaka Ilmu: Jakarta, 2005), p. 37.

<sup>21</sup> Wren and Martin, *High School English Grammar & Composition*. (New Delhi: S.Chan & Company Ltd: Ram Nagar 1991), p. 2.

<sup>22</sup> Zuhairi Aminuddin, dkk, *Structure I*, (Jakarta: Universitas Terbuka, 2007), p. 327.

kind. Adjective phrase inform the reader about place, thing, people or smell that consist of the question what in order to make the reader get the information. While, Dhanny R Cysso said “adjective atau kata sifat adalah suatu kata yang digunakan untuk menerangkan kata benda”.<sup>23</sup> It means that adjective is a word used to describe nouns.

Based on the statement above, the writer concludes that adjective phrase is a group of words that does the work and adjective in the sentence. There are some elements that important in adjective phrase, they are possessive adjective, demonstrative adjective, numeral adjective and interrogative adjective.

a) Example of Adjective Phrase

The best way to understand this type of phrase and how it functions adjective here are examples:

Adjective	Adjective Phrase
1. The beautiful house	1. The house that is beautiful
2. A beautiful woman	2. A woman with beautiful face
3. The angry dog	3. The dog that is acting very angry

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<sup>23</sup> Dhanny R Cysso, *Comprehensive English Grammar Preparation for TOEFL*. (Jakarta: Kesaint Blanc, 2007), p.18.



4. A white cat                      4. A cat with white leather.<sup>24</sup>

It can be seen that the ‘beautiful’ is an adjective that modifies the word ‘house’, whereas that is beautiful is an adjective phrase. While the word with a beautiful face modifies noun woman. The same condition is also number 3 is, “the angry dog” and ‘the dog that is acting very angry’. The latter phrase uses the phrase “that is acting very angry” to modify the subject, which is the noun “dog”. Thus, the latter example has an adjectival phrase. Then, word ‘white’ modifies noun cat.

b) Identify an adjective phrase

Many students wonder how to pick out adjective phrases within sentences. The trick to identifying one in a sentence is to look at the first word of the group of words. If the first word is an adverb or preposition, there is a good chance that the phrase is an adjective phrase. Ask yourself, what is this phrase modifying? Is it describing the noun? If the group of words does in fact modify the noun or subject of the clause or sentences, then the phrase is in fact an adjective phrase.<sup>25</sup>

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<sup>24</sup> Wren and Martin. High School English Grammar & composition. (S. Chan & Company Ltd: Ram Nagar, New Delhi, 1991), p. 2.

<sup>25</sup>Pardiyono, Op. Cit., p. 39.

## B. Review of Related Finding

This research is not as beginner related to this tittle, but there are some research had been researched before which relevant with this tittle, firstly,: a thesis of Anni Khoiriyah in his script: “The Tense Error Analysis in Writing Descriptive Text At Grade XI in SMK N. 1 Sipirok”.<sup>26</sup> The researcher uses qualitative research. The method of the research is descriptive method. The population in this research are the grade XI of students SMK N. 1 Sipirok. So, the sample was 30 students. After analyzing the data that mean score of students Tense Error Analysis in Writing Descriptive Text was bad by getting mean score were 24,65%.

Secondly, Zannuriyah Pakpahan in her script: “An Analysis of The Students Ability in Identifying Adjectives and Adverbs in Sentences at Grade VIII SMP Negeri 2 Arse”.<sup>27</sup> The researcher uses qualitative research. The method of the research is descriptive method. The population in this research are the grade VIII of students SMP Negeri 2 Arse. But She take one class is the students of VIII 1, consist of 50 students. After analyzing the data that mean score of students Ability in Identifying Adjectives and Adverbs in Sentences is enough 53,80%.

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<sup>26</sup> Anni Khoiriyah, *The Tense Error Analysis in Writing Descriptive Text At Grade XI in SMK N. 1 Sipirok*, (Script STAIN Padangsidempuan, 2012).

<sup>27</sup>Zannuriyah Pakpahan, *An Analysis of The Students Ability in Identifying Adjectives and Adverbs in Sentences at Grade VII SMP Negeri 2 Arse*, (Script STAIN Padangsidempuan, 2012).

Thirdly, Khotimah “An Analysis of Understanding References in Descriptive Text at grade VIII-5 students of MTsN Batang Angkola”.<sup>28</sup> The research was conducted with descriptive analysis and qualitative approach. There were 37 students of grade VIII-5 as sample. After doing the research to the students, it could be concluded that the students ability in understanding references in descriptive text was 59,05%.

