THE STUDENTS' ABILITY IN IDENTIFYING ADVERBS IN NARRATIVE TEXT AT GRADE X SMK N 4 PADANGSIDIMPUAN

A THESIS

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

Written By:

NOVI JUHAWARNI HARAHAP
Reg. No. 09 340 0056

ENGLISH EDUCATION DEPARTEMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
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2015

Term   : Thesis   Padangsidimpuan, 22 nd April 2015

               a.n: Novi Juhawarni Harahap

Appendix : 7 (seventh) Examplars   To:

                                     DeanTarbiyah and Teacher

                                     Training Faculty

                                     In-

                                     Padangsidimpuan

Assalamu'alaikum Wr.Wb.

     After Reading, studying, and giving advices for necessary revises on thesis belongs to NOVI JUHAWARNI HARAHAP, entitle **"The Students' Ability in Identifying Adverbs in Narrative Text at Grade X SMK Negeri 4 Padangsidimpuan"**. Weassume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Educational (S.Pd.I), In English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

     There fore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan.

Thank you.

Wassalamu'alaikum Wr.Wb

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DECLARATION OF SELF THESIS COMPLETION

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Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-2
Thesis :**The Students' Ability in Identifying Adverbs in Narrative Text at Grade X SMK Negeri 4 Padangsidimpuan**

I hereby declare that I have a ranged and written the thesis by myself, without asking for illegal help from other except the guidance from advisor, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14. Verse 2.

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Padangsidimpuan, 22nd April 2015
Declaration Maker

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Reg. Number. 09 340 0056

AGGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

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To develope science and knowledge, declare for giving to the State Institute for Islamic Studies Padangsidimpuan **Non-exclusive Royalty Right** on my thesis with the title:

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Date   :22nd April 2015

The Signed

NOVI JUHAWARNI HARAHAP

Reg, No. 09 340 0056

EXAMINERS
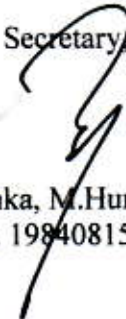## SCHOLAR MUNAQOSYAH EXAMINITION

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The Thesis with Title	:THE STUDENTS' ABILITY IN IDENTIFYING ADVERBS IN NARRATIVE TEXT AT GRADE X SMK NEGERI 4 PADANGSIDIMPUAN
Name	: NOVI JUHAWARNI HARAHAP
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Department/Study Program : **Tarbiyah/TBI-2**
The title   : **The Students' Ability in Identifying Adverbs in Narrative Text at Grade X SMK Negeri 4 Padangsidimpuan**

ABSTRACT

The aims of the research were to know the students' ability in identifying adverbs in narrative text at grade X SMK N 4 Padangsidimpuan, to know the difficulties of students in identifying adverbs in narrative text at grade X SMK N 4 Padangsidimpuan.To know teacher's efforts in overcoming students' difficulties identifying adverbs in narrative text at grade X SMK N 4 Padangsidimpuan.

The sources of data were the grade X students, the English teacher, and Head Master of SMK Negeri 4 Padangsidimpuan. The kinds of this research was qualitative research method. The instruments of collecting data were test, interview, observation.

Based on the result of research, research found that the students' ability in identifying adverbs in narrative text at grade X in SMK Negeri 4 Padangsidimpuan can be categorized was low (39,4%). The difficulties in learning identifying adverbs in narrative text were: the students were using kinds of adverbs of manner, adverbs of time, adverbs of place, adverbs of degree. It could be seen from the students' score. Almost all of students' got low score. In addition based on interview with English teacher, the writer had found the same answer. The students faced difficulties in understanding in using adverbs because they are lack of using adverbs and poor characteristic using adverbs.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Praise is to Allah Lord of the world who has bestowed upon me in completing this thesis. Peace and blessing upon the prophet Muhammad SAW, his families, his companies, and his followers.

In writing this thesis, I found various difficulties. Fortunately, there are many people help me to finish this thesis. May be without their helped and supported, this thesis would not be as it is now.

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3. Mrs. Hj. Zulhimma, S.Ag., M.Pd., the Dean of Faculty of Tarbiyah and Pedagogy

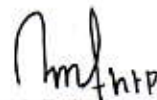4. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Department.

Mrs. Rayendriani Fahmei Lubis, M.Ag as academic advisor who has given advice and motivation to me.

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

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Padangsidimpuan, 22nd April 2015
The Researcher,

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NIM: 09 340 0056

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CHAPTER I

INTRODUCTION

A. Background of the Problems

English is an internasional language. It is an important language, which is studied by students at schools, colleges, and universities, so they can communicate by using English. It is used by many people in the world. They use it not only for trade association but also for scientific terminologis. English has mushroomed in every part of the world and become a universal language because it is used by almost all countries, even in everyday life whether in government, social, and other formal institution.

In Indonesia, English is one of the foreign languages that are provided as compulsory subject to students of Elementary School, Junior High School, Senior High School, and higher education level. English has the basics that need to be understood include Listening, Speaking, Reading, and Writing skill. Moreover, in Al-Qur'an Allah invites the human to read and write at Surah Ar-Rahman Verse 3-4 as follow:

$$ \text{خَلَقَ الْإِنْسَان}(3) \text{ عَلَّمَهُ الْبَيَانَ } (4) $$

Means: *"He created man, He taught him eloquent speech".*[1]

Writing text is important to understanding English language but basic English is very important to understand, because writing need stuructur or grammar well to write the text.

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[1]Muhammad Taqi-ud-Din al-Hilali and Muhammad Muhsin Kahn, *Translation of the Noble Qur'an in the English Language*, (Madinah: King Fadh Complex for the printing of the Holy Qur'an, tth), p. 728.

1

Sturucture and grammar in English is eights, the name is basic English is part of speech. Part of speech to explain about verb, adjective, noun, pronoun, proposition, conjuction, interjection, and adverb. Adverbs sould be so place in a sentence as to make it quite clear which word or words they are intended to modify. Hence Adverbs should come, if possible, next to the word or words the modify.[2]

Moreover, Narrative is a text containing four generic structure, example orientation, complication, resolution, and coda by which researcher amuses, entertains people, and to deal with actual or vicarious experience. The also students should know about components in narrative text. So they are able to narrative text well.

In the tenth rade of senior High School the students have taught how to write sentence but they difficult to comprehend adverbs in narrative text. Most of them didn't understand how write adverbs in narrative text with well. After asking the English teacher SMK N 4 Padangsidimpuan, she said that the know what is adverbs in narrative text. All the fact mentioned above indicates are still not satisfied. These can be influenced by some problems or factors. One of them is their ability adverbs in narrative text.[3]

Based on the researcher's experience for Teaching Practice Program (PPL) in SMK Negeri 4 Padangsidimpuan, the researcher saw that there were many students who got difficulties in using interpersonal function in adverbs. They

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[2] Wren & Martin, *High School English Grammar and Composition*, (S. CHANDRA & COMPANY LTD. Ram nagar, New Delhi), p. 251.

[3] Abdul Rasyid, English Teacher SMKN 4 Padangsidimpuan ,*private Interview*, 22 March.

did not use interpersonal function in narrative in a correct way. However, the problem is still faced by the students of SMK N 4 Padangsidimpuan. The skill students speaking is still low in interpersonal fuction.

