



**STUDENTS' PROBLEMS IN IDENTIFYING ADJECTIVE IN  
NARRATIVE TEXT AT SEVENTH GRADE IN MTs  
RAUDHATUL ISLAMIAH**

**A THESIS**

*Submitted to the English Education Study Program of State Institute for Islamic  
Studies Padangsidempuan as a Partial Fulfillment of the Requirement for degree of  
Graduate Islamic Education (S.Pd.I) in English*

**Written By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES**

**PADANGSIDIMPUAN**

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**2015**

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Padangsidempuan, April 2015

To.

Dean Tarbiyah and Teacher Training Faculty

In –

Padangsidempuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revisions on thesis belongs to Wardatul Fadhila Hsb, entitled "*Students' Problem in Identifying Adjective in Narrative Text at Seventh Grade in MTs Raudhatul Islamiyah*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduation of Islamic Education (S.Pd.I) in English

Therefore, we hope that the thesis will soon be examined on front of me. Thesis Examiners Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan.

Thank you

Wassalamu'alaikum Wr. Wb

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RAUDHATUL ISLAMIAH**

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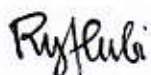
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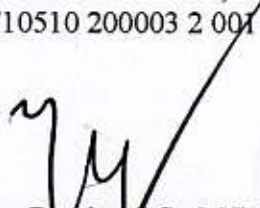
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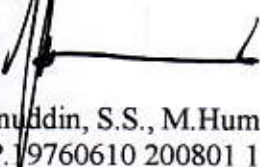
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Cumulative Achievement Index : 3.31  
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## LEGALIZATION

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IN NARRATIVE TEXT AT SEVENTH GRADE IN MTs  
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NARRATIVE TEXT AT SEVENTH GRADE IN MTs  
RAUDHATUL ISLAMIAH**

### **ABSTRACT**

The aim of the research was to know students' problem in identifying adjective in narrative text at seventh grade in MTs RaudhatulIslamiah, to know the difficulties of the students in identifying adjective in narrative text at seventh grade in MTs RaudatulIslamiah, and to know the effort to solve the students problem that done by the English teacher at sevent grade in MTs RaudhatulIslamiah.

The research was conducted by descriptive analysis and qualitative approach. The source of the data in this research was students of VII-2 MTs RaudhatulIslamiah. VII-2 class was primary sources of the data and English teacher was secondary sources of the data. Primary sources consisted of 27 students and secondary sources consisted of ateacher and headmaster. There were 3 instruments in collecting with the data: test, interview, and observation. Data are processed and analyzed by qualitative process. The test that analyzed by mean score is just as a supporting analysis.

After doing the research to the students of grade VII-2 MTs RaudhatulIslamiah, it can be concluded that the students' problem in identifying adjective in narrative text was enough category. So, there were still the students' problem in identifying adjective of quality, adjective of quantity, adjective of number and possessive adjective in narrative text. Then, the efforts done by the English teacher in overcoming the problems are; firstly, the English teacher can explain again in a very detail explanation about adjective of quality, adjective of quantity, adjective of number and possessive adjective in narrative text more. Secondly, the English teacher orders the students to bring the dictionary in learning English. If they do not know about the vocabulary that they needed, so they can open dictionary directly. The last is the English teacher, indeed, he explains again about elements of narrative text like narrative used simple past tense and using adjective to describe personal attitude generally and also about orientation, complication, resolution and coda of narrative text.

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, the researcher would like to thank Allah SWT who has given the chances to finish this thesis. Secondly, blessing and peace be upon to Prophet Muhammad SAW who has brought human being from the darkness to the lightness.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly, without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thanks to:

1. Rayendriani Fahmei Lubis, M.Ag as the first advisor and Yusni Sinaga S.Pd.,M.Hum as the second advisor who had given the suggestion, ideas, criticism and guidance in writing this thesis.
2. Dr. H. Ibrahim Siregar, MCL as a Rector and the entire Deputy 1, 2 and 3 of State Institute of Islamic Studies (IAIN) Padangsidempuan.
3. Mrs. Hj. Zulhimma, S.Ag., M.Pd., as the Dean of Tarbiyah and Pedagogy Faculty of IAIN Padangsidempuan.
4. Special thanks are also due to Mrs. Rayendriani Fahmei Lubis, M.Ag., as the chief of English Education Department of IAIN Padangsidempuan.
5. Thanks are due to Yusri Fahmi, S.Ag., S.S M.Hum as the chief of Library and his staff helped to give the books to the researcher in this research.
6. All of the lecturers and staffs in English Education Study Program who have given their valuable, advice, and cooperative.

7. H. Makmur Ismail S.Pd I., as the headmaster of MTs Raudhatul Islamiah who had helped to complete this research as well as his students for helping has given to the researcher.
8. My beloved parents (Usman Hasibuan and Nuralmiah Siregar) who have given to the researcher support in moral and material during and after finishing academic year in IAIN Padangsidimpuan.
9. My beloved elder brothers; the first Agusmanriadi Hasibuan, the second Budi Surya Hasibuan and the third Hadlin Yahmar Hasibuan. And the younger sister is Maria Ulfa Fadhila Hasibuan who have motivated the researcher and supported to finish this thesis and for all families who cared the researcher and support in finishing this thesis.
10. My beloved friends: Miftahul Hidayah, Minarti, Rita Juliana, Titi Madaira, Herlinda Pohan, Nurhati Hasibuan S.Pd I, Hasanah Sari, Hidayati and my cousin Ummi Kartini who have motivated the researcher in all ways.
11. All of my friends in IAIN Padangsidimpuan, good luck for you.

The writer realizes this thesis is not perfect. Therefore, critics and suggestions are really needed to make this thesis is better.

Padangsidimpuan, April 2015



**WARDATUL FADHILA HSB**  
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## TABLE OF CONTENT LIST

	Page
<b>PAGE OF TITLE LIST</b>	
<b>ADVISOR LEGALIZATION SHEET</b>	
<b>ADVISOR DECLARATION SHEET</b>	
<b>DECLARATION LETTER OF WRITING OWN THESIS</b>	
<b>AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY SHEET</b>	
<b>EXAMINERS SCHOLAR MUNAQSAH EXAMINATION SHEET</b>	
<b>LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY</b>	
<b>ABSTRACT .....</b>	<b>i</b>
<b>AKNOWNLEGMENT .....</b>	<b>ii</b>
<b>CONTENTS LIST .....</b>	<b>iii</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>LIST OF APPENDIX .....</b>	<b>viii</b>
<b>CHAPTER I: INTRODUCTION .....</b>	<b>1</b>
A. Background of The Problem.....	1
B. Focus of The Problem .....	4
C. Definition of The Terminologies .....	5
D. Formulation of The Problem.....	7
E. Purpose of The Research .....	7
F. Significances of The Research.....	8
G. Outline of Thesis .....	8
<b>CHAPTER II: THEORITICAL DESCRIPTION .....</b>	<b>10</b>
A. Theoretical Description .....	10
1. Description of Students' Problem .....	10
a. Student .....	10
b. Dynamic of Student in Learning .....	10
c. Definition of Problem .....	12
d. Kinds of Problem in Learning .....	13
e. Factors of Problem.....	14

2. Description of Adjective .....	15
a. Definition of Adjective .....	15
b. Kinds of Adjective .....	16
c. Positions of Adjective .....	20
d. Types of Adjective.....	21
3. Description of Narrative Text .....	23
a. Definition of Narrative Text.....	23
b. Function of Narrative Text.....	24
c. Generic Structure of Narrative Text .....	25
d. Text Element of Narrative Text.....	26
e. Example of Narrative Text.....	27
B. Review of Related Finding .....	29
<b>CHAPTER III: RESEARCH METHODOLOGY.....</b>	<b>32</b>
A. Time and Place of The Research.....	32
B. Kinds of The Research .....	32
C. Participant .....	33
D. Technique of Collecting Data .....	34
E. Checking of Trustworthiness .....	38
F. Technique of Data Analysis.....	39
<b>CHAPTER IV: RESULT OF THE RESEARCH.....</b>	<b>41</b>
A. General Findings .....	41
1. The Total of Primary Source of The data:	
Seventh Grade MTs RaudhatulIslamiah .....	41
B. Specific Findings.....	42
1. Description of Students' Problem in Identifying	
Adjective in Narrative Text at Seventh	
Grade MTs RaudhatulIslamiah .....	42
2. Students' Problem in Identifying Adjective	
In Narrative Text Based on Interview .....	62
C. Threats of The Research.....	66

D. Discussion.....	67
<b>CHAPTER V: CONCLUSSION AND SUGGESSTION .....</b>	<b>70</b>
A. Conclusion .....	70
B. Suggestion.....	71

**REFERENCES**  
**CURRICULUM VITAE**  
**APPENDIXES**

## LIST OF TABLES

	Page
Table-1.The Element of Narrative Text .....	26
Table-2.The Test Indicators 1.....	35
Table-3.The Test Indicators 2.....	35
Table-4.The Total of Seventh Grade Students at MTs RaudhatulIslamiah.....	41
Table-5.The Criteria Score Interpretation .....	45
Table-6.The Classification of the Students' Ability in Identifying Adjective in Narrative Text at MTs RaudhatulIslamiah.....	46

## **LIST OF APPENDIXES**

- Appendix 1 The Instrument of The Test
- Appendix 2 The Interview Result with English Teacher
- Appendix 3 The Ability of Seventh Grade MTs RaudhatulIslamiah in Identifying Adjective in Narrative Text Based on the test
- Appendix 4 The Name of Grade VII-2 MTs RaudhatulIslamiah Padang RieDesaSimatahari



# CHAPTER I

## INTRODUCTION

### A. Background Of The Problem

Language is the most important thing for people as a means of communication. It is basically a means of both oral and written communication. People use language to express their ideas, feelings, emotions and wishes to others' people such as when they need others helping. Allah said in Holy Qur'an (Al-Qur'an surah Ar-rahmaan: 1-5).<sup>1</sup>

الْبَيَانَ عَلَّمَهُ ۝ الْإِنْسَانَ خَلَقَ ۝ الْقُرْآنَ عَلَّمَ ۝ الرَّحْمَنُ

*Meaning: Allah which generous the most which having taught Qur'an, he (Allah) created human being, teaching clever converse.*

From the verses above, clarifies that after Allah SWT creates human, Allah SWT gives an ability to speak or to use language.