The result of research above is related to this research entitled “The Students’ Ability in Identifying Adjective Phrase in Descriptive Text at the Tenth Grade SMA Negeri 3 Padangsidempuan.”

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<sup>28</sup>Khotimah. *An Analysis of Understanding References in Descriptive Text at grade VIII-5 students of MTsN Batang Angkola* (Thesis STAIN Padangsidempuan, 2012).

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

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

The research was conducted at the Grade X SMA N. 3 Padangsidimpuan in 2012/2013 Academic Year, which the complete address on Jln. Perintis kemerdekaan No.56 Padangsidimpuan. The research has been done on 2013 May up to finish, and the data has taken after the research letter comes from the Academic Office of STAIN Padangsidimpuan. We can see the Schedule of time and place of the research on Appendix VI.

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

This research used the qualitative research. Gay and Airasian stated that: “qualitative approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive source of information.”<sup>1</sup>

The suitable method of this research is descriptive method. According to Suharsimi Arikunto stated:

Penelitian deskriptif tidak memerlukan administrasi dan pengontrolan terhadap perlakuan. Penelitian deskriptif tidak dimaksudkan untuk

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<sup>1</sup>L.R Gay & Peter Airasian. *Educational Research: Compenties for Analysis and Application*, (USA Prentice Hall, Incorporate, 2000), p. 9.

menguji hipotesis tertentu, tetapi hanya menggambarkan *apa adanya* tentang suatu variabel, gejala atau keadaan. Memang ada kalanya dalam penelitian ingin juga membuktikan dugaan tetapi tidak terlalu lazim.<sup>2</sup>

*(Descriptive study does not require the administration and control of treatment. Descriptive study is not intended to test specific hypotheses, but only describes “what is” on a variable, symptoms or circumstances. Indeed there are times in the study wanted to prove the allegations but also not to uncommon).*

Meanwhile, Saifuddin Azwar, stated that: “penelitian deskriptif yaitu menganalisis dan menyajikan fakta secara sistematis.”<sup>3</sup> It means descriptive research means to analyze and give the fact systematically, so easier to be know and concluded.

So, it can be concluded that descriptive research means to analyze or make a sense (descriptive) about situation or events. It used to describe how the students’ ability in identifying adjective phrase in descriptive text at grade tenth SMA Negeri 3 Padangsidempuan.

### **C. Sources of the Data**

There were two sources of the data in this research. They are primary data source and secondary data source.

1. Primary source of data (principal data) is the basic of data. Primary sources of data, that is the grade X students at SMA Negeri 3 Padangsidempuan, they

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<sup>2</sup>Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2003), p. 309-310.

<sup>3</sup>Saifuddin Azwar, *Metodologi Penelitian*, (Yogyakarta: Pustaka Pelajar, 2004), p. 6.

are 302 students. They were consist of nine classes. This research was done with using purposive sampling. Riduan said “Purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim”.<sup>4</sup> Actually, the researcher took one class to do the research; that is class X-3. The researcher took the certainly class because it can be representative to take the result of research, the limitation by the researcher on the time, knowledge, and expense. So, there was 33 students who answer the test.

2. Secondary sources of data (supplementary data), that is an information from the principle and the English teacher of SMA Negeri 3 padangsidempuan.

#### **D. Technique of the Data Collection and Instrumentations**

Jhon W. Crewsell said that there were steps in collecting data of qualitative research include: setting the boundaries of study, collecting information trough unstructured (or semi structured), observations and interview, document and visual materials.<sup>5</sup>

To get an accurate data, the researcher used observation, interview, and test.

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<sup>4</sup> Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

<sup>5</sup>Jhon W. Crewsell. *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: Saga Publications, Inc, 2002), p. 185.

## 1. Observations

The instrument for the source of secondary data, the researcher used the observation. Observasi adalah teknik pengumpulan data yang menggunakan suatu pengamatan terhadap object penelitian.<sup>6</sup> (Observation is a technique of collecting data which is used an observation to the object of research). Observation can be done directly or indirectly. The researcher had been done directly observation; namely to observe the object directly without mediator. This observation used to know the situation in SMA Negeri 3 Padangsidimpuan include location, facilities and subject of research.

