



**AN ANALYSIS OF THE STUDENTS' ABILITY
IN IDENTIFYING ADJECTIVES AND ADVERBS IN SENTENCES
AT GRADE VIII SMP N 2 ARSE**

A THESIS

*Submitted to the English Education Study Program of State Collage for Islamic
Studies Padangsidempuan in Partial Fullfilment of the Requirement for the
Degree of Islamic Educational Scholar (S.Pd.I) in English Program*

BY:

ZANNURIYAH PAKPAHAN

Reg. No. 08 340 0078

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
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2013**



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Kepada Yth
Bapak Ketua Sekolah Tinggi
Agama Islam Negeri Padangsidimpuan
di -
Padangsidimpuan

Assalamu 'alaikum Wr. Wb

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap Skripsi a.n **Zannuriyah Pakpahan** yang berjudul **"AN ANALYSIS OF STUDENTS' ABILITY IN IDENTIFYING ADJECTIVES AND ADVERBS IN SENTENCES AT GRADE VIII SMP N 2 ARSE "** Maka kami berpendapat bahwa Skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd. I) dalam Ilmu Tarbiyah pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggung jawabkan Skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas kerja sama yang baik kami ucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb

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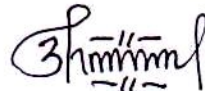
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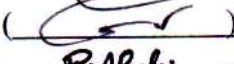
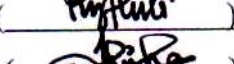




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Pukul 09.30 WIB s/d 12.00 WIB
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Indeks Prestasi Kumulatif/IPK : 3,16
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IDENTIFYING ADJECTIVES AND ADVERBS
IN SENTENCES AT GRADE VIII SMP N 2
ARSE**

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**Telah dapat diterima sebagai salah satu syarat memperoleh gelar
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Firstly, the writer would like to convey her grateful to Allah SWT who has given her healthy, time and chance for finishing this thesis: **“An Analysis of Students’ Ability in Identifying Adjectives and Adverbs in Sentences at Grade VIII SMP N 2 Arse”**. The thesis is written to fulfill one of the requirements for the degree of Islamic educational scholar in the English section at the Tarbiyah Department of State College for Islamic Studies (STAIN) Padangsidempuan.

In writing this thesis, the writer is assisted by some people and instructions. Therefore, in this opportunity the writer would like to express her gratitude to the following people.

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This thesis is still so far from being perfect based on the weakness of the writer. Therefore, the writer expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidimpuan, 08 February 2013



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ABSTRACT

The aims of this research is to know the students' ability in identifying adjectives and adverbs in SMP N 2 Arse, to know difficulties that faced by students in identifying adjectives and adverbs in sentences in SMP N 2 Arse, to know the efforts done by English teacher to overcome the students' difficulties in SMP N 2 Arse.

The research was done in SMP N 2 Arse. The sources of data was the second years students, English teacher and headmaster in SMP N 2 Arse. The kind was qualitative research by using descriptive method. The instrument of data collection was interview and test.

After the research, it was known that the students' ability in identifying adjectives and adverbs in sentences in SMP N 2 Arse can be categorized in to enough category, mean score 53,80%. The students' difficulties in identifying adjectives and adverbs in sentences were poor vocabulary, the lack of mastering grammar, lack of the knowledge to understand characteristic about adjectives and adverbs in sentences. The efforts done by English teacher to overcome the students' difficulties were repeat lesson, gave explanation, exercised and motivated.

Appendix 1

THE LISTS OF INTERVIEW

A. For Teacher

1. How is the student's ability in learning adjective and adverb?
2. Do the students identifying adjective and adverb in sentence?
3. Can the students distinguish between adjective and adverb in sentence?
4. Do the students able to add suffix -ly in adverb?
5. Can the students mention words in adjectives?
6. Can the students mention words in adverbs?