There are many languages, such as Indonesian, Indian, Arabian, Mandarin, and English. English as International Language can be used in the world. English as International Language is often taught in some countries as foreign language includes Indonesia.

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<sup>1</sup>Departemen Agama Republik Indonesia, *Al Qur'an dan Terjemahannya*, (Semarang: PTKaryaToha Putra, 1995), p. 885

Considering to the importance of the language especially English, Indonesian's government has drawn up English as a foreign language that should be mastered by the students. In Indonesia, teaching English aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills. The students are expected to be master those four skills in order to be able to use English communicatively.

Reading has an important case in English. There are many ways done by the teachers to teach it, so the students can read text well. Reading is easy but to understand the text is difficult. Because by understanding the text, the student can identify word from the text.

In addition, there are many kinds of text such as descriptive, report, argumentation, narrative, procedure text and the other. All kinds of them have many rhetorical and many purposes. Like narrative is talking about events or the story to entertain the reader. A narrative text uses past tense to write it. If the student can master about the text, it can help them to express their idea, experience and information to another by the text.

In reading the text will not be successfully achieved if the language teaching does not consider the language components such as grammatical structure, vocabulary and pronunciation. Therefore, grammar needs to be mastered by the students since one of basic rule of English language.

In grammar, there are some major form parts of speech that built a sentence. They are noun, verb, adverb, pronoun, preposition, conjunction,

interjection and also adjective. An adjective qualifies a noun; it describes the attributes of a noun. It is one of the base of English language that have to be known.

Adjective has been a part of the general high school programs that is contained in the curriculum. Student is expected to know and to understand the adjective. Adjective is a word with a noun to describe or point out, the person, animal, place or thing which the noun names, or to tell the number or quality.

Actually, narrative text and adjective must be studied and should be mater by the students. Adjective is a word with a noun to describe person, animal and name of thing. Narrative is an imaginative story to entertain people. Sometime there are many adjectives in narrative text. So, the students should be able to build their vocabularies of adjective to read narrative stories. To identify adjective at narrative stories the students must own many vocabularies of adjective but in fact students do not have many vocabularies. Eventhough, this material found in this syllabus. Many vocabularies of adjectives are one ways to be easy in identifying narrative stories. So, they have problems and they do not know adjective well.

Based on the information given by the teacher in MTs RaudhatulIslamiah the students have problems in learning English. The students do not understand in learning English, eventhough they have studied English in elementary school. According to Mr. Bahari that the students of

grade VII have problem in learning English caused of their ability in mastering vocabulary and the conversation is still low. KKM was 75 but in the fact the students got 65 score. So, it made the students cannot use English well.<sup>2</sup> This assumption made students are lazy and they do not interest to study. As a result, most of the students are lazy to ask the points that they do not understand to the teacher's explanation. This situation makes the students passive in their learning English.

So, based on the explanation above the researcher is interesting to choose the topic about **Students' Problems in Identifying Adjective in Narrative Text at Seventh Grade in MTs RaudhatulIslamiah.**

## **B. Focus Of The Problem**

Based on the identification of the problem above, there are many problems include in grammar especially adjective, there are some adjectives. The researcher should focus the problem of this research. So, the researcher has to limit the problem of this research on the Students' Problems in Identifying Adjective of Quality, Adjective of Quantity, Adjective of Number and Possessive Adjective in Narrative Text at Seventh Grade in MTs RaudhatulIslamiah.

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<sup>2</sup>MrBahariSiregarS.Pd i, *The English Teacher of MTs RaudhatulIslamiah*, Interview with English Teacher, 2014.

### C. Definitions Of The Terminologies

In this research, there are some terminologies, the terminologies that use it regarded important to be clarified about the topic. It is done for avoiding the vagueness and misunderstanding between the researcher and the reader, the researcher states key terms as follows:

#### 1. Student

Student is a person who is studying at university or college.<sup>3</sup>Therefore, student is person who is studying at college of university, person studying at secondary school, any person interested in a particular subject.<sup>4</sup>

The researcher concludes that the student is a person who does learn on the grade of elementary, junior high school and also senior high school not only on the formal school but also informal school.

#### 2. Problem

Problem is a thing that is difficult to deal with or to understand.<sup>5</sup>And problem also is a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome.<sup>6</sup>

The researcher concludes that the problem is something must be done and also situation as unwelcome of harmful and needing to be dealt with and overcome or a thing difficult to achieve.

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<sup>3</sup>*Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), p. 441

<sup>4</sup>A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 1187

<sup>5</sup>*Oxford Learner's Pocket Dictionary. Op. Cit.*, p. 350

<sup>6</sup>[www.Oxforddictionary.com/definition/Friday-10:06.PM](http://www.Oxforddictionary.com/definition/Friday-10:06.PM)

### 3. Identifying

Identifying is to recognize or establish as being a particular person or thing. Identifying is state of being very similar to and able to understand something.<sup>7</sup> Beside, identify is show or prove who or what understand the feelings.<sup>8</sup>

The researcher concludes identify is to show or prove who or what is state of being very similar to and able to understand something.

### 4. Adjective

Adjective is a word used to describe a noun or pronoun or to give a noun or pronoun a more specific meaning.<sup>9</sup> And adjectives are words, typically with nouns, to provide more information about the things referred to (**happy** people, **large** objects, **strange** experience).<sup>10</sup>

The researcher concludes that an adjective also is a describing word, the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified.

### 5. Narrative text

Narrative text is written based on life experience. In literary term, experience is what we do, feel, hear, read, even what we dream to inform

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<sup>7</sup>*Ibid.*, p.218

<sup>8</sup>*Ibid.*, p. 218

<sup>9</sup> Joyce ArmstrongCarrol, at all, *Writing and Grammar Communication in Action*, (New Jersey: Prentice Hall,2001),p. 370

<sup>10</sup> George Yule, *The Study of Language* (Cambridge: University Press, 2010), p. 82

and entertain the reader. And narrative text is also an imaginative story to entertain people (*teks narasi adalah cerita imajinatif yang bertujuan menghibur orang*).

The researcher concludes narrative text is a special kind of texts that talk about events with problematic and unexpected outcome that entertains and instructs the reader or the listener.

#### **D. Formulation Of The Problem**

From the explanations above, the researcher formulated the problems on the questions below:

1. How was the students' ability in identifying adjective in narrative text at Seventh Grade in MTs Raudhatul Islamiah?
2. What were the problems that usually faced by the students in identifying adjective in narrative text at Seventh Grade in MTs Raudhatul Islamiah?

#### **E. Purpose Of The Research**

Based on the formulations of the problem above, the purposes of this research are follows:

1. To describe the students' ability in identifying adjective in narrative text at Seventh Grade in MTs Raudhatul Islamiah.
2. To find the problems that usually faced by students in identifying adjective in narrative text at Seventh Grade in MTs Raudhatul Islamiah.

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

The significance of this research is expected to be useful for the teacher to improve their teaching of adjective especially in identifying at narrative text. The significances of this research are:

1. For the teacher, to give information about the problems of their students so they can give motivation or they can solve the problem for their students of MTs RaudhatulIslamiah.
2. For the headmaster, to give motivation in English teaching so the teachers will be more professional teachers.
3. To other researchers who will do on the same topic.

#### **G. Outline Of The Thesis**

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

Chapter one consists of background of the problem, focus of the problem, definition of the key terms, formulation of the problems, the purposes of the research, significances of the research and outline of the thesis.

Chapter two consists of the theoretical descriptions which explain about description of students' problem (definition of Student, dynamics of students in learning, definition of problem, kinds of problem in learning and factors of Problem). Adjective (definition of adjective, the kinds of adjective, the position of adjective, the types adjective) and also about Narrative text (definition of narrative text, function of narrative text, generic structure of



narrative text, the element of narrative text, example of narrative text) and about review of related finding is adding information in conduct this research.

Chapter three consists of place and time of the research, kind of research, participants, instrument of collecting data, and analysis of the data and checking of trustworthiness.

Chapter four consists of result of the research consist of the total of primary source of the data: seventh grade MTs RaudhatulIslamiah. Specific finding consist of description of students' problems in identifying adjective at narrative text, students' problem in identifying adjective in narrative text based on interview, Threats of the research and discussion.

Finally, chapter five consists of conclusion and suggestion.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Description Student' Problem

###### a. Student

A student is a person who is studying at a university or other place of higher education. A student is a person who is studying at a college or university, person studying at secondary school.<sup>1</sup> Whereas Sardiman said that Student is the component who takes in central position in the learning process.<sup>2</sup> While Dimiyati said that Student also means subject of learning in the school.<sup>3</sup>

So, the researcher concludes that student is a subject of learning who takes place in central position in the learning process.

###### b. Dynamics of Students in Learning

In studying process, student uses the cognitive, affective, and Psicomotoric ability.<sup>4</sup> The three aspects have been studied by some scientist. They arrange the aspects systematically. Such as Bloom,

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<sup>1</sup> Martin Hewings, *Advanced Grammar in Use* (Jakarta: Erlangga, 2001), p. 429

<sup>2</sup> Sardiman, *Interaksidan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2011), p. 111

<sup>3</sup> Dimiyati and Mudjiono, *Belajardan Pembelajaran* (Jakarta: Rineka Cipta, 2009), p. 22

<sup>4</sup> *Ibid*, p. 26

Krathwohl, and Simpson. They make the categorization of students' behavior and its relations with the aims of learning. The result of their study is called taxonomy bloom.

Cognitive domain (Bloom, e.t) consist of six kinds of behaviors, they are:<sup>5</sup>

- a) Knowledge
- b) Comprehending
- c) Applying
- d) Analyzing
- e) Synthesizing
- f) Evaluation

Affective domain (Krathwohl and Bloom, a.t) consist of five behavior, they are:<sup>6</sup>

- a) Receiving
- b) Responding
- c) Valuing
- d) Organization
- e) Characterization

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<sup>5</sup>Sardiman, *Op. Cit.*, p. 23

<sup>6</sup>Dimiyati and Mudjiono, *Op. Cit.*, p.27-29

Psikomotoric domain (Simpson) consist of seven behaviors, they are:<sup>7</sup>

- a) Perception
  - b) Readiness
  - c) Guidance movement
  - d) Habitually movement
  - e) Complex movement
  - f) Movement adapting
  - g) Creativity
- c. Definition of Problem

Problem is anything matter of person that is difficult to deal with solving or overcome. Problem also is a statement requiring a solution usually that means of one or more operations or geometric constructions.<sup>8</sup> While, problem is something that troubles in somebody's mine. So, the researcher concludes that problem is something that always troubles and it is needed to be solved.