## 2. Test

Based on the source of data, for the primary data the researcher used the test as an instrument for collecting data, although this research used the qualitative research. L.R Gay stated: “Qualitative research sometimes combines qualitative (e.g. observation) and quantitative (ex. test score ) data in studies, resulting in the need for statistical analysis.”<sup>7</sup>

Tes adalah serentetan atau latihan yang digunakan untuk mengukur keterampilan, pengetahuan, sikap, inteligensi, kemampuan atau bakat yang dimiliki oleh individu atau kelompok.<sup>8</sup>(Test is a practice that is used to measure someone or a group’s skill, knowledge, intelligence, ability or talent).

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<sup>6</sup>Yatim Riyanto, *Op. Cit.*, p. 96.

<sup>7</sup>L.R Gay & Peter Airasian. *Op. Cit.*, p. 109.

<sup>8</sup>Yatim Riyanto, *Metodologi Penelitian pendidikan*, (Surabaya: SIC, 2010), p. 103.

Appropriate with the instrument of this research, the researcher want to analysis of the students ability in identifying adjective phrase in descriptive text at tenth grade students of SMA Negeri 3 Padangsidempuan. In analysis students ability, the researcher gave question to the students to read the descriptive text then finding or identifying the adjective phrases in each text, it was fourty adjective phrase in three of descriptive text. Every adjective phrase that found or identified in descriptive text had 2,5 scores, so the total score was 100.

**Table I**  
**Indicators of the Test**

No	Indicator of adjective phrase in descriptive text	Items	Scores
1.	Students asked to read the text and identified or found the adjective phrase in text		
	a. Borobudur Temple	14	2,5
	b. The Descriptive Facts about the Moon	14	2,5
	c. James Cook - Navigator and Explorer	12	2,5
	Total	40	100

Then, the techniques for collecting data with the test were as follow:

- a. Explaining about the outline of the adjective phrase in descriptive text.
- b. Preparing the test.



- c. Checking out the validity and reliability of the test.
  - d. Giving three texts to all of students according the sample stated, and ask them to identify adjective phrase of the text.
  - e. Determining the time of doing the test.
  - f. Giving chance or time for students to something left or not clear in doing the test
  - g. Asking the students to do test and the researcher look after the students during the test time.
  - h. After students finished answering the test, then the researcher collected their answer to be analyzed.
3. Interview

Besides observation the instrument for the source of secondary data, the researcher used the interview. Lexy J. Moleong stated “Wawancara adalah percakapan dengan maksud tertentu”.<sup>9</sup> (Interview is a conversation with the aims). Gay and Peter Airasian say that Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.<sup>10</sup> In this research, the researcher used structural interview. In structural interview the writer prepared the question an alternative of the answer that was given to the interviewer.<sup>11</sup> So, this

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<sup>9</sup>Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (bandung: Rosda Karya, 2009), p. 135.

<sup>10</sup>Gay and Peter Airasian, *Op. Cit.*, p. 219.

<sup>11</sup>Amirul Hadi and Haryono, *Metodologi Penelitian*, (Bandung: Pustaka Setia, 1998), p. 136.

interview is one of the techniques of collecting data by doing oral interview in individual meeting.

Interview is given for grade X students in SMA Negeri 3 Padangsidempuan, the questions were appropriated with the list of interview. Interview is done for getting data about the difficulties that usually faced by the grade X SMA Negeri 3 Padangsidempuan students in identifying adjective phrase in descriptive text and the efforts done by English teacher to increase the students' ability in identifying adjective phrase in descriptive text at the tenth grade SMA N.3 padangsidempuan. Interview also was done to get information about situation in SMA Negeri 3 Padangsidempuan.

#### **E. Technique of the Data Trustworthiness**

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.

4. Checking with friendly through discussion is done with expose the interview result or the final result that gotten in discussion with friends.
5. Analyze the negative case is the research collects the example an inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.
7. Checking the member is the most important in checking the credibility.
8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
9. Auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.<sup>12</sup>

From the all of techniques to determine the data trustworthiness above, the researcher used the third number is *Triangulation*. It was a technique that used to check the data trustworthiness data by compares the result of observation, interview and test.

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<sup>12</sup>Lexy J. Moleong, *Op. Cit.*, p. 175.

## F. Technique Of the Data Analysis

After collecting data, the writer analyzed of the data by using some steps, they are:

1. Editing of data, it was done to arrange the data become a structured sentence systematically.
2. Reduction of the data, it was done two seek the uncompleted data and put a side data unnecessary.
3. Tabulation of the data, it was done to account and give the scores to respondents answer through test and take on the table that consist alternative answers, frequency and percentage. To obtain the percentage of the answer subjects and take on the table by using the formula:

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

Where :

M : Mean score (average)

N : Sum of respondents

$\sum x$  : Total of the result <sup>13</sup>

4. Description of the data, it is done to describe or interpreted data that have been collected systematically
5. Taking conclusion, it is done to conclude the discussion solidly and briefly.