From this reason, researcher interest in knowing about "**The Students' Ability in Identifying Adverbs in Narrative Text in Speaking at Grade X SMK N 4 Padangsidimpuan".**

B. The Focus of the Problem

From the above explanation, This research was focused on identifying adverbs in narrative text; they are adverbs of time, adverbs of place, adverbs of manner, adverbs of degree, narrative text at grade X SMK N 4 Padangsidimpuan.

C. The Limitation of the Key Term

The terminologies, as follow:

1. Students

Student is a person who studies, or investigates or a person who is enrolled for study at school, college, etc.[4] it can be concluded that students is a person that studying at school not only Elementary School, Junior High School, Senior High School but also at university. Study is a verb, defined as the activity of learning or gaining knowledge either from books or by examining things in the world a room set aside for private study.[5]

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

[5] A. S Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2003), p. 430.

2. Ability

Ability is the power to do something physical or mental, it's also definite as special nature power to do something well or talent.[6] So, the ability is talent or special nature power to do something well of the students' SMK N 4 Padangsidimpuan in identifying adverbs in writing teks. Students ability is understanding or power of the students' or the knowledge of the students'.

3. Identifying

Identifying is difference of two or more the object. As said by Hornby, the definition of identify such as, identify is: to recognize and able to say who or what are they.

4. Adverbs

Adverbs is a word which modifies the meaning of a verb, an adjective or another adverb is known as an adverb.Adverbs word that adds information to verb, adjective, phrase, or another.[7] Adverbs are words used, typically with verbs, to provide more information about actions, states and events (slowly, yesterday). Some adverbs (really, very) are also used with adjectives to modify information about things (**Really** large objects move **slowly**. I had a **very** strange experience **yesterday**).

5. Narrative Text

A narrative is a text that tells a story with a beginning, a middle and an end.Afolkale is a narrative with a simple moral or lesson. In fact, the word

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[6]A. S Hornby, *Op. Cit.,* p. 2.
[7] Victoria Bull, *Oxford Learner's Pocket Dictionary (*Oxfortd University Press, 2008), p. 7

'folkale' comes from 'folk' and 'tale', which means' people's stories'. Folkales tell stories about how people should behave and treat one another. They provide us with models on how to lead a good life. A legend is narrative usually based on fact, but which has been made more exiting and memorable through numerous retellings. Legends are often about the history of a group of people, and they tell us about the actions of great leaders, warriors and poets.

D. The Formulation of the Problem

The formulation of the problem of this research as below:

1. How are the students' ability in identifying adverbs in narrative text at the X SMK N 4 Padangsidimpuan?

2. What are students' difficulties in identifying adverbs in narrative text at the X SMK N 4 Padangsidimpuan?

3. What are English teacher's efforts in overcoming students' difficulties in identifying adverbs in narrative text at the X SMK N 4 Padangsidimpuan?

E. The Object of the Research

Based on the formulation of the problems, the researcher states the problem as follow:

1. To know students' ability in identifying adverbs in narrative text at grade X SMK N 4 Padangsidimpuan.

2. To know students' difficulties in identifying adverbs in narrative text at the X SMK N 4 Padangsidimpuan.

3. To know English teacher's efforts in overcoming students' difficulties in identifying adverbs in narrative text at the X SMK N 4 Padangsidimpuan.

F. The Significances of the Research

The result of research is expected to be useful for :

1. Head master, to encourage English teacher to do the best teaching identifying adverbs in narrative text.

2. English teacher, to improve the quality of teaching identifying adverbs in narrative text.

3. The reader, to enlarge their own knowledge towards identifying adverbs in narrative text.

G. Outline of the Thesis

The thesis consists of three chapters' they are the first chapter consists of background of the problem, formulation of the problem, aim of the research, significance of the research, definition of terminologies and outline of the script. The contents of this chapter is about the problem that faced by students in identifying adverbs in narrative text, the students do not able to analysis adverbs in narrative text well, because the students do not understand, and in this chapter found how to solving the problems.

The second chapter consists of theoretical description involve Definition of adverbs, kinds of adverbs, and example of adverbs. Defenition of text, defenition of narrative text, components of narrative text, the generic structure of narrative text and the example of narrative text, And Review of related.

The third chapter consists of kind of research, place and time of the research, sources of the data, instrument of collecting the data, and analysis of the data. The kind of research is qualitative approach, the research done in SMK N 4 Padangsidimpuan, the instrument of collecting data that used by researcher is tes, interview and observation.

CHAPTER II

THEORITICAL DESCRIPTION

A. The Nature of Adverbs

1. Defenition of Adverbs

Adverbs is According to Jayanthy Dakshina Murthy, adverb is a word which modifies the meaning of a verb, an adjective or another adverb is known as an adverb.[1] In oxford dictionary stated that adverb is a word that adds more information about place, time and manner.[2] Beside Marjolin Verspoor and Kim Sauter that whereas adjectives have only one function (they can modify only nouns), different kinds of adverbs can have different function. Typically adverbs are words like here, home, there, and yesterday expressing 'where' and 'when' an event or situation is taking place. Other adverbs modify one particular word in a phrase.[3]

Using adverbs is another way of adding interest and color to your sentences. Adverbs are frequently formed by adding ly- to an adjective. Add an ly- to the adjectives sincere, and you have formed and adverb: sincerely. However, not all adverbs ed in ly-. Very, almost, quite, always and often are adverbs as well. Like an adjective, the adverbs modify or describe other words. Thedifferent

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[1]Jayanthy Dakshina Murthy. Conteporary English Grammar, (New Delhi: Book Palace, 2003), p. 151.
[2]A. S Hornby. *Loc. Cit.*
[3]Marjolijn Verspoor and Kimsauter, *English Sentence Analysis* (Amsterdam: JOHN Benjamins Publishing Company, 1984), p. 92.

between the two is that the adverb describes verb, an adjective, or another adverb.[4]

2. The Kinds of Adverb

a) Advebs of Manner

Adverbs of manner is an adverbs used to show how an action is done is known as an adverbs of manner.[5]Adverbs manner is has the most charesteristics adverbial form (an-ly ending added to a descriptive adjective).[6] So, adverb of manner is which show how or in what manner (quickly, bravely, happily, hard, fast, well, clearly, soundly, probably, possibly, unfortunately, luckily, sadly), Example :

1) I got up early and take a bath quickly.

2) Rani can speak english fluently.

3) You have to study well to pass the final exam.

b) Adverbs of Place

Adverbs of place is location or direction and of time, including multiword adverbials of frequency, come after the verbs and its object if any.[7] Adverb of place is used to show where an action is done show where an action is done is known as anadverbs of place (here, there, up, down, near, below, above, away, out, in, every where, backward, within, by),

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[4]Phylis Dutwin, *English Grammar Demystified* (New York: Mc Graw Hill, 2010), p. 40.
[5]Jayanthi Dakshina, Op. Cit., p. 180.
[6] Marcella Frank, *Modren English A Practical reference guide* (New York University), p. 141.
[7]Robert Krohn, *Englaish Sentence Structure* (The University of Michigan Press, 1970), p. 21.