B. For Students

1. Is it difficult to learn adjective and adverb?
2. Which one is difficult?
3. Do you know kinds of adjective?
4. Do you Know kinds of adverb?
5. Mention 5 adjectives and 5 adverbs?

Appendix II

INTERVIEW TO HEADMASTER

1. How many office in SMP N 2 Arse?
2. How many classroom in SMP N 2 Arse?
3. How many teachers in SMP N 2 Arse?
4. How many students in SMP N 2 Arse?
5. How many rooms in SMP N 2 Arse?

WAWANCARA DENGAN KEPALA SEKOLAH

1. Berapa banyak kantor yang ada di SMP N 2 Arse?
2. Berapa banyak ruang belajar yang ada di SMP N 2 Arse?
3. Berapa orang guru yang ada di SMP N 2 Arse?
4. Berapa orang siswa yang ada di SMP N 2 Arse?
5. Berapa ruangan yang ada di SMP N 2 Arse?

Appendix V

The description score of the students' ability in identifying Adjectives and Adverbs in Sentences at Grade VIII SMP N 2 Arse.

1. Question Number 1: Adjective of Quantity

He did not eat any rice

No	The Alternative Answer	F	%
1.	<u>He</u> did not eat any rice	2	4%
2.	He did not <u>eat</u> any rice	16	32%
3.	He did not eat <u>any</u> rice	22	44%
4.	He did not eat any <u>rice</u>	10	20%
	Total	50	100%

2. Question Number 2: Adjective of Quantity

Tina has little intelligence

No	The Alternative Answer	F	%
1.	Tina has little <u>intelligence</u>	6	12%
2.	Tina <u>has</u> little intelligence	3	6%
3.	<u>Tina</u> has little intelligence	4	8%
4.	Tina has <u>little</u> intelligence	37	74%
	Total	50	100%

3. Question Number 3: Adjective of Quantity

“My mother ate some rice”

No	The Alternative Answer	F	%
1.	My	8	16%
2.	Mother	5	10%
3.	Some	31	62%
4.	Rice	6	12%

	Total	50	100%
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4. Question Number 4: Adjective of Quantity

“Sari has great shop in the Medan”

No	The Alternative Answer	F	%
1.	Great	33	66%
2.	Shop	5	10%
3.	Medan	6	12%
4.	Sari	6	12%
	Total	50	100%

5. Question Number 5: Adjective of Quantity

“Siti looks ... clever”

No	The Alternative Answer	F	%
1.	Enough	15	30%
2.	Great	12	24%
3.	Has	16	32%
4.	Like	7	14%
	Total	50	100%

6. Question Number 6: Adjective of Quantity

“The whole rice has bought”

No	The Alternative Answer	F	%
1.	Rice	8	16%
2.	The	7	14%
3.	Bought	11	22%
4.	Whole	24	48%
	Total	50	100%

7. Question Number 7: Adjective of Quantity

“ The hand has ... fingers.”

No	The Alternative Answer	F	%
1.	Seven	6	12%
2.	Three	8	16%
3.	Five	29	58%
4.	One	7	14%
	Total	50	100%

8. Question Number 8: Adjective of Number

“There are thirty days in the month.”

No	The Alternative Answer	F	%
1.	There	6	12%
2.	Days	4	8%
3.	Month	6	12%
4.	Thirty	34	68%
	Total	50	100%

9. Table 10 Question Number 9: Adjective of Number

Some boys are clever

No	The Alternative Answer	F	%
1.	<u>Some</u> boys are clever	25	50%
2.	Some <u>boys</u> are clever	5	10%
3.	Some boys <u>are</u> clever	10	20%
4.	Some boys are <u>clever</u>	10	20%
	Total	50	100%

10. Question Number 10: Adjective of Number

There are no pictures in this book

No	The Alternative Answer	F	%
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1.	<u>There</u> are no pictures in this book	6	12%
2.	There are <u>no</u> pictures in this book	23	46%
3.	There are no <u>picture</u> s in this book	9	18%
4.	There are no pictures in <u>this book</u>	12	24%
	Total	50	100%

11. Question Number 11: Adjective of Number

“Sunday is the ... day in the week.”