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<sup>13</sup>Anas Sudijono. *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

## CHAPTER IV

### RESULT OF RESEARCH

#### A. Findings

##### 1. General Finding

This research was conducted in SMA Negeri 3 Padangsidimpuan which located at Jln. Perintis Kemerdekaan No. 56 Padangsidimpuan. SMA Negeri 3 Padangsidimpuan is one of the senior high school in Padangsidimpuan. This school was built in 1977. Initially, this school would build in north Tapanuli, but North Tapanuli did not have area as large as 2 Ha. Therefore, this school built in South Tapanuli and located in Jl. Perintis Kemerdekaan. For the first step, the government built 15 classrooms, 1 teachers' room and 1 principle's room. Before the building was finished, the activities of teaching and learning was done in SMP Negeri 1 Padangsidimpuan for 6 months and then moved to SMP Negeri 2 Padangsidimpuan for 6 months too.<sup>1</sup>

SMA Negeri 3 Padangsidimpuan had been headed by seven principles, they are: Muhammad Ridwan Lubis, Suad Pulungan, Tinggi Dalimunthe, H. Haniya Harahap, Drs. Aminuddin Lubis, Drs. H. Ahmad Syaukani and now the principle of SMA Negeri 3 is Drs. Hasbullah Sani Nasution.

This school has location borders as below:

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<sup>1</sup>Hasbullah Sani Nasution, Principle of SMA Negeri 3 Padangsidimpuan, *Private interview*, 31 May 2013.

- a. North side is abutted with Perintis Kemerdekaan street or SMP Negeri 5 Padangsidimpuan.
- b. East side is abutted with Sekolah Pertanian Menengah Atas (SPMA) Padangsidimpuan.
- c. South side is abutted with SPMA's football field.
- d. West side is abutted with department of agriculture' office.

The location was not too far from main street and easy to be reached. The wide of area was 2 Ha, that's wide enough to create the effective learning environment. SMA Negeri 3 Padangsidimpuan was also had good infrastructures; those were the infrastructures that we could find in SMA 3 Padangsidimpuan:

**Table 2: Infrastructures of SMA Negeri 3 Padangsidimpuan.**

No	Kinds of infrastructure	Total/Wide
1	Landmass	20.000 m
2	Buildings	2.236 m
3	Sport area	10.000 m
4	Classes	27 Classes
5	Teacher's Room	1 Room
6	Headmaster' Room	1 Room
7	Assistent Headmaster's Room	1 Room
8	Administration Room	1 Room
9	Library	1 Room
10	Computer Room	1 Room
11	Physics Laboratory	1 Room
12	Chemistry Laboratory	1 Room
13	Mushalla	1 Room
14	Bath room	4 Room
15	UKS room	1 Room

16	Student's consult (BP/BK)	1 Room <sup>2</sup>
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From those infrastructures above, physically, SMA Negeri 3 Padangsidempuan had a sufficiency building, where all buildings even classes or offices had built permanently. To complete the process of teaching learning, SMA Negeri 3 Padangsidempuan has 66 teachers and official<sup>3</sup> to teach all students with their own teaching capability.

Especially for English lesson, SMA Negeri 3 Padangsidempuan had 8 teachers, they were:

- a. M. Suad Siregar
- b. Masriana Siregar
- c. Kasmine Tanjung, S.Pd
- d. Herlinda Lubis, S.Pd
- e. Syaripuddin Siregar, S.Pd
- f. Sori Tua, S.Pd
- g. Siti Zubaidah Pemilu, S.Pd
- h. Efrida Rambe, S.Pd<sup>4</sup>

From the English teachers above, the researcher was interview Syaripuddin Siregar. SMA Negeri 3 Padangsidempuan had 27 classes, they

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<sup>2</sup>Data was taken From Administration Data of SMA Negeri 3 Padangsidempuan.

<sup>3</sup>*Ibid.*

<sup>4</sup>*Ibid.*

were: 9 classes grade X, 9 classes grade XI and 9 classes grade XII. Especially for the grade X there were 302 students.