Example:

    1) Rudi is watching the football match there.

    2) Kiki lives away from her parents.

    3) Nisa works in Bandung for a while.

c) Adverbs of Time

Adverbs of time is an adverbs used to show when an action is done is known as an adverbs of time. So, adverbs is which so when an adverbs of time.

Exampel:

    1) Tika got the birthday surprise party.

    2) I paid a call my friend in the hospital last week.

    3) She have dinner at the cafe near her home.

d) Adverbs of Degree

Adverbs of degree is an adverbs used to show how much or in what degree or to what degree or to what extent an action is done is known as an adverbs of degree.[8]

Example :

    1) Juli came rather late.

    2) Farhat reads qute clearly.

    3) Dhani sing pretty well.

---

[8]Wren and Martin, Hight School English Grammar and Propesition (New York: Prasada, 1990), p. 118.

B. The Nature of Narrative text.

    1. The Definition of Narrative text

        A.S Hornby in Oxford Advanced Learner's Dictionary defined: narrative is a description of events, especially in a novel or story, the act or process of feelling a story.[9] It similiarly with john langan said "Narration is a writer tells the story of something that happened" through narrative, we make statement clear by relating in detail something that has happened to us.[10] Menurut Otong Setiawan mengatakan: narrative adalah merupakan jenis teks cerita dongeng yang bertujuan menghibur pembaca.[11] So, According Otong Setiawan, Narrative is kinds of text about story of legend and resolution to amuse and to give entertain to readers.

        According to Pardiyono said that: Narrative adalah jenis teks yang sangat tepat untuk menceritakan aktivita s atau kejadian masa lalu yang menonjolkan problematika experience dan resolution dengan maksud menghibur dan sering kali dimaksudkan untuk memberi pelajaran moral kepada pembaca.[12] (So, according Pardiyono Narrative is a story talk the past activities or events which order to problematic and to give lesson to readers).

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[9]Hullon Wills, *Structure Style and Usage a Guide to Expository Writing* (New York: Holt, Rinehart and wiston, 1996), p. 94-99.

[10]John Langan, *Collage Writing Skills With Readings* (New York: MC Graw-Mill Book Company, 1986), p. 111.

[11]Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007), p. 41.
[12]Pardiyono, *Teaching Genre-Based Writing* (Yogyakarta: AndiOffiset, 2007), p. 94.

According to Otong Setiawan Djuharie, to write the narrative, there are four components that should be care:

a) Orientation

Orientation is parts of text give setting or opening about the Narrative

b) Complication

Complication is parts of text to inform about the conflict in Narrative

c) Resolution

Resolution is parts of text to describe about the reaction to solve the problem.

d) Coda

e) Coda is the describe reflection or evaluation the conflict about the Narrative.

So The orientation is the part where the writer of the story describes the chacters (who are involved in the story) and the setting (the context or situation in which the story takes place, that is where and when the story happened). In other words, the introduction enswers the question 'who', 'whe', and 'where' about the story.

The complication or problems is the part where the writer introduces a proble, a change in the situation, or an action that requires a response. There is usually a major comlication which is the core problem that will usually lead to other comlication (s) or problem (s). These part are usually the most interesting section of the whole story.

The resolution is the part in which the writer presents the way te problem is resolved. The complication or problem may be resolved for better or for worse (happily or unhappily). The whole story ends in this section.

2. **The function of component Narrative text.**

a) Orientation

The function of orientation

1) Content of topic an activity or event which wonderfully will be talked.

2) Should be interest and can provoke the readers to know specially.

3) Using adjective to describe personal attitude generally.

b) Complication

1) Content details about the activities or the events which problematic which are arranged sequence from introduction, conflict until climax.

2) Talking chronologically, sequence the activities are done, the same in writing recount text, in narrative text is also used sequence. Makers: first, second, third, etc. or first, next, after, that, then, finally etc.

c) Grammatical features

1) Using predicate with the verb which past tense forming, past perfect tense, past continuous tense.

2) Using verb of doing on predicate, such as ran out, got and bent etc. which describe the activities.

3) Using adjective which the function to show the personal attitude, such as frightened, quiet, calm, worried, confused, anxious, happy.

4) Repenting subjective pronoun is same in text is general such as: first *my aunt* was very frightened, but *she tried* manage herself to be quiet.

5) Using conjunction is also found such as: first, my aunt was very frightened but she tried to manage herself to be quiet.

d) Resolution

Content problem solving has told until the climax. Content about moral lesson which is possible can be taken at the events, such as my aunt was so relieved to see the snake leaving the room without making my harm to anybody.

So Orientation set the scene. where and when the story happened and introduces the participants of the story.who and what is involved in the story.complication tells the begining of the problems which leads to the crisis climax of the main participants.

Resolution the problem the crisis is resolved, either in happy ending or in a sad tragic ending.Re-orientation\ / coda this is a closing remark to the story and it is optinal. It consists of a moral lesson, advice or teaching from the writen.

So, according pardiyono, narrative is an special kind of text which talks about events with problematic and unexpected outcome that entertains and instructs the reader or the listener, such as: novels, poems, comics, movies and other, and the pattern uses simple past tense.

So narrative text is A story about fictional or real events, which follows a basic standar format. Narrative include a plot, setting, characters, structure and them. A narrative text can be a dialogue presenting a conversation between two people or it can also be about a real life event.

Narrative text is kind of text to retell the story that past tense. The purpose of the text is toentertain or to amuse the readers or listeners about the story an imaginatif story to entertain people.

Example of Narrative
The legenda of Toba lake

Orientation	Once upon a time, there was a person World Health Organization was living in north island. He lived in an exceedingly straightforward hut in an exceedingly farming field. The did some husbandry and fishing for his everyday life.
complication	One day, whereas the person was do fishing, he caught an enormous golden fish in his lure. It had batch that he every had in his life. Astonishingly,this fish become a good looking blue blood. He felt crazy along with her and projected her to bes his adult female. So he said; " Yes, however yoconcerning the key that i used to be once a fish, otherwise there'll be an enormous disaster". The person created the d that they got married girl.
resolution	Few years later, this girld would facilitate transportation lunc to her father enter the fields. Sadly, he realized and got furious, and shouted;"you damned girl of a fish". The girl ran home and asked her mother. The mother staterd crying, felt unhappy that her husband had stony-broke his promise.
coda	Then she told her girl to run up the hills as a result of an enormous disaster was getting ready to come back. Once her girl left, she prayed. Presently was an enoumous earthquake followed by non-stop running rain. The complete space got flooded and have become
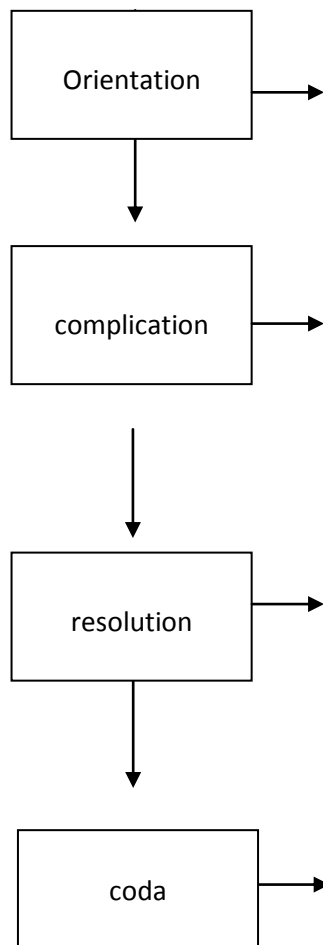
Toba Lake. She become a fish once more snd therefore the man became the island of samosir.