Everyone in this world have problems with differences problems. A gardener has problem in gardening, a teacher has problem

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<sup>7</sup>*Ibid*

<sup>8</sup> [problemhttp://dictionary.reference.com/browse/problem](http://dictionary.reference.com/browse/problem), Thursday, 12:25pm

in teaching, government have problems in their administration and a student has problem in learning, etc.

In problem solving, human has differences ways or techniques problems. Some of them use a simple technique, and some of them use a research to know what the suitable technique to solve the problems. So, a human must be able to find out the way to solve their problems.

#### d. Kinds of Problem in Learning

There are three kinds of the problems:<sup>9</sup>

- 1) The problem of action is the problem in practicing of the learning like sport, art, etc.
- 2) The problem of transfer of training and understanding is the problem in transferring or understanding the subject of learning.
- 3) The problem of forgetting and extinction is the problem in remembering or memorizing the subject that has been learned.

#### e. Factors of Problem

In learning process especially, there are many things that can become problems for students. They are categorized into two categories; internal and external factor. Internal factors can be physic

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<sup>9</sup> Ahmad Sudrajat,  
 “Kesulitan Belajar Siswadan Bimbingan Belajar” [http://repository.upi.edu/operator/upload/s\\_pbb](http://repository.upi.edu/operator/upload/s_pbb)

condition and healthy, motivation. While, External factors can be categories in to condition of school, family, or social life.

MuhibbinSyah said that there are two factors of the problem. They are:<sup>10</sup>

a) Internal Factor

Many things can be comes problems for someone if we look from internal factor. Some of them are intellectual quotation (IQ), motivation, talent, hardness, reinforcement, self-confidence, concentration and illness. Sometimes, a student need a motivation for his/her study, or students do not have self-confidence in learning process. All of them can become a problem of learning.

b) External Factor

External factor is the problem that comes from out of students them self like condition of school, teacher, family, or social life. For example; a good teacher can make a good learning, but if the teacher does not able to make a comfortable situation, students can be bored in learning process.

Based on the explanation above, it can be concluded that students' problem means the problem that are faced by students;

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<sup>10</sup>MuhibbinSyah, *PsikologiBelajar*(Jakarta: PT. Raja Grafindo, 2004), p. 184-186.

they come from internal and external factors of students each selves.

## 2. Description of Adjective

### a. Definition of Adjective

Adjective is one of parts of speech in grammar. An adjective is a word which qualifies a noun, that is, shows or points out some distinguishing mark or feature of the noun. An adjective qualifies a noun; it describes the attributes of a noun.<sup>11</sup> According to JayanthiDakshina Murthy described, “Adjective is a word used to express the quality, quantity, number and to point out the person or thing”.<sup>12</sup>

Beside, Adjective is a word with a noun to describe or point out, the person, animal, place or thing which the noun names, or to tell the number or quantity.<sup>13</sup>

Furthermore, Adjectives are descriptive words used in sentences to modify or describe nouns or pronouns, and they typically but not always precede them. And adjectives also describing words

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<sup>11</sup>Graham Tulloch, *English Grammar A Short Guide*,( Sydney: Sydney University Press, 1990),p. 10

<sup>12</sup>JayanthiDakshina Murthy, *contemporary English Grammar*,(New Delhi: Book Palace, 1998), p.33

<sup>13</sup>Wren and Martin, *High School English Grammar and Composition*, (N.D.V: PrasadaRao), p. 19

that tend to be used in two ways: before a noun attributively as a pre-modifier, and after a verb predicatively as a complement to the subject or object of a clause, Examples of adjective are lazy, fat, beautiful, handsome, hot and thin.

From the explained above can be concluded that an adjective is a word that describes a person or thing used with a noun to add something for its meaning.

#### b. Kinds of Adjectives

Adjectives are divided into ten types, namely:<sup>14</sup>

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

Example: The rose is the *beautiful* flower.<sup>15</sup>

- 2) Adjective of Quantity is an adjective used to talk about the quantity or things

Example: She has a *little* oil in the tank.

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

Example: *Six* students passed in the exam

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<sup>14</sup>Jayanthi Dakshina Murthy, *Op Cit.*, p.33

<sup>15</sup>MunFika at all, *Complete English Grammar*, (Surabaya: Apollo, 1991), p.100



- 4) Demonstrative Adjective is an adjective used to point out which person or thing we speak about is known as demonstrative adjective.<sup>16</sup>

Example: *That* girl is very beautiful

- 5) Distributive Adjective is an adjective used to refer to each and every person or thing.

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

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

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

- 7) Possessive Adjective is an adjective used to talk about ownership or possession.

Example: *My* mother is a teacher

- 8) Emphasizing Adjective is an adjective used to emphasize a noun

Example: I saw it with my *own* eyes

- 9) Exclamatory Adjective is the word “what”

Example: *What* a tragedy!

- 10) Proper Adjective is an adjective derived from a proper name

Example: an *Indian* pilgrim.

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<sup>16</sup>JayanthiDakshina Murthy., *Op. Cit.*, p. 34

From the kinds of adjective above, the researcher limited to adjectives with four kinds adjectives, namely:

1) Adjective of Quality

According to Jayanthi, an adjective used to talk about the quality of a person or thing.<sup>17</sup> Beside Wren and Marten said that adjectives of Quality or Descriptive Adjective show the kind or quality of a person or thing.<sup>18</sup> So, adjective quality show the kind or quality of a person or thing are meant.

Examples: Kolkata is a *large* city

The Rose is the *beautiful* flower

Tiger is a *wild* animal

2) Adjective of Quantity

Adjective of quantity is to show how much of the thing is meant. According to Jayanthi, an adjective used to talk about the quantity of thing.<sup>19</sup> So, adjective quantity describes how much of thing is meant.

Examples: There is a *little* milk in the jug

He showed *much* patience.

We have had *enough* exercise

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<sup>17</sup>*Ibid*

<sup>18</sup> Wren and Marten, *Op. Cit.*, p.20

<sup>19</sup> JayanthiDakshina Murthy, *Op. Cit.*, p.17

### 3) Adjective of Number

An adjective used to talk about the number of thing or person known as adjective of number.<sup>20</sup> Then according to Wren and Marten, an adjective of number show how many persons or things are meant, or in what order a person or thing stands.<sup>21</sup> So, adjective of number indicate how many persons or things are meant. For example five, few, many, all, some, most, several, first, any

Examples: He wrote *five* papers for his B.A.

Siti saves *some* letters on her table

*Most* boys like football

### 4) Possessive Adjective

According to Jayanthi, an adjective used to talk about ownership or possession is known as possessive adjective.<sup>22</sup>

For example: my, your, our, his, her, its, their

Examples: *My* mother is a teacher

*Your* sister is a nurse

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<sup>20</sup>*Ibid*

<sup>21</sup> Wren and Marten, *Op. Cit.*, p.17

<sup>22</sup>JayanthiDakshina Murthy, *Loc. Cit.*

*Our teacher is a beautiful woman.*

Words that generally function as adjectives sometimes serve as part of speech:<sup>23</sup>

a) As Nouns

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

b) As Adverbs

(1) Verbs

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

(2) Adverbs

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

(3) Other Adjective

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

(4) Prepositional Phrases

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

c. Positions of Adjective.<sup>24</sup>

1) In front of noun

Example: he is *foolish* boy

2) After TO BE (Is, Am, Are)

Example: the man is *handsome*

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<sup>23</sup> Marcella Frank, *Modern English A Practical Reference Guide*, (New Jersey: Prentice Hall, 1972), p.112

<sup>24</sup> DraMunFika, *Op. Cit.*, p.100

## 3) After object

Example: he tell me *good*

Adjective has two positions, According to A.J Thomson and A.V Martinent in *A Practical English Grammar*, as:<sup>25</sup>

a) Adjectives in group come before their noun in this position are called attribute adjective.

Example: *this book, my cat*

b) Adjectives of quality, however can come either before noun, in this position are called predicative adjective.

Example: *a rich man, a happy girl*

## d. Types of Adjective

There are two kinds of adjectives, namely:

## 1) Determiners

Determiners consist of a small group of structure words without characteristics form.<sup>26</sup>

(1) Article (the, a, an)

(2) Demonstrative adjective (this, plural these), (that, plural those)

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

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

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<sup>25</sup> A.J Thomson and A.V Martinent, *A Practical Grammar*, (New York: Oxford University Press, 1986), p.33

<sup>26</sup> Marcella Frank, *Op. Cit.*, p.109

(4) Numeral adjective (cardinal, ex: four, twenty, five, one hundred), (ordinal, ex: fourth, twenty, fifth, one hundredth)

(5) Adjective of indefinite quantity (ex: some, few, all, more)

(6) Relative and interrogative adjective (ex: whose, what, which)

## 2) Descriptive Adjective

Descriptive adjective usually an inherent quality (beautiful, intelligent), or physical state such as age, color, size, inflectional and derivational endings can be added only to this type of adjective.<sup>27</sup>

(1) Proper adjective such as a Moslem Mosque, Indonesian Language.

(2) Participle adjective, consist of present participle such as an interesting book, a disappointing experience, a charming view, a trifling gift, and past participle such as a bored student, a worn table cloth, a tired house wife, a spoiled child.

(3) Adjective compound

### **With participle**

a. Present participle, such as a good looking girl, a breaking story,

b. Past participle such as a turned, up nose, a broken, down house, new born kittens, ready, made clothes

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<sup>27</sup>*Ibid.*, p.110

**With –ed** Added to nouns functioning as the second element of a compound. The first element is usually a short adjective such as absent, minded, ill, tear, far, sighted.

### 3. Description of Narrative Text

#### a. Definition of Narrative Text

A narrative text is an imaginative story to entertain people. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. According to OtongSetiawanDjuhrie described *Teks Narrative adalah merupakan jenis teks berupa cerita atau dongeng yang bertujuan menghibur pembaca* (Narration is the kind of text about story or legend and resolution to amuse and to entertain the reader).<sup>28</sup> And Narrative text also is a kind of text to retell the story that past tense.<sup>29</sup> Narrative is an action or process of skill of telling story.<sup>30</sup> Beside, Narrative is texts which to effort to describe clearly to the readers about the events have happened.