**Tabel 3: The Grade X students in SMA Negeri 3 Padangsidempuan**

<b>Class</b>	<b>Total</b>
X -1	34 students
X -2	35 students
X -3	33 students
X -4	33 students
X -5	33 students
X -6	35 students
X -7	32 students
X -8	35 students
X -9	33 students
<b>Total</b>	<b>302 students<sup>5</sup></b>

## 2. Specific Findings

### a. The Description of Students' Ability in Identifying Adjective Phrase in Descriptive Text at X Grade in SMA Negeri 3 Padangsidempuan

As stated the previous chapter that the instrument of this research was test. In this case, the students were asked to answer the questions about the students' ability in identifying adjective phrase in descriptive text. The description score of them in identifying adjective phrase in descriptive text could be seen as table below:

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<sup>5</sup>*Ibid.*



**Table 4**  
**The descriptions of students score in identifying**  
**adjective phrase in descriptive text**

No	Student's Initial Name	Total Score
1	A	40
2	AM	50
3	AQ	50
4	DER	80
5	DAH	60
6	DP	40
7	DS	55
8	DSD	55
9	FHS	40
10	HS	70
11	HT	70
12	IML	65
13	KJ	70
14	LY	65
15	MR	65
16	MM	50
17	MQ	60
18	MS	65
19	MS	50
20	NS	50
21	NSS	65
22	RM	50
23	RMN	50
24	RA	45
25	S	75
26	SH	75
27	SN	50
28	SR	45
29	SP	60
30	TWS	40
31	WC	40
32	WH	55
33	YYH	50
Total		1850
Means Score		56,06

Highest Score	80
Lowest Score	40

Based on the test result that given to the students, to determine the students' ability in identifying adjective phrase in descriptive text at grade X SMA N 3 Padangsidimpuan can be categorized into enough categories, means score 56,06. Based on the result of the test given to respondents, it can be seen that score of respondents between 40 up to 80. It means that the highest score gotten by respondent is 80 and the lowest score is 40.

The description result of answer of grade X-3 students of SMA Negeri 3 Padangsidimpuan in identifying adjective phrase in descriptive text the question number: 1 to find adjective phrase in text number one, the correct answer is "in the ninth century" the students were correct 15 students (45,45%) while, the students not correct were 18 students (54,54%). Question number 2, the correct answer is "Sailendra dynasty of ancient Mataram kingdom" the students were correct 25 students (75,75%), there were 8 students (24,24 %) did not choose correct answer. Question number 3, the correct answer is "influenced by the Gupta architecture of India" the students were correct 30 students (90,90%), there were 10 students (30,30 %) did not choose correct answer. Question number 4, the correct answer is "constructed on a hill 46 m high" the students were correct 15 students (45,45%), there were 18 students (54,54 %) did not

choose correct answer. Question number 5, the correct answer is “consists of eight step like stone terrace” the students were correct 19 students (57,57%), there were 14 students (42,42 %) did not choose correct answer. Question number 6, the correct answer is “The first five terrace” the students were correct 13 students (39,39%), there were 20 students (60,60 %) did not choose correct answer. Question number 7, the correct answer is “by walls adorned with Budhist sculpture in bas-relief” the students were correct 15 students (45,45%), there were 18 students (54,54 %) did not choose correct answer. Question number 8, the correct answer is “The upper three” the students were correct 19 students (57,57%), there were 14 students (42,42 %) did not choose correct answer. Question number 9, the correct answer is “a circle of bell shape-stupa” the students were correct 16 students (48,48%), there were 17 students (51,51 %) did not choose correct answer. Question number 10, the correct answer is “the centre of the top circle” the students were correct 23 students (69,69%), there were 10 students (30,30%) did not choose correct answer. Question number 11, the correct answer is “the summit extends through some 4.8 km of passage and starways” the students were correct 23 students (69,69%), there were 10 students (30,30%) did not choose correct answer. Question number 12, the correct answer is “The design of Borobudur” the students were correct 20 students (60,60%), there were 13 students (39,39%) did not choose correct answer. Question number 13, the correct answer is “the structure of

universe influences temples” the students were correct 16 students (48,48%), there were 17 students (51,51%) did not choose correct answer. Question number 14, the correct answer is “a valuable treasure for Indonesian people” the students were correct 16 students (48,48%), there were 17 students (51,51%) did not choose correct answer.