So Generic Sturucture of the Legenda of Toba Lake Orientation. What we call''orientation'' is actually an introduction of the story. It inform the readers the specific participants in the specific place and time. In the legend of Toba Lake, the fish paragraph is clearly seen as an orientation. It introduces the participants involved in the story. In short, they are a man with his wife (formerly a fish), and his daughter. They live in North Sumatra once time.

Complication has the greatest ruler in relation of learning English text types since in the only one which can differ narrative from other types. Complication can be build based on three kinds of conflict. They are natural or physical conflict, sosial conflict,and inner or psychological conflict. A text of narrative can be organized though this one or more kinds of conflict. Without the existence of those conflicts, the text is not narrative any more. The complication in the legend of Toba Lake is seen when the man failed to keep his promise to his wife which he would never and neverdtalk to any body that she (his wife) had been a fish. Due to his failure of keeping the promise, the complication riser into the climax. His wife is very angry to him.

As many tranditional stories, every crisis should find its way to go down. The turning points will lead into the solution, and that is what we call'' resulation''. Remember that a resolution can be a happy ending or the sad one. In this way, the legend of Toba Lake ends his story plot with the sad ending.

The participants, the man with his wife and his daughter broke his very happy family into pieces of object. The wife turned into his original life, fish. The worst thing happened to the man, he became a small island. Poor them but happy for the people behind them.

C. Review of Related

There were some finding related to this research. the first, Rukiah anjani the tittle is " The Effect of STAD (Student Teams- Achievement Division) Cooperative learning on Student's Writing Achievements in Narrative text at first Grade In MAN SIABU, Base on the result of data analysis, Pre-Test, Treatment, Fost-test. To make the problem to be clear in research is pointed on the formulation of the problem. Based on identification above as follow: is there the effect STAD of cooperative learning on student's writing achievements narrative text in MAN SIABU? is perfect and correct understanding because the mean score of there is 74,25 it mean that they categorized into very good.

Second ,Lainatussipa the title is "The Ability of the Students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph For collecting the data, the researcher uses Test, Interview, Observation.

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

1. How far was the ability of the students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph?

2. What was the difficulties of the students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph?

3. What were the efforts done by English teachers in overcoming the difficulties?

Is perfect and correct understanding because the mean score of there is 68.75 it means that they categorized into good.

The last, Andi adi yatma the title is "The Students' Ability In Analyzing Text Structure of Narrative Text at Grade XI Students of SMA Muhammadiyah 11 Padangsidimpuan.based on the resul of the data analysis, Populasi, sampel. The formulation of the problem in this research was what extend the students' ability in comprehending narrative text at grade XI of SMA Negeri 3 Padangsidimpuan? is perfect and correct understanding because the mean score of there is 66.75 it means that they categorized into good.

My conclusion from the methods used by Rukiah anjani and Andi yatma is I do not use them because of the method in my opinion the methods they use are not so fit for the method I want to use Rukiah anjani using methods Pre-Tes, Treatment, Fost-Tes. and Andi yatma using method Populasi, Sampel. So that I prefer the method of Lainatussipa which he uses the method Tes, Interview, Observation. why I prefer to use the method of Lainatussipa because my title on analysis there fore more appropriate to use Tes, Interview, Observation.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

This research will be conducted at SMK N 4 Padangsidimpuan. It is located at Jln. Perkebunan Pulau Bauk Kecamatan Padangsidimpuan sourth-east. This subject of research is grade X students of SMK N 4 Padangsidimpuan in 2014 academic year. The research was done from Agustus 2014 up to finish.

B. The Research Design

This research was conducted with qualitative descriptive research. According to Sugiyono, qualitative research is a research based on postpotivisme philosophy, the research is used for researching condition of object naturally, and where the researcher will become a key instrument.[1] Qualitative approach is used for investigating a variety of educational problems an issue it's used to the terming ad descript the way things.[2] This research was done by collectig analyzing and interpreting data and fact and then concluded with inductive method.

Depend on the depth of analysis, this research is descriptive that used with procedures to draw and to show the condition of reseacrh object.[3] So, this

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[1]Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R & D* (Bandung: Alfabeta, 2009), p. 9.

[2]L. R. Gay & Peter Airasian, *Educational Research Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p. 56.

[3]Lexi J. Moleong, Metode Penelitian Kualitatif (Bandung: Remaja Rosda Karya, 2009), p. 126.

research showed and drawn the students' ability in identifying adverbs in narrative text at grade X SMK N 4 Padangsidimpuan.

C. The Source of the Data

The sources of data in these research consist of two parts, they are:

1. Primary sources of data

   Primary sources of data that was the grade X students' at SMK N 4 Padangsidimpuan. They are 240 students. From the six class students of at SMK N 4 Padangsidimpuan. The students consist of six class. This research will beused purposive sampling. Riduan said purposive samplingis" one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim".[4] Actually, the Research taking one class to done the research. So, there are 25 students who answer the test.

2. The Instrument of the Research

   The key instrument of this research was the researcher self. The researcher taking the data by the student and the teacher to collecting the valid data.

   Based on the source of data, for the primary data the researcher used the test as in instrument for collecting the data, this research uses the qualitative research. L. R. Gay stated : " qualitative research sometimes

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[4]Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

combines qualitative (e.g. observation) and qualitative (e.g. test scores) data in studies, resulting in the need for statistical analysis ".[5] Suharsimi Arikunto says, " Instrument merupakan alat bantu bagi peneliti di dalam menggunakan metode pengumpulan data".[6] (Instrument of the research is a tool of facility is used by the researcher in collecting data).

Based of statement above, the researcher used the instrument of collecting data in this research. There are :

a) Test

Based on the source of the research, for the primary data the researcher use the test as an instrument for collecting the data. Appropriate with the instrument of this research, the researcher wanted to analysis the student' ability in identifiying adverbs in narrative text at grade X SMK N 4 Padangsidimpuan.

In script the researcher made the indicator of test. The researcher steted the total of test is 20 items. and the score for each items are 5. It is means that the totality of score for this is 100. The researcher made the indicator of test as follow:

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[5]L. R. Gay & Peter Airasian, *Op. Cit.*, p. 109.
[6]Suharsimi Arikunto, *Manejemen Penelitian* (Jakarta: PT. Rineka Cipta, 2003), p. 135.

Table 1

Indicators of the Test

No	Indicator	Items	Number Items	Score
1	The Adverbs of Manner	5	1,2,3,4,5	5
2	The Adverbs of Place	5	6,7,8,9,10	5
3	The Adverbs of Time	5	11,12,13,14,15	5
4	The Adverbs of Degree	5	16,17,18,19,20	5
TOTAL				20

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

1. Preparing the test.

2. Giving narrative text test to all of students according the sample stated, and gave the test with fill the blank correctly.