While, Sanggam Siahaan and Kisno in *Generic Text Structure* said that narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious

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<sup>28</sup>OtongSetiawanDjuhrie, *Genre*, (Bandung: Yrama Widya, 2007), p.41

<sup>30</sup>Oxford Learner's Pocket Dictionary. *Op. Cit.*, p.291.

experience in different ways.<sup>31</sup> Furthermore, Narrative is containing five components are orientation, evaluation, complication, resolution and re-orientation by which writer amuses, entertains people, and to deal with actual or vicarious experience.<sup>32</sup> According to Pardiyo narrative is *jenisteksuntukmenceritakanaktivitasataukejadian di masalah yang menonjolkan problematic experience dan resolution denganmaksuduntukmenghiburdanseringkalidimaksudkanuntukmembe ripelajaran moral kepadapembaca.*<sup>33</sup>

From the explanation above can be concluded that narrative text is the kind of text such legend, event and resolution to entertain and to amuse the reader.

#### b. Function of Narrative Text

A communicative goals Narrative Text as described above is to entertain the listener or reader about a past story or stories related to the experience of real, imaginary or complex events that led to a crisis, which eventually find a solution. The basic purpose of narrative is to entertain, to gain and hold the reader's interesting in a story.<sup>34</sup>

In addition, According to SanggamSiahaan in *Generic Text Structure* function of Narrative Text is to amuse, entertain and to deal

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<sup>31</sup>SanggamSiahaan and Kisno, *Generic Text Structure*, (Pematangsiantar: Graha Ilmu,2007), p.73

<sup>32</sup>*Ibid*, p.73

<sup>33</sup>Pardiyo, *Teaching Genre Based Writing*,(Yogyakarta: ANDI, 2007),p.94

<sup>34</sup> Beverly Derewianka, *Exploring How Texts Work*,(Australia: Primary English Teaching Association, 1946), p.40



with actual or vicarious experience in different ways, narrations deal with problematic event which lead to a crisis or turning point of some kind, which in turn finds a resolution.<sup>35</sup>

From the explained above can be concluded that a narrative text is to amuse or to entertain the reader with a story.

#### c. Generic Structure of Narrative Text

Generic structure of narrative text, they are:<sup>36</sup>

- 1) Specific, often individual participant with defined identities, major participant are human or sometimes animals with human characteristics.
- 2) Mainly action verbs (material processes) but also many verbs which refer to what the human participant said or felt or thought (verbal and mental processes).
- 3) Normally past tense
- 4) Many linking words to do with time
- 5) Dialogue often included, during which the tense may change to the present or future.
- 6) Descriptive language chosen to enhance and develop the story by creating image in the reader's mind

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<sup>35</sup>SanggamSiahaan, *Op Cit.*, p.73

<sup>36</sup>Beverly Derewianka, *Op Cit.*, p.42

- 7) Can be written in the first person (I, We) or third person (he, she, they) The reader is involved in the story as a major character and addressed as you.
- 8) Use of temporal conjunction and temporal circumstances.<sup>37</sup>

d. Text Element of Narrative Text

**Table I: The Element of Narrative Text**

Text element	Function
Orientation	<ol style="list-style-type: none"> <li>1. Content of topic of an activity or event which wonderfully will be talked</li> <li>2. Should be interest and can provoke the readers to know specifically</li> <li>3. Using adjective to describe personal attitude generally</li> </ol>
Sequence of events which are	<ol style="list-style-type: none"> <li>1. Content details about the activities or the events which problematic which are arranged sequence from introduction, conflict until climax</li> </ol>
Problematic the leads to conflict climax	<ol style="list-style-type: none"> <li>2. Talking chronologically, sequence the activities are done, the same in writing recount text, in narrative text also used sequence markers: first, second, third etc, or first, next, after, that, then, finally</li> </ol>

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<sup>37</sup>SanggamSiahaan, *Op Cit.*, p.74

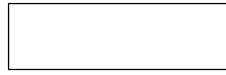
	<p>3. Grammatical features</p> <p>a. Using predicate with the verb which past tense forming, past perfect tense, past continuous tense</p> <p>b. Using verbs of doing on predicate such as ran out, got, and went which describe the activities</p> <p>c. Using adjective which the function to show the personal attitude, such as frightened, quite, calm, worried, confused, anxious, happy</p> <p>d. Repeating subjective pronoun is same in text</p> <p>e. Using conjunction is also found</p>
Resolution	Content problem solving has told until the climax
Coda	Content about moral lesson which is possible can be taken at the events.

e. Example of Narrative Text

**The Ugly Duckling**



One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out.



Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return. However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey. When the mother duck brought the children to the pond for their first swimming lesson, the huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly. However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked.



The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling ran away and hid in the bushes. The sad duckling lived alone through the cold and snow winter. Finally the

spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. Oh, dear! These beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swan" he exclaimed.



Finally, Finally, He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

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

Related to this research, some researcher had been done as below: first, ZannuriahPakpahan, (2013) TarbiyahDepartmen, The State College for Islamic Studies (STAIN) Padangsidempuan, research on the title "An Analysis of The Students' Ability in Identifying adjectives and Adverbs in Sentences at Grade VIII SMP N 2 Arse". Result of research after analyzing the collecting the data, it was gotten the students' ability in identifying adjectives and adverbs at grade VIII SMP N 2 Arse can be categorized in to enough categories. It can be known from the calculating score (Appendix

IV) that the students' ability in identifying adjectives and adverbs at grade VIII was 53, 80% can be categorized into enough category.<sup>38</sup>

Next, LijaRomayantiHutagalung entitled "A study on the grade IX students' ability in using adjectives of SMP Negeri 1 AngkolaTimur in 2010-2011 Academic Years". The concluding of her research as the grade IX students of SMP Negeri 1 AngkolaTimur in 2010-2011 Academic Years in using adjective especially definite demonstrative adjective were categorized into able. Actually, after collecting and analyzing the data, it has known that the sum score of them is 7335 and the value of their means is 74, 09.<sup>39</sup>

The last, Evi Maya Sari entitled "The Ability of The Grade Students of SMP Negeri 3 Padangsidimpuan in Mastering Narrative Text in 2009/2010 Academic Years". She concluded that the ability of the eight grade student of SMP Negeri 3 Padangsidimpuan in mastering narrative text was good. It could be seen through the average score was 75. The difficulties of the eight grade students of SMP Negeri 3 Padangsidimpuan in mastering narrative text are the vocabulary and grammar.<sup>40</sup>

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<sup>38</sup>ZannuriahPakpahan, *An Analysis of The Students' Ability in Identifying adjectives and Adverbs in Sentences at Grade VIII SMP N 2 Arse*, (Padangsidimpuan: STAIN, 2013).

<sup>39</sup>LijaRomayantiHutagalung, *A Study on The Grade IX Students' Ability in Using Adjectives of SMP Negeri 1 AngkolaTimur in 2010-2011 Academic Years* (Unpublished thesis),(Padangsidimpuan: UMTS,2010).

<sup>40</sup>Evi Maya Sari, *The Ability of The Grade Students of SMP Negeri 3 Padangsidimpuan in Mastering Narrative Text in 2009/2010 Academic Years* (Unpublished Thesis).

In conclusion above, the researcher interests to make the research about “Students’ Problem in Identifying Adjective in Narrative Text at Seventh Grade in MTs RaudhatulIslamiah”.

## CHAPTER III

### RESEARCH METODOLOGY

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

This research had been done at MTs RaudhatulIslamiahSimatahari at Seventh Grade. It is located at Jln. Padang RieSimatahariKecamatan Kota Pinang KabupatenLabuhanBatu Selatan. Then, the research had been conducted in September 2014 until April 2015. The researcher choses this location based on the researcher's pre-research in MTs RaudhatulIslamiah as had been stated in the background of the problems.

#### B. Kind of the Research

Based on the analysis of data, this research was used qualitative approach. Qualitative research is useful for describing or answering question about particular, localized occurrences or contexts and the perspective or a participant group toward events, beliefs or practices.<sup>1</sup> Qualitative research also exceptionally suited for exploration for beginning to understand a group or phenomenon.<sup>2</sup> While according to BurhanBungin in *Analisis Data PenelitianKualitatif*, qualitative research is one of the main approaches that basically are a label or general name of a big family of research

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<sup>1</sup> L.R Gay and Peter Airasian, *Educational Research (Competencies for Analysis and Application)* (New Jersey: Prentice Hall, 2000), p.202.

<sup>2</sup>*Ibid*



methodology.<sup>3</sup> Beside, qualitative studies is give social scientist much useful information but verbal symbols lack precision, they do not hold the same meaning for all people, for all times, and all contexts.<sup>4</sup>

Based on the method, this research used descriptive method. Descriptive method is a research to describe about variable, indication and condition.<sup>5</sup> The descriptive method is a research want to describe object and purpose to describe the current situations about the object of research.<sup>6</sup> This method used to find students' problem in identifying adjective in narrative text at seventh grade in MTs RaudhatulIslamiah.

### C. Participant

The sources of the data in this research consists of two sources, they are primary data and secondary data.

- a. Primary source of the data (principal data) was the seventh grade of MTS RaudhatulIslamiah they are 57 students. They were divided into two classes. This research was done by using purposive sampling. Actually the researcher took one class to do research. The researcher taken the certainly class VII<sup>2</sup> because this class is peaceful. It could be representative to take the result of the research. So, there were 27 students who answered the test.

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<sup>3</sup>BurhanBungin, *Analisis Data PenelitianKualitatif* (Jakarta: PT. Raja GrafindoPersada, 2007), p.19.

<sup>4</sup> Prof. DrsSutrisnoHadi, *Metodologi Research* (Yogyakarta: AndiYogyakarta, 1989), p.101.

<sup>5</sup>SuharsimiArikunto, *ManajemenPenelitian*(Jakarta: RinekaCipta, 2010),p.234

<sup>6</sup>Mardalis, *MetodePenelitian: SuatuPendekatan Proposal* (Jakarta: BumiAksara, 2003), p.26

- b. Secondary source of the data (supplementary data) was information from the English teacher MTs RaudhatulIslamiah. It used to get the data from interview technique.

#### **D. Technique of Collecting Data**

According to John W. Creswell in *Research Design* said that there are some steps in collecting the data of qualitative research include: setting the boundaries of study, collecting information through unstructured (or semi structures), observation and interview, document and visual materials.<sup>7</sup>

To get an accurate the data, the researcher collected the data by doing those activities:

a. Test

According to IqbalHasan in Analisis Data PenelitiandenganStatistik said that *Tesadalahsederetanpertanyaanaulaatihan yang digunakanuntukmengukurketerampilan, pengetahuan, intelegensi, dankemampuanataubakat yang dimilikiolehindividuataukelompok.*<sup>8</sup>

In order to gather the data accurately on students' problem in identifying adjective at narrative text, the researcher gives a text of narrative text and the test from the narrative text.