While question number: 15 to find adjective phrase in text number two, the correct answer is “the one place in our solar system” the students were correct 18 students (54,54%) while, the students not correct were 15 students (45,45%). Question number 16, the correct answer is “the first man” the students were correct 18 students (54,54%) while, the students not correct were 15 students (45,45%). Question number 17, the correct answer is “descriptive facts about the moon” the students were correct 14 students (42,42%), there were 19 students (57,57%) did not choose correct answer. Question number 18, the correct answer is “the east and sets in the west” the students were correct 20 students (60,60%), there were 13 students (39,39%) did not choose correct answer. Question number 19, the correct answer is “the east in our sky by about 12 degrees each day” the students were correct 18 students (54,54%) while, the students not correct were 15 students (45,45%). Question number 20, the correct answer is “The surface of the Moon” the students were correct 27 students (81%), there were 6 students (18,18%) did not choose correct answer. Question number 21, the correct answer is “meteors hitting the moon's surface” the

students were correct 19 students (57,57%), there were 14 students (42,42%) did not choose correct answer. Question number 22, the correct answer is “The moon by the Apollo astronauts” the students were correct 20 students (60,60%), there were 13 students (39,39%) did not choose correct answer. Question number 23, the correct answer is “a light source” the students were correct 18 students (54,54%) while, the students not correct were 15 students (45,45%). Question number 24, the correct answer is “many of the tides in the oceans” the students were correct 18 students (54,54%) while, the students not correct were 15 students (45,45%). Question number 25, the correct answer is “the gravity force” the students were correct 21 students (63,63%), there were 12 students (36,36%) did not choose correct answer. Question number 26, the correct answer is “full Moon and new Moon” the students were correct 18 students (54,54%), there were 15 students (45,45%) did not choose correct answer. Question number 27, the correct answer is “producing the higher than normal tides” the students were correct 19 students (57,57%), there were 14 students (42,42%) did not choose correct answer. Question number 28, the correct answer is “it forms smaller neap tides” the students were correct 14 students (42,42%), there were 19 students (57,57%) did not choose correct answer.

While question number: 29 to find adjective phrase in text number three, the correct answer is “one of the world’s greatest explorers and

navigators” the students were correct 19 students (57,57%) while, the students not correct were 14 students (42,42%). Question number 30, the correct answer is “three voyages” the students were correct 18 students (54,54%), there were 14 students (45,45%) did not choose correct answer. Question number 31, the correct answer is “James Cook was good at mathematics” the students were correct 21 students (63,63%), there were 12 students (36,36%) did not choose correct answer. Question number 32, the correct answer is “a ship during the French and Indian War” the students were correct 18 students (54,54%), there were 15 students (45,45%) did not choose correct answer. Question number 33, the correct answer is “a good cartographer and mapped the coast of Newfoundland” the students were correct 17 students (51,51%), there were 16 students (48,48 %) did not choose correct answer. Question number 35, the correct answer is “a scientific expedition to the South Pacific” the students were correct 19 students (57,57%), there were 14 students (42,42%) did not choose correct answer. Question number 36, the correct answer is “secret orders” the students were correct 19 students (57,57%), there were 14 students (42,42%) did not choose correct answer. Question number 37, the correct answer is “a new southern continent” the students were correct 17 students (51,51%) while, the students not correct were 16 students (48,48%). Question number 38, the correct answer is “a second voyage” the students were correct 16 students (48,48%) while, the students not

correct were 17 students (51,51%). Question number 39, the correct answer is “a mysterious southern continent” the students were correct 18 students (54,54%) while, the students not correct were 15 students (45,45%). Question number 40, the correct answer is “a polar continent” the students were correct 19 students (57,57%) while, the students not correct were 14 students (42,42%). These cases could look at appendix 5

Based on the test result that was given to the students, to determine the students’ ability in identifying adjective phrase in descriptive text at grade X in SMA Negeri 3 Padangsidempuan can be seen on the criteria below:

**Table 5: Criteria score interpretation**

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61%- 80%	Good
81% - 100%	Very Good <sup>6</sup>

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<sup>6</sup>Ridwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

Based on the calculating score (see appendix 5) the students' ability in identifying adjective phrase in descriptive text at Grade X SMA Negeri 3 Padangsidempuan was 56,06%, it can be categorized into enough category.

One of the purposes of this research is to know the tenth grade students' difficulties in identifying adjective phrase in descriptive text. One of ways to know their ability in identifying adjective phrase in descriptive text is by carrying out an interview. The researcher had carried out an interview for English teacher, students, and headmaster.

#### **b. The Description of the Students Difficulties in Identifying Adjective Phrase in descriptive Text at X Grade in SMA Negeri 3 Padangsidempuan**

Based on the result of the interview to students, there were some difficulties that usually faced by students when identifying adjective phrase in descriptive text. According to Wardani Chaniago, that when studying adjectives phrase, she found many difficulties, like vocabulary and grammar.<sup>7</sup> Alfian said that study about adjective phrase is difficult, like grammar and knowledge to understand characteristic about adjective phrase in descriptive text.<sup>8</sup>

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<sup>7</sup>Wardani Chaniago. The Student of X-3 in SMA Negeri Padangsidempuan, *Interview* at, 30<sup>th</sup> May 2013.