3. Determining the time of doing the test.

4. Giving chance or time for students to ask something left or not clears in doing the test.

5. Asking the students to do test and the researcher looked after the students during the test time.

6. After students finished answering the test, then the researcher collected their answer to analyze.

b) Interview

Interview is a conversation with the aims.[7] Gay and Peter Airasian said that Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.[8] In this research, the researcher used structural interview. In structural interview the researcher prepared the question an alternative of the answer that is given to the interviewer.[9] So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting.

The researcher interviewed the teachers and students. It is to know the students' difficulties in identifying adverbs in narrative text *First,* the researcher asked the English teacher about the students' ability in identifying adverbs in narrative text. *Seconds*, the researcher asked the students' how the difficulties in identifying adverbs in narrative text, and what was the difficulties for students in identifying adverbs in narrative text at grade X SMK N 4 Padangsidimpuan and the efforts that they have to solve it. Then, the researcher asked the headmaster about the location and condition in SMK N 4 Padangsidimpuan.

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[7]Lexy J. Meleong, *Op. Cit.,* p. 135.

[8]L.R Gay and Peter Airasion, *Op. Cit.,* p. 219.

[9]AmirulHadi and Haryono, *Metodologi Penelitian (*Bandung: Pustaka Setia, 1998), p. 136.

c) Observarvation

Observation is a technique of collecting data which is used an observation to the object of research. Ronny Hanitijo Soemitro Said, "Observasi adalah pengamatan yang dilakukan secara sengaja, sistematis mengenai fenomena social dengan gejala-gejala psikis untuk kemudian dilakukan pencatatan".[10] (observation is tracking with intentionally, systematic, about social phenomena with psychological indications to be notes later). Observation is a technique of collecting data which is done through an observation and take a note to a condition or object behavior. Observation happened in which the researcher takes the field notes on the behaviour and activities of individuals at the research site.Thus, the observations in this research was done to know location of school, students, teacher, facilities in SMP N 2 Arse and method or strategies of teacher in teaching.

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[10]Joko Subagyo, Metode Penelitian Dalam Teori dan Praktek (Jakarta: PT. Rineka Cipta, 2004), p. 63.

D. The Techniques of Analysis Data.

The technique of analysis of this research will do some steps as follow :

1. Describing ability in identifying adverbs in narrative text at the grade X SMK N 4 Padangsidimpuan.

2. Finding difficulties in identifying adverbs in narrative text at grade X SMK N 4 Padangsidimpuan

3. Efforts in overcoming students' difficulties in identifying adverbs in narrative text at grade X SK N 4 Padangsidimpuan.

CHAPTER IV

THE RESULT OF RESEARCH

A. Findings

1. The description of The Students' Ability in Identifying Adverbs in Narrative Text at grade X SMK Negeri 4 Padangsidimpuan.

Based on explanation before that ability meant potential, capacity or power (to do something physical or mental), it meant that the students' ability in identifying adverbs in narrative text. The description of the students' ability in identifying adverbs in narrative text could be seen based on the results test of the students, interview with students, English teacher and headmaster, and observation.

Based on the result was found from the respondent, it could be seen that the score of respondents were vary between 30 up to 45. It meant that the high score got by the respondent was 45 and the lowest score was 30. The description data of the students' ability in identifying adverbs in narrative text at grade X SMK Negeri 4 Padangsidimpuan could be seen in the following table:

Table 1

Adverbs of Manner

No	Number of Test	Correct	Fault	Total	%
1	1	11	14	25	44%
2	2	10	15	25	40%
3	3	10	15	25	40%
4	4	10	15	25	40%
5	5	12	13	25	48%

For the first question 11 students were correct (44%). The second question 10 students were correct (40%). The third question 10 students were correct (40%). The fourth question 10 students were correct (40%). The fifth question 12 students were correct (48%). So, from the data above it can be concluded that students' understanding in adverbs in narrative text was low.

Table 2

Adverbs of Time

No	Number of Test	Correct	Fault	Total	%
1	1	10	9	25	40%
2	2	9	16	25	36%
3	3	10	15	25	40%
4	4	10	15	25	40%
5	5	11	14	25	44%

For the first question 10 students were correct (40%). The second question 9 students were correct (16%). The third question 10 students were correct (40%). The fourth question 10 students were correct (40%). The fifth question 11 studets were correct (44%). So, from the data above it can be concluded that students' understanding in adverbs in narrative text was low.

Table 3

Adverbs of Place

No	Number of Test	Correct	Fault	Total	%
1	1	9	16	25	36%
2	2	8	17	25	32%
3	3	10	15	25	40%
4	4	9	16	25	36%
5	5	9	16	25	36%

For the first question 9 students were correct (36%). The second question 8 students were correct (32%). The third question 10 students were correct (40%). The fourth question 9 students were correct (36%). The fifth question 9 studets were correct (36%). So, from the data above it can be concluded that students' understanding in adverbs in narrative text was low.

Table 4

Adverbs of Degrre

No	Number of Test	Correct	Fault	Total	%
1	1	11	14	25	44%
2	2	10	15	25	40%
3	3	9	16	25	36%
4	4	11	14	25	44%
5	5	10	15	25	40%

For the first question 11 students were correct (44%). The second question 10 students were correct (40%). The third question 9 students were correct (36%). The fourth question 11 students were correct (44%). The fifth question 10 studets were correct (40%). So, from the data above it can be concluded that students' understanding in adverbs in narrative text was low. To get the presentation of reported speech, researcher applied formula to find the mean score. Based on Riduan, the formula is:

$$M = \frac{\sum X}{N}[1]$$

$$\underline{\text{Correct value}} \times 100\% = \frac{985}{2,500} \times 100\% = 39,4\%$$
$$25 \times 20 \times 5$$

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[1] Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung:Alfabeta,2005), p.89.

Based on the data above, the students' ability in identifying adverbs in narrative tex at grade X SMK Negeri 4 Padangsidimpuan can be categorized was enough (39,4%).

Based on the test result that was given to the students, to determine the students' ability in identifying adverbs in narrative tex at grade X SMK Negeri 4 Padangsidimpuan can be seen on the criteria below.

Tabel 5

Criteria score interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very Good

Based on the calculating score the students' ability in identifying adverbs in narrative text at grade X in SMK Negeri 4 Padangsidimpuan was 39,4% (see apendix IV). Based on the criteria above, it can be categorized that the students' ability in adverbs in narrative text is low.

2. The Difficulties that Faced by the Grade X SMK Negeri 4 Padangsidimpuan in Adverbs in Narrative Text.

One of the aims in this research was to know the students' difficulties in analysis adverbs in narrative text at grade X SMK N 4 Padangsidimpuan. The

instruments that used to find those difficulties was interview. Based on the result of interview with Sastra Oloan said, the big difficulty in analysis adverbs in narrative text specially in adverbs of manner, adverbs of time, adverbs of place, adverbs of degree.[2] The students' could not analyze adverbs, some kinds of adverbs likes adverbs of manner, adverbs of time, adverbs of place and adverbs of degree because they lack of knowledge about definition about kinds of adverbs such as adverbs of manner, adverbs of time, adverbs of place and adverbs of degree.