No	The Alternative Answer	F	%
1.	First	42	84%
2.	Sunday	3	6%
3.	Week	1	2%
4.	Day	4	8%
	Total	50	100%

12. Question Number 12: Demonstrative Adjective

“Look at ... beautiful birds over there.”

No	The Alternative Answer	F	%
1.	Those	18	36%
2.	This	19	38%
3.	These	5	10%
4.	That	8	16%
	Total	50	100%

13. Question Number 13: Demonstrative Adjective

“ ... is delicious cake.”

No	The Alternative Answer	F	%
1.	Those	3	6%

2.	These	4	8%
3.	Their	4	8%
4.	This	39	78%
	Total	50	100%

14. Question Number 14: Demonstrative Adjective

“These shirts are fit for me.”

No	The Alternative Answer	F	%
1.	Shirts	8	16%
2.	These	35	70%
3.	Fit	2	4%
4.	Me	5	10%
	Total	50	100%

15. Question Number 15: Demonstrative Adjective

“This is Lucia’s car.”

No	The Alternative Answer	F	%
1.	Is	6	12%
2.	Lucia’s	8	16%
3.	Car	5	10%
4.	This	31	62%
	Total	50	100%

16. Question Number 16: Demonstrative Adjective

“That is the ruler.”

No	The Alternative Answer	F	%
1.	That	31	62%
2.	Is	5	10%

3.	A	5	10%
4.	Ruller	9	18%
	Total	50	100%

17. Question Number 17: Demonstrative Adjective

“That boy is industrious.”

No	The Alternative Answer	F	%
1.	Boy	7	14%
2.	That	22	44%
3.	Is	13	26%
4.	Industrious	8	16%
	Total	50	100%

18. Question Number 18: Possessive Adjective

“I like me job.”

No	The Alternative Answer	F	%
1.	Mine	3	6%
2.	I	2	4%
3.	My	39	78%
4.	Myself	6	12%
	Total	50	100%

19. Question Number 19: Possessive Adjective

“SBY is us president.”

No	The Alternative Answer	F	%
1.	Our	30	60%
2.	Their	8	16%
3.	My	11	22%

4.	Mine	1	12%
	Total	50	100%

20. Question Number 20: Possessive Adjective

“We love us profession.”

No	The Alternative Answer	F	%
1.	Their	3	6%
2.	Our	28	56%
3.	Its	12	24%
4.	His	7	14%
	Total	50	100%

21. Question Number 21: Possessive Adjective

“She husband is a doctor.”

No	The Alternative Answer	F	%
1.	Him	4	8%
2.	Hers	5	10%
3.	Her	33	66%
4.	Our	8	14%
	Total	50	100%

22. Question Number 22: Possessive Adjective

“It door is broken.”

No	The Alternative Answer	F	%
1.	I	3	6%
2.	Itself	4	8%
3.	You	6	12%
4.	Its	37	74%

	Total	50	100%
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23. Question Number 23: Possessive Adjective

“My mother buys some chilies in the market.”

No	The Alternative Answer	F	%
1.	Mother	8	16%
2.	My	31	62%
3.	Boys	9	18%
4.	Some	2	4%
	Total	50	100%

24. Question Number 24: Exclamatory Adjective

No	The Alternative Answer	F	%
1.	Whose book is this?	6	12%
2.	Which way shall we go?	7	14%
3.	What folly!	18	36%
4.	What is your name?	19	38%
	Total	50	100%

25. Question Number 25: Exclamatory Adjective

“What piece of work is man.”

No	The Alternative Answer	F	%
1.	Piece	4	8%
2.	What	31	62%
3.	Work	11	22%
4.	Man	4	8%
	Total	50	100%

26. Question Number 26: Exclamatory Adjective

“what a blessing!”