<sup>8</sup>Alfian. The Student of X-3 in SMA Negeri Padangsidempuan, *Interview* at, 30<sup>th</sup> May 2013.



Next, Tati Wardani Siregar said that identifying adjectives and adverbs in sentences very difficult, like vocabulary and grammar, because she could not distinguish adjectives and adverbs in sentences.<sup>9</sup> Then, Fitri Handayani Siregar said that study in identifying adjectives and adverbs in sentences were difficult, because she did not have knowledge about adjectives and adverbs characteristic, and vocabulary.<sup>10</sup> Further, Disah Pulungan said that in identifying adjectives and adverbs were difficult, because she could not distinguish adjectives and adverbs, like vocabulary and the knowledge to understand characteristic about adjectives and adverbs in sentences.<sup>11</sup>

After knowing the students' difficulties directly from them, the researcher needed to find the related information for the English teacher.

According to Syaripuddin Siregar said that:

There were some students got difficult in identifying adjectives phrase in descriptive text. The students still confused to find adjective phrase of a descriptive text. The students did not have enough vocabulary about adjectives phrase, because they only studied on school. Even, adjectives phrase around them, they did not know. So, they had not able find adjective phrase in descriptive text correctly.<sup>12</sup>

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<sup>9</sup>Tati Wardani Siregar. The Student of X-3 in SMA Negeri Padangsidimpuan, *Interview* at, 30<sup>th</sup> May 2013.

<sup>10</sup>Fitri handayani Siregar. The Student of X-3 in SMA Negeri Padangsidimpuan, *Interview* at, 30<sup>th</sup> May 2013.

<sup>11</sup>Disah Pulungan. The Student of X-3 in SMA Negeri Padangsidimpuan, *Interview* at, 30<sup>th</sup> May 2013.

<sup>12</sup>Syaripuddin Siregar. The English Teacher in SMA Negeri 3 Padangsidimpuan, *Interview* at, 30<sup>h</sup> May 2013.

Based on interview to headmaster, the headmaster said:

Actually they are quite fun in learning English. But there are some of them that is not like this lesson. Therefore students of SMA Negeri 3 Padangsidempuan had difficulties in learning English, especially at grade tenth students of SMA Negeri 3 Padangsidempuan, their ability in identifying adjective phrase were very low. They don't have motivation to study English. They lazy and boring to study English, it made them have low score in English.<sup>13</sup>

So, based on result of interview with the tenth grade students SMA Negeri 3 Padangsidempuan, the English teacher, and headmaster it can be concluded that student's difficulties in identifying adjectives phrase in descriptive text are as follows: *First*, the students were poor vocabularies. When asked for mention example about adjectives phrase, they did not know, what were they said true or false.

*Second*, students were lack of mastering grammar. It makes the students difficult to identify adjectives phrase in descriptive text. *Third*, the student's lack of the knowledge to understand characteristic about adjectives phrase in descriptive text, it caused by their difficulties in understanding about addition of *ly*, *ing* in the end of words.

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<sup>13</sup>Hasbullah Sani Nasution, *Private Interview*, Headmaster Office, 30<sup>th</sup> May 2013.

**c. The Efforts of the English Teacher to Overcoming the Students Difficulties in Identifying Adjective Phrase in Descriptive Text.**

To anticipate the students' difficulties in identifying adjective phrase in descriptive text, the English teacher had some efforts. Based on the result of interview to Mr. Syaripuddin Siregar as the English teacher in SMA Negeri 3 Padangsidempuan, he said that to overcome the difficulties of the students in identifying adjective phrase in descriptive text were:

1. The difficulties of students about vocabularies, to make students were easy to memorize the words especially in adjective phrase. The English teacher used efforts. The English teacher asked the students to master to vocabularies by memorizing. Before learning English, the teacher gives ten vocabularies to students by memorizing. After students memorize it, students present it in front of class. The English teacher ordered them to bring the dictionary in learning English. If they did not know about the vocabulary that they needed, so they can open dictionary.
2. The difficulties of students about grammar, the English teacher remind and review grammar to them, then gave the more examples which the near example or familiar example with students life. For example the using of adjective phrase in descriptive text.
3. The difficulties of students about lack of the knowledge to understanding characteristic adjectives adjective phrase in descriptive

text, the English teacher asked and gave exercises about adjectives phrase. Then, the teacher gave the explanation many times about them so the students understood truly. The English teacher often motivates the students to improve their spirit in learning.<sup>14</sup>

So, from explanation above that the English teacher to overcome students' difficulties in identifying adjectives phrase in descriptive text with give explanation, exercise and motivated.