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<sup>7</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga Publications, 2002), p.185.

<sup>8</sup>IqbalHasan, *Analisis Data PenelitianDenganStatistik*(Jakarta: Bumi Aksara,2004,p.16

In this test, the researcher wants to know the problems of the students in identifying adjective at narrative text. The text consists of two texts and researcher will give order the student to identify adjectives in narrative text, in text one the students must be identify adjective of quality: 4, adjective of quantity: 1, adjective of number: 1, possessive adjective: 4, and in text two the students must be identify adjective of quality: 3, adjective of quantity: 1, adjective of number: 2, possessive adjective: 4. Every item has correct answer in identifying adjectives from narrative text 5 score. While incorrect answers will not give a value. So, if all of the questions can be answered correctly by the students then the value will be 100.

**Table2. Test Indicators 1**

<b>No</b>	<b>Indicators</b>	<b>No Items</b>	<b>Score</b>	
1	Adjective of Quality	4	5	20
2	Adjective of Quantity	1	5	5
3	Adjective of Number	1	5	5
4	Possessive Adjective	4	5	20
	<b>Total Score</b>			50

**Table3. Test Indicators 2**

<b>No</b>	<b>Indicators</b>	<b>No Items</b>	<b>Score</b>	
1	Adjective of Quality	3	5	15
2	Adjective of Quantity	1	5	5
3	Adjective of Number	2	5	10
4	Possessive Adjective	4	5	20
	<b>Total Score</b>			50

From the indicators above the researcher done the test by the steps below:

1. The researcher gave the test to the students of seventh grade in MTs RaudhatulIslamiah.
2. The researcher ordered them to read the text carefully.
3. The researcher ordered them to underline many adjectives from narrative text.
4. The researcher gave the time for 60 minutes.

b. Interview

Interview is the interaction usually between two people, that the interviewer to give the question and the interviewee to give the answer for

the question.<sup>9</sup>This research used structural interview. As known that in structural interview, the researcher prefers the alternative question of the answer will be given to the respondent.<sup>10</sup> So, this interview was one of the techniques of collecting data by doing oral interview in individual meeting.

Interview was given for seventh grade students in MTs RaudhatulIslamiah. The questions had appropriated with the list of interview. It is also had done to the headmaster and English teacher of MTs RaudhatulIslamiah. Interview is for getting the data about the problems that usually faced by the students at seventh grade of MTs RaudhatulIslamiah and the effort done by English teacher to increase the students' problems in identifying adjective in narrative text, interview also had done to get information from the headmaster and the English teacher about situation of the school and also about the teacher ability in learning English process, to complete the researcher information about the school.

#### c. Observation

Observation is the observer can be participant observer who engages fully in the activities being studied but is known to the participant as a researcher, the observer can be an external or

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<sup>9</sup>Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, ), p.186

<sup>10</sup>Hadi Amirul and Haryono, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1998),

nonparticipant observer of the activities of the group being studied. Observation is a technique of collecting the data which is done through an observation and take a note to a condition or object behavior. So, this observation used to know the situation in MTs RaudhatulIslamiah includes location, facilities, and subject to know the students' problems in identifying adjective in narrative text.

### **E. Checking of Trustworthiness**

In doing the research, the researcher needs to make validating of the findings. In this case the researcher use to term of trustworthiness for validating the accuracy findings. In checking the trustworthiness of the data the researcher proposes triangulation technique.

Triangulation is supposed to support findings by showing that independent measured of it agree with, at least, do not contradict it. It is interview supported by John W Creswell who stated "Triangulation is done by examining evidence from the sources and using it to build a coherent justification for themes".<sup>11</sup> It means that in triangulation the researcher should compare the sources or measure or the result that do not contradict each other.

The data that were comparing must be selected and supported each other. It was done by the researcher by comparing the different data sources, they confirm one another. The data about teaching strategies that

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<sup>11</sup> John W. Creswell, *Op Cit.*, p.196

researcher gets from direct observation; test and interviewing the teachers are compared. After researcher did the triangulation, researcher finds the real data that researcher needed

#### **F. Technique of Data Analysis**

After collecting the data, the researcher will analyze the data; the technique of data analysis will be presented in descriptive form. The data will be analyzed by the following procedures:

1. Checking the data whether the data are true or false
2. Counting sum of the true from the students' answer and then classified them based on their score
3. Calculating their result (mark) by using mean score. In this research used the formula mean score. The formula is:

$$M = \frac{(\sum x)}{N}$$

Note: M = Mean score (Average)

N = Sum of the respondents

$(\sum x)$  = Total of the result.<sup>12</sup>

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

### The Classification Quality of the Students' Score

Interval	Predicate
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good

After finding the mean scores of all the students, it is consulted to the criteria as follows:

- a. If the value of mean score is 81% - 100%, it can be categorized into very well.
  - b. If the value of mean score is 61% - 80%, it can be categorized into good.
  - c. If the mean score 41% - 60%, it can be categorized enough.
  - d. If the mean score 21% - 40%, it can be categorized weak
  - e. If the mean score 0% - 20%, it can be categorized very weak.
5. Take conclusion, it is done to conclude the discussion briefly and clearly.

So, from the explanations above that the researcher was analyzed the result of the test with meant score, the researcher was interviewed the



English teacher and some of students, the researcher was arranged the data systematically and concluding of the research descriptively.

**CHAPTER IV**  
**RESULT OF THE RESEARCH**

**A. General Finding**

**1. The Total of Primary Source of The data: Seventh Grade MTs RaudhatulIslamiah**

In learning process, students are factor that to be the target that will be guided and developed based on the needs and potency of the students. Without the students, an education institution is not named an education. So that, the position of students as educated people is very important.

**Table 4**

**The Total of Seventh Grade Students at MTs RaudhatulIslamiah**

<b>No</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>VII-2</b>	<b>17</b>	<b>10</b>	<b>27</b>

So, the total students of seventh grade as the primary sources data is 27 students, all of them are male and female, male is 17 students and female is 10 students.

## **B. Specific Findings**

### **1. Description of Students' Ability in Identifying Adjective in Narrative Text at Seventh Grade MTs RaudhatulIslamiah**

Based on the result of the test, total of students seventh grade of MTs RaudhatulIslamiah were 27 students. It can be seen the score of the students between 20 up to 80. It means that the lowest score which got by the students was 20 and highest score was 80. It can be said that students' problem in identifying adjective in narrative text at seventh grade in MTs RaudhatulIslamiah can be seen as below:

#### **a. Adjective of Quality**

Based on the result of the test, the researcher described students' found adjective of quality in narrative text. The first was Kurnia Robby Nst. He found adjective of quality in text one Mantu's Little Elephant was 4 and in the text two A Bad Camping, he found 2 adjectives. He got the score 60.

The second was ManganjuSinaga, he found adjective of quality in text one Mantu's Little Elephant was 3 and in the text two A Bad Camping, he found 1. He got score 20.

The third was M AlwiMa'arif, he found adjective of quality in text one Mantu's Little Elaphant was 2 adjectives and in the text two A Bad Camping, he did not found adjective. He got score 10.

The fourth was M Basir, he found adjective of quality in text one Mantu's Little Elephant was 2 adjective and in the text two A Bad Camping, he did not found adjective of quality. He got score 10

The fifth was M Rio Perdana, he found adjective of quality in the text one Mantu's Little Elephant was 4 adjectives and in the text two A Bad Camping, he did not found adjective of quality. He got score 20.

The sixth was Nanda AlimMajid, he found adjective of quality in the text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he did not found adjective of quality. He got score 5.

The seventh was RajuDaulay, he found adjective of quality in text one Mantu's Little Elephant was 2 adjectives and in the text two A Bad Camping, he found 1 adjective of quality. He got score 15.

The eight was RahmaYaniSiregar, she found adjective of quality in the text one Mantu's Little Elephant was 3 and in the text two A Bad Camping, he found 1 adjective of quality. He got score 20.

The ninth was RahmatRizkiHarahap, he found adjective of quality in the text one Mantus' Little Elephant was 3 and in the text two A Bad Camping, he did not found adjective of quality. He got score 15.

The tenth was Rama Indriani, she found adjective of quality in text one Mantu's Little Elephant was 4 and in the text two A Bad Camping, she found 1. She got score 25.

The eleventh was Ramauddin Purba, he found adjective of quality in text one Mantu's Little Elephant was 3 and in the text two A Bad Camping, he did not found. He got score 15.

The twelfth was Rian Subarno, he found adjective of quality in text one Mantu's Little Elephant was 4 and in the text two A Bad Camping, he found 1. He got score 25.

The thirteenth was Rina Agustina Lubis, she found adjective of quality in text one Mantu's Little Elephant was 4 and in the text two A Bad Camping, she found 2. She got score 30.

The fourteenth was Riski Syaputra, he found adjective of quality in text one Mantu's Little Elephant was 4 and in the text two A bad Camping, he did not found. He got score 20.

The fifteenth was Risma, she found adjective of quality in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she did not found adjective. She got score 5.

The sixteenth was Rita Nasution, she found adjective of quality in the text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she did not found adjective of quality. She got score 5.

The seventeenth was Rusmiati, she found adjective of quality in text one Mantu's Little Elephant was 2 and in the text two A Bad Camping, she found 1. She got score 15.

The eighteenth was SayromaRiski, he found adjective of quality in text one Mantu's Little Elephant was 2 and in text two A Bad Camping, he did not found adjective of quality. He got score 10.

The nineteenth was Sri Meliana, she found adjective of quality in the text one Mantu's Little Elephant was 4 and in the text two A Bad Camping, she found 2. She got score 30.

The twentieth was Suryani, she found adjective of quality in text one Mantu's Little Elephant was 4 and in the text two A Bad Camping, she found 3. She got score 35.

The twenty-first was Suyono, he found adjective of quality in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he did not found adjective. He got score 5.

The twenty-second was Syafaruddin, he found adjective of quality in text one Mantu's Little Elephant was 4 and in the text two A Bad Camping, he did not found adjective of quality. He got score 20.

The twenty-third was Toni Chandra, he found adjective of quality in text one Mantu's Little Elephant was 4 and in the text two A Bad Camping, he did not found adjective. He got score 20.