No	The Alternative Answer	F	%
1.	Possessive adjective	5	10%
2.	Adjective of number	3	6%
3.	Exclamatory adjective	32	64%
4.	Adjective of quantity	10	20%
	Total	50	100%

27. Question Number 27: Adverb of Manner

“Fahmi walks very carefully.”

No	The Alternative Answer	F	%
1.	Walks	8	16%
2.	Fahmi	6	12%
3.	Very	11	22%
4.	Carefully	25	50%
	Total	50	100%

28. Question Number 28: Adverb of Manner

“He can speak English well.”

No	The Alternative Answer	F	%
1.	Can	7	14%
2.	Speak	7	14%
3.	Well	28	56%
4.	English	8	50%
	Total	50	100%

29. Question Number 29: Adverb of Manner

“Imah walked ...”

No	The Alternative Answer	F	%
1.	Slowly	22	44%
2.	Fluently	6	12%
3.	Well	12	24%
4.	Soundly	10	20%
	Total	50	100%

30. Question Number 30: Adverb of Manner

“Rudi drives motorcycle very fast.”

No	The Alternative Answer	F	%
1.	<u>Rudi</u> drives motorcycle very fast	5	10%
2.	Rudi <u>drives</u> motorcycle very fast	13	26%
3.	Rudi drives <u>motorcycle</u> very fast	15	30%
4.	Rudi drives motorcycle very <u>fast</u>	17	34%
	Total	50	100%

31. Question Number 31: Adverb of Manner

Ali speaks very clearly

No	The Alternative Answer	F	%
1.	Ali speaks very <u>clearly</u>	24	48%
2.	Ali <u>speaks</u> very clearly	9	18%
3.	<u>Ali</u> speaks very clearly	7	14%
4.	Ali speaks <u>very</u> clearly	10	20%
	Total	50	100%

32. Question Number 32: Adverb of Manner

“My brother sleeps very soundly.”

No	The Alternative Answer	F	%
1.	Sleeps	12	24%
2.	Soundly	19	38%
3.	My	12	24%
4.	Brother	7	14%
	Total	50	100%

33. Question Number 33: Adverb of Place

“When will you go there.”

No	The Alternative Answer	F	%
1.	When	4	8%
2.	Go	7	14%
3.	You	4	8%
4.	There	35	70%
	Total	50	100%

34. Question Number 34: Adverb of Place

“How often does he come here a week.”

No	The Alternative Answer	F	%
1.	Often	8	16%
2.	Here	31	62%
3.	Week	7	14%
4.	Come	4	8%
	Total	50	100%

35. Question Number 35: Adverb of Place

My father is at home

No	The Alternative Answer	F	%
1.	My father is <u>at home</u>	29	58%
2.	My <u>father</u> is at home	5	10%
3.	<u>My</u> father is at home	12	24%
4.	My father <u>is</u> at home	4	8%
	Total	50	100%

36. Question Number 36: Adverb of Place

“Please, meet me outside the school.”

No	The Alternative Answer	F	%
1.	School	15	30%
2.	Meet	7	14%
3.	Please	8	16%
4.	Outside	20	40%
	Total	50	100%

37. Question Number 37: Adverb of Place

“I go to market.”

No	The Alternative Answer	F	%
1.	I	9	18%
2.	Go	8	16%
3.	To	9	18%
4.	Market	24	48%
	Total	50	100%

38. Question Number 38: Adverb of Place

“Don’t go far.”

No	The Alternative Answer	F	%
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1.	Don't	12	24%
2.	Go	12	24%
3.	Far	5	18%
4.	Tidak ada	21	42%
	Total	50	100%

39. Question Number 39: Adverb of Time

“I have heard this before.”

No	The Alternative Answer	F	%
1.	Before	18	36%
2.	I	4	8%
3.	This	18	36%
4.	Have	10	20%
	Total	50	100%

40. Question Number 40: Adverb of Time

“I hurt my knee yesterday.”