In this research the researcher interviewed seven students. According to Afrilia Santi said, the bigdifficulty in analysis adverbs in narrative text was about understandingadverbs. She didn't know about definition of adverbs and kinds of adverbs and she never know about adverbs. [3] Based on the the result of interview, she didn't understand about adverbs. So, she needed long time to study specially adverbs.

Then, Bagus Prianto said that, definition and kinds of adverbs was one of difficulties in analysis adverbs in narrative text, because English is difficulties to understand.[4]So, she has study hard, open the book, to ask the English teacher about kinds ofadverbs, read English book, write the vocabulary, memorizing of vocabulary, and watched television in program English language. Similarly, Devi Nurjannah said that, difficulty in analysis adverbs

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[2]Sastra Oloan, The Student at grade X SMK N 4 Padangsidimpuan, *Interview,* 2 February 2015.

[3]Afrilia Santi, The Student at grade X SMK N 4 Padangsidimpuan, *Interview,* 2 February 2015.

[4]Bagus Prianto, The Student at grade X SMK N 4 Padangsidimpuan, *Interview,* 2 February 2015.

was about vocabulary. She didn't have many vocabularies and she never memorizes the vocabularies.[5]

Sandy Ramadan said that, vocabulary and memorize the vocabularies is one of difficulties in analysis adverbs in narrative tex, because he didn'thave many vocabularies and vocabularies meaning to identifying adverbs in narrative text. [6] Similarly, Paisah Hannum said that, she didn't know how to differ between adverbs manner and adverbs degree.[7] She didn't know how to differ two kinds ofadverbs. It was because adverbs manner was adverbs degree gives a things its specific name but adverbs manner was the name given in adverbs degree to every person or thing of the same class or kind.

The researcher concluded that vocabularies were very important in analyisadverbs. Without the vocabulary, students were not able in analyis advebs in narrative text, the students didn't have many vocabularies. So, they felt difficulties to answer the test.

Based on the result of interview hadbeen done by the researcher, when the researcher gave them the test in analyis adverbs in narrative text, many students didn't know how to analyis adverbs. Even though the researcher gave a chance for them to open the dictionary, but they were lazy to open the dictionary, they were not seriously read a test. The last, some of them imitated their friends answer sheet.

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[5]Devi Nurjannah, The Student at grade X SMK N 4 Padangsidimpuan, *Interview,* 2 February 2015.

[6]Sandy Ramadan, The Student at grade X SMK N 4 Padangsidimpuan, *Interview,* 2 February 2015.

[7]Paisah Hannum, The Student at grade X SMK N 4 Padangsidimpuan, *Interview,* 2 February 2015.

Based on the result of the interview to English teachers Sire. Marwan the students ability identifying adverbs in narrative text at grade X SMK N 4 Padangsidimpuan specially in definition of adverbs and kinds ofadverbs. The English teacher said students'ability to understood English was low but not all students' got the score low, because the students was lazy, they didnot seriously in learning, they didnot understand about English learning, they was lazy to read a book English, and didnot have many vocabularies and vocabularies meaning. The students who had good score was the students dilligent to read a book English and opened dictionary, had many vocabularies and vocabularies meaning, seriously in learning English and focused in the class to study English.[8] So, besides interview of the English teacher, students' had problem and difficulty in the English lesson especially in analysis adverbs in narrayive text. Students' difficulties in identifying kinds of adverbs in narrative text and students also has difficulties in vocabularies and vocabularies meaning.

Based on the result of interview to students, there were some conclusion the students' had difficulties in analysis adverbs in narrative text:

a. Lack of knowledge about adverbs

b. The students' didn't know kinds of adverbs

c. Poor of vocabularies

d. Difficulties in vocabulary and memorizing vocabulary

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[8]Marwan, English Teacher SMK N 4 Padangsidimpuan, *Private Interview*, 2 February 2015.

e. The students' are still lack in comprehending the narrative text.

The researcher concluded that vocabularies were very important in analysing adverbs in narrative text. Vocabularies was very important in English lesson specially in analysis adverbs. Without the vocabulary, students were not able in analysis adverbs, the students didn't have many vocabularies. So, they felt difficulty to answer the test.

3. The English Teacher's efforts in overcoming students' difficulties in identifying adverbs in narrative text at grade X SK N 4 Padangsidimpuan.

In learning English, the English teacher used LKS book, text book (Look a Head), dictionary. English teacher usually used whiteboard. The methods used by English teacher's in teaching adverbs are discussion, talk, do and drill method. The method used the by English teacher was very helpfull the students' to understand about the lesson. The teacher also asked the students about the previous the lesson. There was ever a student who got the third winner of National education day in English lessson.

Based on the interview with English teacher, to anticipate the difficulties of students' in analysis adverbs, the English teacher often repeated the lesson until the students' understood about the lesson. English teacher must explaining clearly about adverbs and kinds of adverbs, adverbs of manner, adverbs of time, adverbs of place, adverbs of degree, what the defenition and example about adverbs and example adverbs. English teacher had to overcome the poor vocabulary of students, English teacher had to ask the

students to know 10 vocabularies by heart and the meaning. Before giving the lesson, the teacher asked the students randomly.[9] So, that all of the students could motivated to remember the vocabularies.

B. Discussion

After analyzing the collection data, it was gotten that the students' analysis adverbs in Narrative text at SMK N 4 Padangsidimpuan could be categorized in to low categories. It could be known from the calculating score that ability identifying adverbs in narrative at grade X was means score 39,4%.

There were some finding related to this research. the first, Rukiah anjani the tittle is " The Effect of STAD (Student Teams- Achievement Division) Cooperative learning on Student's Writing Achievements in Narrative text at first Grade In MAN SIABU, Base on the result of data analysis, Pre-Test, Treatment, Fost-test. To make the problem to be clear in research is pointed on the formulation of the problem. Based on identification above as follow: is there the effect STAD of cooperative learning on student's writing achievements narrative text in MAN SIABU? is perfect and correct understanding because the mean score of there is 74,25 it mean that they categorized into very good.

Second ,Lainatussipa the title is "The Ability of the Students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph For collecting the data, the researcher uses Test, Interview, Observation.

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[9]Marwan ,*Op,Cit, Interview*, 2 February 2015.

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

1. How far was the ability of the students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph?

2. What was the difficulties of the students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph?

3. What were the efforts done by English teachers in overcoming the difficulties?

Is perfect and correct understanding because the mean score of there is 68.75 it means that they categorized into good.

The last, Andi adi yatma the title is "The Students' Ability In Analyzing Text Structure of Narrative Text at Grade XI Students of SMA Muhammadiyah 11 Padangsidimpuan.based on the resul of the data analysis, Populasi, sampel. The formulation of the problem in this research was what extend the students' ability in comprehending narrative text at grade XI of SMA Negeri 3 Padangsidimpuan?is perfect and correct understanding because the mean score of there is 66.75 it means that they categorized into good.