The twenty-fourth was UbaHati, she found adjective of quality in text one Mantu's Little Elephant was 3 and in the text two A Bad Camping, she did not found adjective of quality. She got score 15.

The twenty-fifth was Yopi Amanda, he found adjective of quality in text one Mantu's Little Elephant was 2 and in the text two A Bad Camping, he did not found adjective of quality. He got score 10.

The twenty-sixth was YuyunAngraini, she found adjective of quality in text one Mantu's Little Elephant was 4 and in the text two a Bad Camping, she found 3 adjective of quality. She got score 35.

The twenty-seventh was ZefriMahendra, he found adjective of quality in text one Mantu's Little Elephant was 2 and in the txt two A Bad Camping, he found 1. He got score 15.

#### **b. Adjective of Quantity**

Based on the result of the test, the researcher described students' found adjective of quantity in narrative text. The first was Kurnia Robby Nst. He found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he did not found adjective. He got the score 5.

The second was ManganjuSinaga, he found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he did not found adjective of quacity. He got score 5

The third was M AlwiMa'arif, he found adjective of quantity in text one Mantu's Little Elaphant was 1 and in the text two A Bad Camping, he found 1 adjective. He got score 10.

The fourth was M Basir, he found adjective of quantity in text one Mantu's Little Elephant was 1 adjective and in the text two A Bad Camping, he found 1 adjective of quantity. He got score 10.

The fifth was M Rio Perdana, he found adjective of quantity in the text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 1 adjective of quantity. He got score 10.

The sixth was Nanda AlimMajid, he found adjective of quantity in the text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 1 adjective of quantity. He got score 10.

The seventh was RajuDaulay, he found adjective of quantity in text one Mantu's Little Elephant was 1 adjective and in the text two A Bad Camping, he found 1 adjective of quantity. He got score 10.

The eight was RahmaYaniSiregar, she found adjective of quantity in the text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 1 adjective of quantity. He got score 10.

The ninth was RahmatRizkiHarahap, he found adjective of quantity in the text one Mantus' Little Elephant was 1 and in the text two A Bad Camping, he did not found adjective of quantity. He got score 5.



The tenth was Rama Indriani, she found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 1. She got score 10.

The eleventh was RamauddinPurba, he found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he did not found. He got score 5.

The twelfth was RianSubarno, he found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he did not found adjective of quantity. He got score 5.

The thirteenth was RinaAgustinaLubis, she found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she did not found adjective of quantity. She got score 5.

The fourteenth was RiskiSyaputra, he found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A bad Camping, he found 1. He got score 10.

The fifteenth was Risma, she found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 1 adjective of quantity. She got score 10.

The sixteenth was Rita Nasution, she found adjective of quantity in the text one Mantu's Little Elephant was 1 and in the text

two A Bad Camping, she found 1 adjective of quantity. She got score 10.

The seventeenth was Rusmiati, she found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she did not found. She got score 5.

The eighteenth was SayromaRiski, he found adjective of quantity in text one Mantu's Little Elephant was 1 and in text two A Bad Camping, he did not found adjective of quality. He got score 5.

The nineteenth was Sri Meliana, she found adjective of quantity in the text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 1. She got score 10.

The twentieth was Suryani, she found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 1. She got score 10.

The twenty-first was Suyono, he found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he did not found adjective. He got score 5.

The twenty-second was Syafaruddin, he found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 1 adjective of quantity. He got score 10.

The twenty-third was Toni Chandra, he found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 1 adjective. He got score 10.

The twenty-fourth was UbaHati, she found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she did not found adjective of quality. She got score 5.

The twenty-fifth was Yopi Amanda, he found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he did not found adjective of quality. He got score 5.

The twenty-sixth was YuyunAngraini, she found adjective of quantity in text one Mantu's Little Elephant was 1 and in the text two a Bad Camping, she found 1 adjective of quality. She got score 10.

The twenty-seventh was ZefriMahendra, he found adjective of quantity in text one Mantu's Little Elephant was 1 and in the txt two A Bad Camping, he found 1. He got score 10.

### **c. Adjective of Number**

Based on the result of the test, the researcher described students' found adjective of number in narrative text. The first was Kurnia Robby Nst. He found adjective of number in text one

Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 2 adjective of number. He got the score 15.

The second was ManganjuSinaga, he found adjective of number in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 2 adjectives of number. He got score 15

The third was M AlwiMa'arif, he found adjective of number in text one Mantu's Little Elaphant was 1 and in the text two A Bad Camping, he found 2 adjectives. He got score 15.

The fourth was M Basir, he found adjective of number in text one Mantu's Little Elephant was 1 adjective and in the text two A Bad Camping, he did not found. He got score 5.

The fifth was M Rio Perdana, he found adjective of number in the text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 2 adjectives of number. He got score 15.

The sixth was Nanda AlimMajid, he found adjective of number in the text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 2 adjectives of number. He got score 15.

The seventh was RajuDaulay, he found adjective of number in text one Mantu's Little Elephant was 1 adjective and in the text two A Bad Camping, he found 2 adjectives of number. He got score 15.

The eight was RahmaYaniSiregar, she found adjective of number in the text one Mantu's Little Elephant was 1 and in the text

two A Bad Camping, he found 2 adjectives of number. He got score 15.

The ninth was RahmatRizkiHarahap, he found adjective of number in the text one Mantus' Little Elephant was 1 and in the text two A Bad Camping, he did not found adjective of number. He got score 5.

The tenth was Rama Indriani, she found adjective of number in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 2. She got score 15.

The eleventh was RamauddinPurba, he found adjective of number in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 1. He got score 10.

The twelfth was RianSubarno, he found adjective of number in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 2 adjectives of number. He got score 15.

The thirteenth was RinaAgustinaLubis, she found adjective of number in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 2 adjectives of number. She got score 15.

The fourteenth was RiskiSyaputra, he found adjective of number in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he did not found. He got score 5.

The fifteenth was Risma, she found adjective of number in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 2 adjectives of number. She got score 15.

The sixteenth was Rita Nasution, she found adjective of number in the text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 1 adjective of number. She got score 10.

The seventeenth was Rusmiati, she did not found adjective of number in text one Mantu's Little Elephant and in the text two A Bad Camping, she found 2 adjectives of number. She got score 10.

The eighteenth was SayromaRiski, he found adjective of number in text one Mantu's Little Elephant was 1 and in text two A Bad Camping, he did not found adjective of number. He got score 5.

The nineteenth was Sri Meliana, she found adjective of number in the text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 2. She got score 15.

The twentieth was Suryani, she found adjective of number in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 2. She got score 15.

The twenty-first was Suyono, he found adjective of number in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he did not found adjective. He got score 5.

The twenty-second was Syafaruddin, he found adjective of number in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 2 adjectives of number. He got score 15.

The twenty-third was Toni Chandra, he found adjective of number in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 2 adjectives. He got score 15.

The twenty-fourth was UbaHati, she found adjective of number in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 1 adjective of number. She got score 10.

The twenty-fifth was Yopi Amanda, he found adjective of number in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he did not found adjective of quality. He got score 5.

The twenty-sixth was YuyunAngraini, she found adjective of number in text one Mantu's Little Elephant was 1 and in the text two a Bad Camping, she found 2 adjectives of number. She got score 15.

The twenty-seventh was ZefriMahendra, he found adjective of number in text one Mantu's Little Elephant was 1 and in the txt two A Bad Camping, he did not found. He got score 5.

#### **d. Possessive Adjective**

Based on the result of the test, the researcher described students' found possessive adjective in narrative text. The first was

Kurnia Robby Nst. He found of possessive adjective in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 2 adjectives. He got the score 15.

The second was ManganjuSinaga, he found of possessive adjective in text one Mantu's Little Elephant was 2 and in the text two A Bad Camping, he found 2 possessive adjective. He got score 20.

The third was M AlwiMa'arif, he found possessive adjective in text one Mantu's Little Elaphant was 3 and in the text two A Bad Camping, he found 2 adjectives. He got score 25.

The fourth was M Basir, he found possessive adjective in text one Mantu's Little Elephant was 2 adjectives and in the text two A Bad Camping, he did not found. He got score 10.

The fifth was M RioPerdana, he found possessive adjective in the text one Mantu's Little Elephant was 2 and in the text two A Bad Camping, he found 1possessive adjective. He got score 15.

The sixth was Nanda AlimMajid, he found possessive adjective in the text one Mantu's Little Elephant was 2 and in the text two A Bad Camping, he found 3possessive adjectives. He got score 25.

The seventh was RajuDaulay, he found possessive adjective in text one Mantu's Little Elephant was 3 adjectives and in the text two A Bad Camping, he found 2 adjectives. He got score 25.



The eighth was RahmaYaniSiregar, she found possessive adjective in the text one Mantu's Little Elephant was 2 and in the text two A Bad Camping, he found 3 adjectives. He got score 25.

The ninth was RahmatRizkiHarahap, he found possessive adjective in the text one Mantus' Little Elephant was 1 and in the text two A Bad Camping, he did not found adjective of number. He got score 5.

The tenth was Rama Indriani, she found possessive adjective of number in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 1. She got score 10.

The eleventh was RamauddinPurba, he found possessive adjective in text one Mantu's Little Elephant was 2 and in the text two A Bad Camping, he found 2. He got score 20.

The twelfth was RianSubarno, he found possessive adjective in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 1 possessive adjective. He got score 10.

The thirteenth was RinaAgustinaLubis, she found possessive adjective in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 1 of possessive adjective. She got score 10.

The fourteenth was RiskiSyaputra, he found possessive adjective in text one Mantu's Little Elephant was 2 and in the text two A Bad Camping, he found 2 adjectives. He got score 20.

The fifteenth was Risma, she found possessive adjective in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 1 possessive adjective. She got score 10.

The sixteenth was Rita Nasution, she found possessive adjective in the text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 1 possessive adjective. She got score 10.

The seventeenth was Rusmiati, she found possessive adjective in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, she found 1. She got score 10.

The eighteenth was SayromaRiski, he found possessive adjective of number in text one Mantu's Little Elephant was 1 and in text two A Bad Camping, he did not found adjective of number. He got score 5.

The nineteenth was Sri Meliana, she found possessive adjective in the text one Mantu's Little Elephant was 2 and in the text two A Bad Camping, she found 2. She got score 20.

The twentieth was Suryani, she found possessive adjective in text one Mantu's Little Elephant was 2 and in the text two A Bad Camping, she found 2. She got score 20.