No	The Alternative Answer	F	%
1.	I	6	12%
2.	Hurt	4	8%
3.	Yesterday	37	74%
4.	Knee	3	6%
	Total	50	100%

41. Question Number 41: Adverb of Time

“Lisa formerly lived here.”

No	The Alternative Answer	F	%
1.	Lisa <u>formerly</u> lived here	25	50%

2.	<u>Lisa</u> formerly lived here	4	8%
3.	Lisa formerly <u>lived</u> here	14	28%
4.	Lisa formerly lived <u>here</u>	7	14%
	Total	50	100%

42. Question Number 42: Adverb of Time

“I will go to Padangsidimpuan tomorrow.”

No	The Alternative Answer	F	%
1.	Go	8	16%
2.	Sidempuan	8	16%
3.	I	7	14%
4.	Tomorrow	27	54%
	Total	50	100%

43. Question Number 43: Adverb of Time

“We still study in the class.”

No	The Alternative Answer	F	%
1.	Still	28	56%
2.	We	8	16%
3.	In	2	4%
4.	Study	12	24%
	Total	50	100%

44. Question Number 44: Adverb of Time

“He comes here daily.”

No	The Alternative Answer	F	%
1.	Comes	14	28%
2.	Daily	17	34%

3.	Here	10	20%
4.	He	9	18%
	Total	50	100%

45. Question Number 45: Adverb of Frequency

“Tika does not like coffee so she ... drinks it.”

No	The Alternative Answer	F	%
1.	Always	21	42%
2.	Sometimes	3	6%
3.	Often	13	26%
4.	Never	13	26%
	Total	50	100%

46. Question Number 46: Adverb of Frequency

“He often makes mistakes.”

No	The Alternative Answer	F	%
1.	Often	19	38%
2.	He	12	24%
3.	Makes	13	26%
4.	Mistakes	6	12%
	Total	50	100%

47. Question Number 47: Adverb of Frequency

“Iqbal seldom comes here.”

No	The Alternative Answer	F	%
1.	Comes	8	16%
2.	Seldom	23	46%
3.	Here	11	22%

4.	Iqbal	8	12%
	Total	50	100%

48. Question Number 48: Adverb of Frequency

“sometimes, Anti goes to market.”

No	The Alternative Answer	F	%
1.	<u>Sometimes</u> Anti goes to market	21	42%
2.	Sometimes <u>Anti</u> goes to market	3	6%
3.	Sometimes Anti <u>goes</u> to market	16	32%
4.	Sometimes Anti goes <u>to market</u>	10	20%
	Total	50	100%

49. Question Number 49: Adverb of Frequency

“They did it once.”

No	The Alternative Answer	F	%
1.	They <u>did</u> it once	8	16%
2.	They did it <u>once</u>	23	46%
3.	They did <u>it</u> once	7	14%
4.	<u>They</u> did it once	12	24%
	Total	50	100%

50. Question Number 50: Adverb of Frequency

“She seldom comes late.”

No	The Alternative Answer	F	%
1.	Seldom	31	62%
2.	Comes	4	8%
3.	Late	7	14%
4.	She	8	16%