My conclusion from the methods used by Rukiah anjani and Andi yatma is I do not use them because of the method in my opinion the methods they use are not so fit for the method I want to use Rukiah anjani using methods Pre-Tes, Treatment, Fost-Tes. and Andi yatma using method Populasi, Sampel. So that I prefer the method of Lainatussipa which he uses the method Tes,

Interview, Observation. why I prefer to use the method of Lainatussipa because my title on analysis there fore more appropriate to use Tes, Interview, Observation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of the test done by students, interview and observation were done by the researcher about an analysis adverbs in narrative text. The researcher would like to write the conclusions of this research as the following:

1. The students' ability in analysing adverbs in narrative text at the X SMK N 4 means score was 39,4%. It could be categorized into enough categories.

2. The students' difficulties in analysing adverbs in narrative text were:

   a. Lack of knowledge about adverbs

   b. The students' didn't know kinds of adverbs

   c. Poor of vocabularies

   d. The students' difficulty in vocabulary meaning

   e. The students' are still lack in comprehending the narrative text.

3. The English Teacher's efforts in overcoming difficulties in identifying adverbs in narrative text at grade X SK N 4 Padangsidimpuan were:

   a. English teacher often repeats the lesson until the students' understand about the lesson.

   b. English teacher must explaining clearly about adverbs and kinds ofadverbs , where are adverbs of manner, adverbs of time, adverbs of place, adverbs of degree what the defenition and example about adverbs and example adverbs.

c. English teacher must overcome the poor vocabulary of students, English teacher must asked to students to know vocabularies and vocabulary meaning.

d. Teacher asks the student to make examples about the lesson specially adverbs and kinds of adverbs in front of class or wrote on the white/black board

B. Suggestions

Based on the conclusions above, the researcher gives some suggestions to:

1. The headmaster of SMK Negeri 4 Padangsidimpuan, to motivate the English teachers to increase their ability in teaching English.

2. The English teacher, to motivate the students' to improve their abilities especially explaining clearly about adverbs and kinds of adverbs, where the adverbs of manner, adverbs of time, adverbs of place, adverbs of degree and does teaching must be done by inure feeling, so that the teacher always effort and the students can understand what we say. The teacher must to apply the suitable methods. So, the students can understand the lesson and the teacher gives more exercise.

3. To the readers especially English learners more improve their knowledge in learning specially adverbs narrative text.

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APPENDICES I

A Brief History of BNI

History cally,strong financial condition, superior human resources and reliable technology, BNI sure has been on the right track to become a national bank globally enabled.

Established on July 5, 1946, PT Bank Negara Indonesia (Persero) Tbk or BNI became the first state-owned bank that was born after the independence of Indonesia. Born during the struggle for independence of the Republic of Indonesia, BNI was functioning as the central bank and commercial banks as stipulated in Government Regulation in Lieu of Law No. 2/1946, before operating as a commercial bank since 1955. Oeang Republic of Indonesia or ORI as the first official payment instrument issued by the Government of Indonesia on October 30, 1946 printed and distributed by the Bank Negara Indonesia

Following the appointment of De Javache Bank which is inherited from the Dutch government, the central bank in 1949, limit   ing the role of government as the central bank BNI. BNI and designated as a development bank and given the right to act as a foreign exchange bank in 1950 diretty access to foreign transactions. BNI first branch office abroad opened in Singapore in 1955.

BNI role to support the Indonesian economy with the advent of increasingly strategic
initiative to serve the whole society from Sabang to Merauke in the 1960s with the introduction of various banking services such as Floating Bank, Bank Roving, Bank and Bank Sarinah boy. The main purpose of the establishment of the Floating Bank is to serve the people who live on islands such as Riau Islands or areas inaccessible by land transport such as Borneo. Roving Bank BNI also launched, namely banking services in the car around as a proactive effort to encourage people to save.

In accordance with Act 17 of 1968 as a commercial bank under the name of Bank Negara Indonesia 1946, BNI served to improve the economy of the people and participate in the development of national economy

Customer segmentation has also been targeted BNI since the beginning of the pioneering banks that serve specific customers, Bank Sarinah women where all officers of the bank were women and Bank boy who provide education to children in order to have the habit of saving early. Bank Services boy done by children. In fact since 1963, BNI has pioneered banking services in college when opening Cash Office Assistant at North Sumatra University (USU) in Medan. Currently, the bank already has a service office in almost all public universities and private companies in Indonesia.

During the journey, BNI has been repositioning its corporate identity to match the dynamic financial markets. The first identity since BNI stands in the form of a red circle with a gold colored 1946 BNI posts symbolize unity, courage, and patriotism which indeed reflects the spirit of BNI as banks struggle. In 1988, corporate identity logo screen turns into a boat and wave to represent the position of Bank BNI as the Indonesian government which is ready to enter the world's financial markets by having branches abroad. Wave reflects a dynamic forward movement BNI as a commercial bank market-oriented state.

After the Asian financial crisis of 1998 that shook public confidence in the national banking system, BNI restructuring program including rebranding to build and strengthen the reputation of BNI. This new identity by placing the number '46' in front of the word 'BNI'. The word 'BNI' tosca color that reflects the strength, uniqueness, and robustness. While the number '46' in the orange box placed diagonally to describe modern new BNI.

Analysis narrative text above !

1. Adverbs of Manner

   a.

   b.

   c.

   d.

   e.

2. Adverbs of Time

   a.

   b.

   c.

   d.

   e.

3. Adverbs of Place

   a.

   b.

   c.

   d.

   e.

4. Adverbs of Degree

   a.

   b.

   c.

   d.

   e.

APPENDICES II

GUIDANCE OF INTERVIEW

A. Interview to the Headmaster

1. Kapan SMA 8 N Padangsidimpuan berdiri ?

   (When was the SMA N 8 Padangsidimpuan built?)

2. Berapa jumlah Guru di SMA N 8 Padangsidimpuan ?

   (How many are Teachers of SMA N 8 Padangsidimpuan?

3. Berapa jumlah Guru Bahasa Inggris di SMA N 8 Padangsidimpuan ?

   (How many English Teachers in SMA N 8 Padangsidimpuan?)

4. Berapa jumlah siswa dalam setiap kelas SMA N 8 Padangsimpuan ?

   (How many students are in each class in SMA N 8 Padangsimpuan?)

5. Bagaimana kondisi pembagunan di SMA N 8 Padangsimpuan ?

   (How the Development Condition in SMA N 8 Padangsimpuan?)

B. Interview to the Teachers

1. Metode apa yang digunakan dalam mengajar kata keterangan dari Manner, kata keterangan dari Place, kata keterangan dari Time, kata keterangan dari Degree di SMK N 4 Padangsidimpuan ?

   (What method that used in teaching the adverbs of Manner, Adverbs of Place, Adverbs of Time, Adverbs of Degree in SMK N 4 Padangsidimpuan?)

2. Apa buku yang digunakan oleh guru dalam mengajar kata keteranga dari Manner, kata keterangan dari Place, kata keterangan dari Time, kata keterangan dari Degree di SMK N 4 Padangsidimpuan?

   (What is the book that used by the teacher in teaching adverbs of Manner, Adverbs of Place, Adverbs of Time, Adverbs of Degree in SMK N 4 Padangsidimpuan?)

3. Bagaimana sistem pembelajaran dalam menganalisis kata keterangan dari Manner, kata keterangan dari Place, kata keterangan dari Time, kata keterangan dari Degree di SMK N 4 Padangsidimpuan?