The twenty-first was Suyono, he found possessive adjective in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he did not found adjective. He got score 5.

The twenty-second was Syafaruddin, he found possessive adjective in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 2 adjectives of number. He got score 15.

The twenty-third was Toni Chandra, he found possessive adjective in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he found 2 adjectives. He got score 15.

The twenty-fourth was UbaHati, she found possessive adjective in text one Mantu's Little Elephant was 2 and in the text two A Bad Camping, she found 3of possessive adjectives. She got score 25.

The twenty-fifth was Yopi Amanda, he found possessive adjective in text one Mantu's Little Elephant was 1 and in the text two A Bad Camping, he did not found adjective of quality. He got score 5.

The twenty-sixth was YuyunAngraini, she found possessive adjective in text one Mantu's Little Elephant was 2 and in the text two a Bad Camping, she found 2 possessive adjectives. She got score 20.

The twenty-seventh was ZefriMahendra, he found possessive adjective in text one Mantu's Little Elephant was 1 and in the txt two A Bad Camping, he found 1. He got score 10.

After getting all the data, the researcher found that the students' ability in identifying adjective in narrative text based on all indicators at MTs RaudhatulIslamiah as general is good enough or it was same with the researcher found counted by enough category. Then, there was no student got the score in range 81-100% or very good category.

Next, based on the students' identify adjective in narrative text according to the four indicators found that 27 students of VII-2 students, it can be concluded that there was 2 students got 80 score, there was 1 student got 75 score, there was 3 students got 65 score, there was 7 students got 60 score, there was 3 students got 55 score, there was 1 students got 50 score, there was 4 students got 40 score, there was 1 student got 35 score, there was 2 students got 30 score, there was 2 students got 25, and the last was 1 student got very weak score; it was 20 score in identifying adjective in narrative text.

Furthermore, after analyzing the data that has been collected from the participants, it was gotten that the value of the mean score (M) of the ability of the students at seventh grade of MTs RaudhatulIslamiah in identifying adjective in narrative text in 2014/ 2015 academic year was 51.48 and it can be categories into enough category, and it can be seen on Appendix 4. To know the description about classification or the criteria of the ability of the grade VII-2 students of MTs RaudhatulIslamiah inn

identifying adjective in narrative text in 2014/ 2015 academic year, look the following table:

**Table 5**  
**The Criteria Score Interpretation<sup>1</sup>**

No	Range Score	Category
1	0% - 20%	Very Low
2	21% - 40%	Low
<b>3</b>	<b>41% - 60 %</b>	<b>Enough</b>
4	61% - 80%	High
5	81% - 100%	Very High

Whereas, for looking the classification total of students' ability in identifying adjective in narrative text, here is the table 7:

**Table 7**  
**The Classification of the Students' Ability in Identifying Adjective**  
**in Narrative Text at MTs RaudhatulIslamiah**

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<sup>1</sup>Riduan, *BelajarMudahPenelitianUntuk Guru- Karyawan Dan PenelitiPemula*,(Bandung: Alfabeta, 2005),p.89

No	Classification	Predicate	Total of Student	Percentage
1	0% - 20%	Very Low	1	3.7%
2	21% - 40%	Low	9	33.3%
3	41% - 60%	Enough	11	40.7%
4	61% - 80%	Good	6	22.2%
5	81% - 100%	Very Good	0	0%
<b>Total</b>			<b>27</b>	<b>99.9%= 100%</b>

According to the previous classification, it can be seen that there was 1 student that can be categorized into very low category. It means that there were 3.7% of the student can be classified into very low category. Then, there were 9 students that can be categorized into low category. It means that were 18.5% of students that can be classified to low category. Next, there were 11 students can be categorized into enough categories. It means that there were 55.5% of the students can be classified to enough categories. Then, there were 6 students that can be categorized into good category. It means that there were 22.2% of students can be classified to good category. The last, there was 0 student that can be categorized into very good category. It means that there was

0% of the student can be classified into very good category, or can be said that nobody got very good score in identifying adjective in narrative text at MTs RaudhatulIslamiah.

## **2. Students' Problems in Identifying Adjective in Narrative Text at Seventh Grade in MTs RaudhatulIslamiah Based on Interview**

Based on the result and interview of the students and English teacher, the researcher found problem of students in identifying adjective in narrative text such as problem in adjective of quality, adjective of quantity and possessive adjective.

### **a. Adjective of Quality**

After the researcher interview the students. There are many problem that usually faced by the students of adjective of adjective of quality. The first according to M Basir, he said that learn about adjective is difficult, he did not find adjective of quality in the text.<sup>2</sup>

The second was RahmatRiski, he said that study about adjective of quality is not difficult, but he did not can identify 7 adjectives of quality in the text. When he answered the test, he just found 4 adjectives of quality in the text.<sup>3</sup>

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<sup>2</sup> M Basir, *The Students of Grade VII-2 MTs RaudhatulIslamiahSimatahari*, interview at March 3<sup>rd</sup> 2015.

<sup>3</sup>RahmatRiski, *The Students of Grade VII-2 MTs RaudhatulIslamiahSimatahari*, interview at March 3<sup>rd</sup> 2015

The third was Riski Saputra, he said that is not too difficult about adjective of quality, because he said learn in elementary school, but he added that he did not find in the text two.<sup>4</sup>

The fourth was Risma, she said “it was difficult for me”, she added that she did not find it in the text.<sup>5</sup>

The fifth was Rita Nasution, she said that she did not concentrate in found adjective in the text.<sup>6</sup>

The sixth was Rusmiati, she said that she did not understand about adjective of quality. When she read the text, she did not found adjective of quality in the text.<sup>7</sup>

The seventh according to Suyono, she said every learn English especially adjective she did not understand, and she did not found adjective in the text.<sup>8</sup>

The eighth according to Sayroma Rizky, he said “it was too difficult for me”, he did not understand about adjective of quality.<sup>9</sup>

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<sup>4</sup>Riski Saputra, *Students of Grade VII-2 MTs RaudhatulIslamiah*, interview at March 3<sup>rd</sup> 2015.

<sup>5</sup>Risma, *The Students of Grade VII-2 MTs RaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015.

<sup>6</sup>Rita Nasution, *The Students of Grade VII-2 MTs RaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015

<sup>7</sup>Rusmiati, *The Students of Grade VII-2 MTs RaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015

<sup>8</sup>Suyono, *The Students of Grade VII-2 MTs RaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015.

<sup>9</sup>Sayroma Rizki, *The Students of Grade VII-2 MTs RaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015.



The ninth according to Yopi Amanda, he said that learn about English too difficult, he added he can't found adjective in the text.<sup>10</sup>

The tenth according to ZefriMahendra, he said that he did not focused in found adjective in the text, he also found 2 adjective of quality in the text.<sup>11</sup>

#### **b. Possessive Adjective**

The researcher also got the answer from the students of grade VII-2 MTs RaudhatulIslamiah, the first according to ZefriMahendra.<sup>12</sup>In the second question; what is your problem in identifying possessive adjective in narrative text? Then, he explained that for his problem in identifying adjective in narrative text was difficult. He said “Because I do not understand and I am not concentrate”.

While, according to M Basir said “not understand”.<sup>13</sup> And then according to RiskiSaputra, he also explained that identifying possessive adjective in narrative text was too difficult, because he did not understand about English well.<sup>14</sup>

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<sup>10</sup>Yopi Amanda, *The Students of Grade VII-2 MTs RaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015.

<sup>11</sup>ZefriMahendra, *The Student of Grade VII-2 MTs RaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015.

<sup>12</sup>ZefriMahendra, *The Student Of Grade VII-2 MtsRaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015

<sup>13</sup> M Basir, *The Student Of Grade VII-2 MtsRaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015

<sup>14</sup>RiskiSaputra, *The Student Of Grade VII-2 MtsRaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015

Moreover, according to Yopi Amanda said that identifying adjective in narrative text is too difficult, because he did not understand the teacher explanation.<sup>15</sup>

Further, according to Rita Nasution answered the interview did she not focused to look the lesson. So, she did not found possessive adjective in the text<sup>16</sup>

While, according RahmadRizki told that identifying possessive adjective in narrative text is too difficult, because to answer the test too difficult.<sup>17</sup> And according to Suyono, answered the interview that he did not understand about possessive adjective and narrative text.<sup>18</sup>

Next, according to Rusmiati said that identifying adjective in narrative text is too difficul, she added that she did not understand about possessive adjective and narrative text.<sup>19</sup>

And according to Rizma answered the interview that she did not understand and not focused to the researcher's explanation, she did not found possessive adjective in the text<sup>20</sup>

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<sup>15</sup>Yopi Amanda,*The Student Of Grade VII-2 MtsRaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015

<sup>16</sup> Rita Nasution,*The Student Of Grade VII-2 MtsRaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015

<sup>17</sup>RahmadRizki,*The Student Of Grade VII-2 MtsRaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015

<sup>18</sup>Suyono,*The Student Of Grade VII-2 MtsRaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015

<sup>19</sup>Rusmiati,*The Student Of Grade VII-2 MtsRaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015

The last was Sayroma Rizki said “identifying possessive adjective in narrative text is too difficult for me”.<sup>21</sup>

So, the interview below had given by the researcher after the students had been answered the test. The researcher found that many students had problems in identifying adjective in narrative text; especially about adjective of quality and possessive adjective. Moreover, most of students did not understand identifying adjective of quality and possessive adjective in narrative text, they said that to identify adjective of quality and possessive adjective in narrative text is too difficult.

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

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

In doing the test, there were the treats of time, because the students had many tasks, the other reason because of the range of time when the researcher did the research is they were doing many tasks because on second semester. Besides, the time which was given to the students were not enough

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<sup>20</sup>Risma, *The Student Of Grade VII-2 MtsRaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015

<sup>21</sup>Sayroma Rizki, *The Student Of Grade VII-2 MtsRaudhatulIslamiahSimatahari*, Interview at March 3<sup>rd</sup> 2015

and also the students did not have much time for doing the test. It made them difficult to doing the test. So, the researcher took the sheets 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 the threats of the researcher. The researcher had searched this, research only. Finally, it has been done because the helping from the entire advisors, headmaster and English teacher.