	Total	50	100%
--	-------	----	------

31.	0	0	2	2	2	0	2	2	2	2	2	0	2	0	0	2	0	0	0	2	2	2	2	2	2	0	0	2	2	2	2	2	2	0	2	2	0	2	2	2	0	0	2	0	2	2	64
32.	0	0	2	2	2	0	2	2	2	2	2	0	2	2	2	2	0	2	0	0	2	0	0	0	2	2	2	2	0	2	0	2	0	2	2	2	2	2	2	2	0	2	2	0	2	2	68
33.	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2	0	2	2	2	0	2	2	0	2	0	0	2	2	2	2	0	0	2	0	0	0	0	2	0	0	2	2	66			
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36.	2	2	2	2	2	0	0	0	0	2	0	2	2	2	0	0	2	2	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	0	0	2	38			
37.	0	2	0	0	0	0	0	0	0	0	2	2	0	0	0	0	2	0	0	0	2	0	2	2	2	0	0	2	2	2	0	2	2	2	0	0	0	2	2	2	0	0	0	2	36		
38.	2	2	0	2	2	0	2	2	0	2	2	0	0	2	0	0	2	2	2	0	0	2	2	2	0	0	2	2	2	0	2	0	2	0	0	0	0	0	2	0	0	0	2	44			
39.	0	2	2	2	0	0	0	2	0	0	2	2	2	2	2	2	2	2	2	2	2	0	2	2	0	0	2	2	2	2	0	0	0	0	2	2	0	2	2	0	0	0	2	2	60		
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41.	0	2	0	2	0	0	0	2	0	0	2	2	2	2	2	0	2	2	2	2	2	0	2	2	2	0	2	0	2	0	2	0	2	0	2	2	2	2	2	2	0	2	2	64			
42.	0	2	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2	2	2	2	2	0	0	2	0	0	0	2	2	2	2	0	2	0	2	2	0	2	2	0	0	0	2	42			
43.	2	2	2	2	0	2	2	0	2	0	2	2	2	2	2	2	2	2	2	2	2	0	2	2	0	2	2	2	0	0	2	2	2	2	2	2	2	0	0	0	0	0	2	70			
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45.	2	2	2	2	0	0	2	2	2	2	2	0	2	2	2	2	2	0	2	2	0	2	2	2	2	2	2	0	2	2	0	2	0	0	2	0	0	2	2	2	0	0	0	2	66		
46.	0	2	2	0	0	0	0	2	0	0	0	2	2	0	0	2	2	2	0	0	0	2	2	2	0	2	0	0	0	2	2	2	0	2	0	0	2	0	0	2	0	0	2	42			
47.	0	0	0	0	0	2	2	2	2	2	2	0	0	2	2	0	0	0	2	2	0	0	0	0	0	2	2	0	0	0	2	2	2	0	2	2	2	0	2	2	0	0	2	46			
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49.	0	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	0	0	2	0	0	2	2	2	2	2	0	2	2	0	0	2	0	2	2	0	2	2	0	2	2	0	2	70			
50.	0	2	2	2	2	2	2	0	0	2	2	0	2	2	2	2	2	0	0	2	0	0	0	2	0	0	0	0	0	0	2	0	2	2	2	0	0	2	0	0	0	0	0	46			
The sum result score of collecting data																														2690																	

The researcher calculated the score by using the formula:

$$\begin{aligned}
 & \frac{\sum \text{score}}{\sum \text{respondent} \times \sum \text{items} \times \text{highest value of items}} \times 100\% \\
 & = \frac{2690}{50 \times 50 \times 2} \times 100\% \\
 & = \frac{2690}{5000} \times 100\% \\
 & = 53,8\%
 \end{aligned}$$

CURICULUM VITAE

A. Identity :

1. Name : Zannuriyah Pakpahan
2. Reg. No : 08 340 0078
3. Place/Date of Birth : Tebing Tinggi, 7 January 1991
4. Sex : Female
5. Address : Lumban Lobu Kec. Arse

B. Parents' Name :

1. Fathers' Name : Marahot Pakpahan
2. Mothers' Name : Mahdalena Siregar

C. Educational Background:

1. Primary School : SD N 163094, Finish 2002
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3. Senior High School : Pondok Pesantren Jabalul Madaniyah Sijunggang,
Finish 2008
4. Institute : State Collage for Islamic Studies (STAIN)
Padangsidimpuan, Finish 2013



KEMENTRIAN AGAMA
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Sekretariat : Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan 22733

Nomor : Sti.14/USB/P /2012
Lamp : -
Hal : Pembimbing Skripsi

Padangsidimpuan, 09 April 2012
Kepada Yth :
Bapak/Ibu
1. Rayendriani Fahmei Lubis, M.Ag
2. Eka Sustri Harida, M.Pd
Dosen STAIN Padangsidimpuan
di -
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa di bawah ini sebagai berikut:

Nama : **Zannuriyah Pakpahan**
Nim : **08.340 0078**
Jurusan / Prog.studi : **Tarbiyah/TBI-2**
Judul Skripsi : **Students' Ability In Identifying Adjectives and Adverbs in Sentences at Grade VIII SMP N 2 Arse**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak / Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak / Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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KEPALA UNIT BINA SKRIPSI

Drs. AGUS SALIM LUBIS, M. Ag
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PEMBIMBING I

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www.stainpadangsidimpuan.ac.id

Padangsidimpuan, 02 Oktober 2012

Nomor : Sti.14/I.B.4/PP.00.9/ 1790 /2012

Lamp : -

Hal : **Mohon Bantuan Informasi**
Penyelesaian Skripsi

Kepada Yth,
Kepala SMP Negeri 2
Arse
di-

Tempat

Assalamu'alaikum Wr.Wb

Dengan Hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama : Zannuriyah Pakpahan
Nomor Induk Mahasiswa : 08. 340 0078
Jurusan/Prog.Studi : Tarbiyah / TBI-2
Alamat : Lumban Lobu Kec. Arse

adalah benar mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul " **Students' Ability in Identifying Adjectives and Adverbs in Sentences at Grade VIII SMP N 2 Arse**".

Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikianlah disampaikan, atas kerja sama yang baik diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb


Ketua
Pembantu Ketua I
H. Irwan Saleh Dalimunthe, MA
NIP. 6610615 199103 1 004



PEMERINTAH KABUPATEN TAPANULI SELATAN
DINAS PENDIDIKAN
SMP NEGERI 2 ARSE
JALAN SIMANGAMBAT ARSE KODE POS 22747

SURAT KETERANGAN IZIN PENELITIAN

Nomor : 420/ 093 / SMP.2/2012

Menindak lanjuti surat dari Pembantu Ketua I Sekolah Tinggi Agama Islam Negeri Padangsidimpuan Nomor : Sti.14/I.B.4/PP.00.9/790 Hal Permohonan Bantuan Informasi Penyelesaian Skripsi , dengan ini kami memberikan izin kepada saudara,

N a m a : ZANNURIYAH PAKPAHAN
N P M : 08. 340 0078
Jurusan / Prog. Studi : Tarbiyah / TBI..2
Alamat : Lingk. Lumbanlobu Kec. Arse
 Kabupaten Tapanuli Selatan

Untuk melaksanakan Penelitian di SMP Negeri 2 Arse Kecamatan Arse Kabupaten Tapanuli Selatan sesuai dengan Penelitiannya yang berjudul :

“ Students’ Ability in Identifying adjectives and adverbs in Sentences at Grade VIII SMP Negeri 2 Arse “

Demikian surat keterangan ini diperbuat agar dapat dipergunakan seperlunya

ARSE, 16 Oktober 2012



CHAPTER I

INTRODUCTION

A. Background of the Problems

Language is a tool of communication. Without language, people cannot communicate because language is very important for human life. However, language is use by people in their society to communicate to others. Such as, people communicate to other people by using language, as well as Indonesian, or territory language or English. There are also many languages in the word that can be used by theirs native speakers to interact to other people. One of the most popular language that can be used by people from different countries both as second and as foreign language is English. It is also stated as an international language. So, language can be meant as communication that usedfor interaction.

Meanwhile language is a system for the expression of the meaning reflected in the structure of the language as an instrument to express meaning. With language, people can understand meaning language easily. Then, it also useful to enable people to think it well.

English is one of the languages which is spoken by most people as a medium of international communication. In using English to interact, the main purpose is to convey ideas, thoughts opinion and comment in both oral and written forms. English is used also in newspapers, magazine, scientific books, and

television all over the world. English is international language very important to study.