   (How the learning system in analysis adverbs of Manner, Adverbs of Place, Adverbs of Time, Adverbs of Degree in SMK N 4 Padangsidimpuan?)

4. Apa media yang digunakan dalam mengajarkan kata keterangan dari Manner, kata keterangan dari Place, kata keterangan dari Time, kata keterangan dari Degree di SMK N 4 Padangsidimpuan?

   (What is media that used in teaching the adverbs of Manner, Adverbs of Place, Adverbs of Time, Adverbs of Degree in SMK N 4 Padangsidimpuan?)

5. Bagaiman hasil belajar siswa dalam menganalisis kata keterangan dari Manner, kata keterangan dari Place, kata keterangan dari Time, kata keterangan dari Degree di SMK N 4 Padangsidimpuan?

   (How about the students' result in learning analysis adverbs of Manner, Adverbs of Place, Adverbs of Time, Adverbs of Degree in SMK N 4 Padangsidimpuan?)

C. Interview to the Students

1. Apakah adik-adik belajar bahasa inggris, khususnya mengenai kata keterangan dari Manner, kata keterangan dari Place, kata keterangan dari Time, kata keterangan dari Degree ?

    (Do you study English especially about adverbs of Manner, Adverbs of Place, Adverbs of Time, Adverbs of Degree ?)

2. Apakah menurut adik-adik memahami kata keterangan dari Manner, kata keterangan dari Place, kata keterangan dari Time, kata keterangan dari Degree itu sulit ?

    (Do according adverbs of Manner, Adverbs of Place, Adverbs of Time, Adverbs of Degree is difficulties for you ?)

3. Kesulitan-kesulitan apa saja yang adik hadapi dalam memahami kata keterangan dari Manner, kata keterangan dari Place, kata keterangan dari Time, kata keterangan dari Degree?

    (What are you difficulties in comprehending adverbs of Manner, Adverbs of Place, Adverbs of Time, Adverbs of Degree ?)

4. Bagaimana adik memecahkan masalah tersebut?

    (How is your solution to solve this problem?)

APPENDICES III

GUIDANCE OF OBSERVATION

1. Proses pembelajaran bahasa Inggris di SMA N 8 Padangsidimpuan.

   (The learning process English in SMA N 8 Padangsidimpuan.)

2. Untuk mengamati metode pengajaran guru.

   (To observe the teacher's teaching method.)

3. Faktor-faktor yang membuat siswa sulit dalam memahami bahasa Inggris.

   (The factors of the students' difficulties English)

THE STUDENTS' ABILITY IN IDENTIFYING ADVERBS IN NARRATIVE TEXT AT GRADE X SMK NEGERI 4 PADANGSIDIMPUAN

No	RESPONDENT NAMA	RESPONDENT ANSWER OF EACH ITEM NUMBER																				SCORE
		ADVERBS OF MANNER					ADVERBS OF TIME					ADVERBS OF PLACE					ADVERBS OF DEGRRE					
		A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	
1	APR	5	0	0	0	5	0	5	0	5	0	5	0	5	0	0	0	0	0	0	5	35
2	BAG	0	0	5	0	0	5	0	0	0	5	5	0	0	5	5	0	5	0	5	0	40
3	DEV	0	5	0	0	0	0	0	5	0	0	0	5	0	0	0	5	0	5	5	0	35
4	FIT	5	0	0	0	5	0	5	0	5	5	0	0	5	0	0	0	0	0	0	5	35
5	HAN	0	5	5	0	0	5	0	0	0	0	5	0	0	5	5	0	5	0	0	0	35
6	HOI	5	0	0	5	5	0	0	5	0	0	0	5	0	0	0	5	0	0	5	0	35
7	IKA	0	5	5	0	0	5	0	0	5	5	0	0	5	0	0	0	5	5	0	5	45
8	IND	5	0	0	5	0	0	5	0	0	0	5	0	0	5	5	0	0	0	5	0	35
9	INA	0	0	5	5	0	5	0	0	5	0	0	0	5	0	0	5	0	5	0	0	35
10	ASK	5	0	5	0	5	0	5	5	0	5	5	5	0	0	0	5	0	0	0	0	45
11	KHO	0	0	0	5	0	0	0	5	5	0	0	0	5	5	5	0	5	0	5	5	45
12	LIN	5	5	0	0	5	5	0	0	0	5	0	5	0	0	0	0	0	5	0	0	35
13	MAH	0	0	5	5	5	5	5	0	0	0	5	0	5	0	0	5	0	0	0	0	40
14	MAR	0	5	5	0	0	0	0	5	5	5	0	0	0	5	5	0	5	0	5	5	45
15	SOF	5	0	0	0	5	5	0	0	0	5	0	5	0	0	0	5	0	5	0	0	35
16	NIL	0	5	5	5	0	0	5	0	0	0	5	0	5	0	0	0	5	0	5	5	45
17	NUR	0	0	0	5	0	5	0	5	5	0	0	5	0	5	5	0	5	0	5	0	45
18	PAL	5	5	0	0	5	0	0	5	0	5	0	0	0	0	5	0	0	5	0	0	35
19	RIK	0	0	5	0	0	0	5	0	0	0	0	5	5	0	5	0	0	0	5	5	35

20	**SER**	0	0	0	5	0	5	0	0	0	0	5	0	0	5	0	5	5	0	0	0	30
21	**SIT**	5	5	0	0	5	0	0	5	0	5	0	0	0	0	0	5	0	5	0	5	40
22	**SRI**	0	0	0	5	5	0	5	0	5	0	0	5	5	0	5	0	5	0	5	0	45
23	**SUP**	5	0	0	0	5	0	5	0	5	5	5	5	0	5	0	0	0	5	5	0	45
24	**YEN**	0	0	5	0	0	5	5	0	5	0	5	0	5	0	5	0	5	0	5	0	45
25	**YIN**	5	5	0	0	5	0	0	5	0	5	0	0	0	5	0	5	0	5	0	5	45
TOTAL																						**985**

The researcher calculated the score by using the formula:

$$M = \frac{\sum \text{Score}}{\sum \text{Responden} \times \sum \text{Item} \times \text{Nilai Item tertinggi}} \; x\,100\%$$

$$= \frac{985}{25 \times 20 \times 5} \; x\,100\%$$

$$= \mathbf{39,\,4\%}$$

CURRICULUM VITAE

A. Identity

Name   :NOVI JUHAWARNI HARAHAP

NIM   : 09 340 0056

Place and Birthday   : Huristak,21 November 1991

Sex   : Female

Religion   : Moslem

Address   : Komplek Perumahan Sopo Indah, Jln Arya 1.No 7

B. Parent

1. Father's name   : Julpan Harahap

2. Mother's name   : Asnida Sipayung SE

C. Education Background

1. Graduated from Elementary School in SD Negeri Salambue 1998-2003.

2. Graduated from Junior High School in SMP Negeri 8 Padangsidimpuan from 2003-2006.

3. Graduated from Senior High School in Sma Negeri 8 Padangsidimpuan from 2006-2009.

4. Be University Student in IAINPadangsidimpuan.