#### **D. Discussion**

Adjective and narrative text must be studied in the junior high school. Adjective and narrative text is learnt in the seventh grade material. Adjective is a word used to describe a noun or pronoun or to give a noun or pronoun a more specific meaning. There are kinds of adjective; adjective of quality, adjective of quantity, adjective of number, possessive adjective. Adjective of quality used to talk about the quality of a person or thing. Adjective of quantity is an adjective used to talk about the quantity or things. Adjective of number is an adjective used to talk about the number of things or persons. And possessive adjective is an adjective used to talk about ownership or possession. Narrative text is the kind of text about story or legend and resolution to amuse and to entertain the reader, there were four elements of narrative text that must be known by the reader like orientation, complication, resolution and coda,

social function or language features of narrative text in which uses past tense and Using adjective to describe personal attitude generally. Knowing all the elements of narrative text, they would be able to write and to read a good narrative text. Relation with this, the result of this research which the title “Students’ Problems in Identifying Adjective in Narrative Text at Seventh Grade in MTs RaudhatulIslamiah” could be categorized into enough category (51.48 score).

To anticipate their difficulties in identifying adjective in narrative text, they needed the solutions or efforts from the English teacher in overcoming their problems. The solutions were given by the English teacher were explained detail or more about adjective and narrative text. Then, the teacher and students discussed again the material about adjective (adjective of quality, adjective of quantity, adjective of number and possessive adjective) and also narrative text, whether there are any other problems that were found by the students. Then, if they did not able to do it, so it was the mistakes. May be they did not hear or pay attention when the English teacher explained about the material.

Next, the checking with friends through discussion was done with expose the interim result that gotten in the discussion with friends that has same research with the researchers and expert people in this research.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After treating the collecting the data, the next steps were taking the conclusion of this research. It is regard important because it can describe the final research itself.

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

1. The ability of students in seventh grade MTs RaudhatulIslamiah in identifying adjective in narrative text was 51.48. It can be categorized into enough categories.
2. The problem of students in seventh grade MTs RaudhatulIslamiah in identifying adjective in narrative text were not too significant; they are: difficulties to tell what adjective they (adjective of quality, adjective of quantity, adjective of number and possessive adjective) in narrative text.
3. The efforts of the English teacher in overcoming the students problem in identifying adjective in narrative text were:
  - a. The English teacher must explain again in a very detail explanation about adjective and narrative text.
  - b. The English teacher ordered the students to bring the dictionary in learning English. If they did not know and understand about the vocabulary that they needed, so they can open dictionary directly.

## **B. Suggestions**

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

1. It is suggested to the headmaster to motivate his teachers to increase their ability in learning English, especially in teaching and learning in identifying adjective in narrative text.
2. It is suggested to the English teacher, before studying of adjective and narrative text, the students had to know many vocabulary of adjective and how to read narrative text in a good reader. The English teacher applies the suitable strategies, methods, ways or procedures which can improve or help the students understand in learning English especially learning adjective and also narrative text.
3. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

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## APPENDIX I

### THE INSTRUMENT OF TEST

#### **A. Introduction**

1. The instrument is used to find out the students' abilities in vocabulary mastery especially adjective. So, do by your self
2. Your answer will not influence your position in this school
3. Your answer will be kept for its confidentially

#### **B. Guideline**

1. Read carefully
2. If you have a question, ask to the researcher
3. Choose the correct answer by yourself
4. Time is given for 60 minutes

#### **C. Indicators**

- Score of every item is 5
- Score of all item is 100

Name: .....
Class: .....

#### **A. Find the adjectives in the narrative text below**

**Underline 10 adjectives in this text and tell what adjective they are (adjective of quality 4, adjective of quantity 1, adjective of number 1, possessive adjective 4)**

## **Text 1**

### **Mantu's Little Elephant**

Little Mantu's lived in a village deep in the jungle where elephant helped the men with their work. These elephant were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest, and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We are so big and tall, but you are so small. You are nothing at all," said one of the big elephant.

Mantu looked up at the huge elephant with a mischievous glint in his eye. "You are so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger". After hearing the word snakes, the elephant screeched and off they went thundering in fright.

"I did say there were snakes?" giggled Mantu."No, I don't think so," smiled Opie. Mantu then climbed upon his little friend' back and went home to village to tell everyone about his foolish elephant.

#### **B. Find the adjectives in the narrative text below**

**Underline 10 adjectives in this text and tell what adjective they are (adjective of quality 3, adjective of quantity 1, adjective of number 2, possessive adjective 4)**

## **Text 2**

### **A Bad Camping**

On December 22<sup>nd</sup>, I went camping. I brought my own preparation such as food, tent, etc. I arrived at 07 o'clock in the evening. It was dark. I quickly set up my tent for it began raining, I set off to explore b jungle and I brought enough food, matches, ropes and a flashlight on my knapsack.

Next, I locked my tent and after I had walked for 2 km, I was tired. Then, I found a steep slope. There was no other way so I climbed the slope. Suddenly, one of my ropes was broken and I was hooked at a casuarinas tree. I screamed for help but no one heard me.

After a few minutes, I turned on my flashlight. A ranger saw the light and he saved me. He did the first aid and he asked me, "Are you injured?" I answered, "Yes, my back is in pain." I will handle it." He bandaged my back. After that, he went to the base camp to search for a help. Not taking a long time, he got back with his friend and they carried a litter and put me on. When the morning came, they took me to the nearest hospital. It was bad experience. The nurse asked me, "Are you okay?" " I am a bit unwell". When the nurse asked, I only smiled.

I knew that I was not recovered yet but I led my life cheerfully. Two weeks later, I back to my village

## **APPENDIX II**

### **A. The Interview Result with Headmaster**

1. When was MTs RaudhatulIslamiah built?

Answer: RaudhatulIslamiah was built on 1973

2. How is the geographical location?

Answer: Geographical location MTs RaudhatulIslamiah on  
Jln Besar Simatahari Kec Kota Pinang Kab Labuhan Batu Selatan

3. How many English teachers are in MTs RaudhatulIslamiah?

Answer: English teacher in MTs RaudhatulIslamiah is one teacher

4. How is the English teacher learning English process?

Answer: The English teacher learn the students is active in class and he  
had certification teacher

### **B. The Interview Result with English Teacher**

1. Have the teacher teach about adjective and narrative text?

Answer : Yes, I have ever touch about adjective and narrative in  
seventh grade

2. How was the problem that usually faced by the student in identifying  
adjective in narrative text?

Answer : The students did not master about the vocabulary and the  
conversation

3. What was the teacher method in learning adjective and narrative text?

Answer : I use communicative, question methods in learning adjective  
and narrative text.

**C. The Interview to the students**

1. Have you are ever listens and learn about adjective and narrative text?
2. How is your ability in identifying adjective in narrative text?
3. What is your problem in identifying adjective in narrative text?

## APPENDIX IV

### The Name of Grade VII-2 MTs Raudhatul Islamiah

#### Padang Rie Desa Simatahari

No	Name	Male/ Female
1	Kurnia Robby Nst	Male
2	Manganju Sinaga	Male
3	M. Alwi Ma'arif	Male
4	M. Basir	Male
5	M. Rio Perdana	Male
6	Nanda Alim Majid Nst	Male
7	Raju Daulay	Male
8	Rahma Yani Siregar	Female
9	Rahmat Rizki Harahap	Male
10	Rama Indriani	Female
11	Ramauddin Purba	Male
12	Rian Subarno	Male
13	Rina Agustina Lubis	Female
14	Riski Syaputra	Male
15	Risma	Female
16	Rita Nasution	Female
17	Rusmiati	Female
18	Sayroma Riski Hasibuan	Male
19	Sri Meliana	Female
20	Suryani Hasibuan	Female
21	Suyono	Male
22	Syafaruddin	Male
23	Toni Chandra Siregar	Male
24	Uba Hati Harahap	Female
25	Yopi Amanda Hasibuan	Male
26	Yuyun Anggraini	Female
27	Zefri Mahendra	Male



### APPENDIX III

#### The Ability of Seventh Grade MTs RaudhatulIslamiah in Identifying Adjective in Narrative Text Based on the test

No Students	Adjective of Quality	Adjective of Quantity	Adjective of Number	Possessive Adjective	Sum
1	30	5	15	15	<b>65</b>
2	20	5	15	20	<b>60</b>
3	10	5	5	10	<b>30</b>
4	20	10	15	15	<b>60</b>
5	10	10	15	25	<b>60</b>
6	5	10	15	25	<b>55</b>
7	15	10	15	25	<b>65</b>
8	25	10	15	10	<b>60</b>
9	15	5	10	20	<b>50</b>
10	15	5	5	5	<b>30</b>
11	20	10	15	20	<b>65</b>
12	30	5	15	10	<b>60</b>
13	25	5	15	10	<b>55</b>
14	5	10	15	10	<b>40</b>
15	20	5	5	10	<b>40</b>
16	5	10	10	10	<b>35</b>
17	15	5	10	10	<b>40</b>
18	10	5	5	5	<b>25</b>

19	30	10	15	20	<b>75</b>
20	35	10	15	20	<b>80</b>
21	20	10	15	15	<b>60</b>
22	5	5	5	5	<b>20</b>
23	20	10	15	15	<b>60</b>
24	15	5	10	25	<b>55</b>
25	10	5	5	5	<b>25</b>
26	35	10	15	20	<b>80</b>
27	15	10	5	10	<b>40</b>
<b>Result</b>	<b>480</b>	<b>205</b>	<b>315</b>	<b>390</b>	<b>1390</b>

Then, the researcher calculated all indicators scoring by using the following mean score formula:

$$= \frac{\sum \text{Score}}{\sum \text{Respondent}} \times 100\%$$

$$= \frac{1390}{27} \times 100\%$$

$$= 51.48 \%$$

## **CURRICULUM VITAE**

### **A. Identify**

Name : WARDATUL FADILA HASIBUAN  
Nim : 10 340 0035  
Place and Birthday : Sabungan, December 05<sup>th</sup> 1991  
Sex : Female  
Religion : Islamic  
Address : Jln. Lintas Sumatera, Langga Payung Kecamatan  
Sungai Kanan Kabupaten Labuhan Batu Selatan

### **B. Parents**

1. Father's Name : USMAN HASIBUAN
2. Mother's Name : NUR ALMIAH SIREGAR

### **C. Educational Background**

1. Graduated from Primary School 114364 Sabungan in 1997- 2003
2. Graduated from Junior High School of MTs S Darussalam in 2003- 2006
3. Graduated from Senior High School of MAN Rantau Prapat in 2006- 2009
4. Be university student in State Institute of Islamic Studies (IAIN)  
Padangsidempuan