## **B. Discussion**

After analyzing the collecting data, it was gotten that the students' ability in identifying adjectives phrase in descriptive text at the tenth grade SMA Negeri 3 Padangsidempuan can be categorized in to enough categories. It can be known from the calculating score (Appendix 5) that the students' ability in identifying adjectives phrase in descriptive text was 56,06% can be categorized into enough category. While according to research done by Anni Khoiriyah about the tense error analysis in writing descriptive text at grade XI in SMK N. 1 Sipirok in 20011/2012 Academic Year that the result of her research were 24,65% can be categorized in to low category.

While, according to research done by Zannuriyah Pakpahan about An Analysis of The Students Ability in Identifying Adjectives and Adverbs in

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<sup>14</sup>Syaripuddin Siregar. The English Teacher in SMA Negeri 3 Padangsidempuan, *Interview* at, 30<sup>h</sup> May 2013.

Sentences at Grade VIII SMP Negeri 2 Arse in 2011/2012 Academic Year that the result of her research can be categorized in to enough 53,80%. The last, Khotimah An Analysis of Understanding References in Descriptive Text at grade VIII-5 students of MTsN Batang Angkola20011/2012. That the result of her research was 59,05%.

There are some difficulties that faced by students when they found or identified adjectives phrase in descriptive text, there were vocabularies, grammar and understand characteristic about adjectives phrase in descriptive text. It can be seen from the students' score. Almost all of student got low score. In addition, based on interview with English teacher, the writer has found the same answer. The students faced difficulties in identifying adjectives phrase in descriptive text because they are were lack of mastering poor vocabularies, grammar and understand characteristic adjectives phrase in descriptive text.

From the explain above that the students' ability in identifying adjective phrase in descriptive text if connected with result of the research formerly can be categorized in to enough categories. Because, the result found 56,06 nearly with result formerly.

Based on the triangulation of students' test, students' interview, headmaster and teacher interview that students did not know about adjectives phrase in descriptive text. Then students did not have vocabularies and students did not know to identify adjectives phrase in descriptive text. It's all known from result of students' test, students' interview and teacher interview. So, the data

obtained are true according to triangulate the results for the three sources say the same thing about the student's ability in identifying adjectives phrase in descriptive text.

### **C. The Threats of the Research**

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were 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 seats answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the result of the test done by students, observation and interview done by the researcher about analysis of the students' ability in identifying adjective phrase in descriptive text at grade X SMA Negeri 3 Padangsidempuan, the researcher conclude as follow:

In this case, the conclusions of this research as the following:

1. The students' ability in identifying adjectives phrase in descriptive text at grade X SMA Negeri 3 Padangsidempuan can be categorized in to enough categories, because mean score is 56,06%.
2. There were some difficulties that faced by students when identifying adjectives phrase in descriptive text, they were vocabulary, grammar and understanding characteristic adjectives phrase in descriptive text.
3. The efforts by English teacher to overcome the students' difficulties in identifying adjectives phrase in descriptive text were English teacher gives ten vocabularies every learning English. English teacher remind and review grammar to them. Teachers ask and gave exercise, explanation and often give motivation.

## **B. Suggestions**

In every point of conclusion has the point of suggestion. In order to reduce the problems arising in learning English, especially in identifying adjective phrase in descriptive text some suggestions would be advisable to follow, they are as the following:

1. To the headmaster of SMA Negeri 3 Padangsidempuan to support the English teacher to increase their ability in study English, especially in identifying adjective phrase in descriptive text. And the headmaster should give opportunity for the English teacher to follow seminar and upgrade to increase knowledge for the English teacher.
2. To the teacher, especially English teacher of SMA Negeri 3 Padangsidempuan are hoped to develop the students' ability in identifying adjective phrase in descriptive text.
3. To the students of SMA Negeri 3 Padangsidempuan should do practice in mention adjectives phrase, and identifying adjective phrase in descriptive text.
4. Parents are suggesting watching their sons and daughters to do exercise at home. This is very important, so the students are very active and do their exercise. By doing so the convergent situations between school and home.
5. 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 to the limitation of the researcher material, knowledge and experience.



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