In Indonesia, English is used as a foreign language. It has been one of the compulsory subjects which must be learnt by students from junior high school up to university levels. It means that beside another subjects, English should be studied by every student in their level education. It has been studied for several years in school, and the students should be able to use it in their daily life. They have studied vocabulary, grammar, speaking, and others.

Actually, the students of grade VIII SMP N.2 Arse cannot be able to use English in their daily life. They cannot write in English well. According to Miss. Aslina Wati Batubara that the disability of the students in writing English caused of their ability in mastering vocabulary is still low. It makes them cannot use English well. Then, it is also caused of situation. Students did not study English outside school such as course, they only studied English at school. Although they have studied this language for several years, they still cannot use English well.¹

Actually, the people or the students who learn much will be good beside of Allah, as stated in the Qur'an Surah Al-Mujadalah verse 11 below:

وَإِذَا قِيلَ اذْهَبُوا فَانْهَبُوا يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ

دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

¹Aslina Wati Batubara S.Pd, English Teacher of SMP N 2 Arse, *Private Interviews*, at 04th September 2012.

Meaning: “And when you are told to rise up (for prayers, jihad, or for any other good deed), rise up. Allah will exalt in degree those of you who believe, and those who have been granted knowledge. And Allah is well – Acquainted with what you do”.²

Based on the verse of Al-Qur’an above, it is known that Allah likes the people who learn more. Allah will exalt in a degree who have much knowledge. Thus, everybody should take knowledge, as well as in this world or life after.

Actually, adjectives and adverbs are some parts of speech include in vocabulary. Adjectives are words that modify nouns and pronouns. Adverbs in the other hand modify verbs, adjectives and other adverbs. Sometimes adverbs will modify a whole clause or entire sentences too. When considering whether to use an adjectives or an adverbs (example: slow or slowly) always look for those part of speech that you are intent on modifying. It is common adjectives to be confused with adverbs by people who are unfamiliar with English grammar. However, this error can be avoided if students remember that many adverb are formed by adding – ly to an adjective. For example: sad and happy are adjectives, but sadly and happily are adverbs.

The other problem of students is lacking of mastering sentences. A sentence is a group of words that express a complete idea and includes a subject and a verb.

²Abdul Malik Mujahid, *The Noble Qur’an in the English Language* (Saudi Arabia: Maktaba Dar-us-salam, 1993) p. 854.

In writing a sentence, students often meet word adjectives and adverbs. The students are still difficult for placing adjective and adverb in sentences.

Example: Jannah is very quiet (adjective)

Jannah speaks very quietly (adverb)

Further, adjective and adverb are part of speech that easy for being studied. Moreover, adjective and adverb often found in daily life. But in SMP N.2 Arse, the students' ability adjective and adverb can be said low, because students only remembered it when they studied. After finishing study, students are not conscious that around them many adjectives and adverbs. Adjectives and adverb looked very easy, when it is in sentences, but students donot know how to put adjective and adverb in sentences. Then, often found students cannot use adverb well. Example, sometimes the students can not differentiate where is adverb and where is adjective or they do not know position of adverb exactly in sentences, whereas, student has studied English for 3 years in SMP.

Students' difficulties presences not only come from students alone, but also come from other. It can come from teachers when they teach English, they do not use various method or strategies that are interest for the students. Thus, it made the students is lazy or bore to study.³

By looking at the reason above, the writer is interested to choose the topic **“An Analisis of Students' Ability in Identifying Adjectives and Adverbs in Sentences at Grade VIII SMP N 2 Arse”**.

³ Observation, in SMP N 2 Arse, at 04th September 2012.

B. Focus of the Research

As has been mentioned before, this research is dealing with identifying adjectives and adverbs in sentences. In this topic, the researcher only limited to adjective (adjective of quantity, adjective of number, demonstrative adjective, possessive adjective, exclamatory adjective), and adverb (adverb of manner, place, time, frequency), in simple sentence.

C. Definitions of Terminologies

1. Student is person who is studying at a college of university, person studying at secondary school, any person interested in a particular subject.⁴
2. Ability is a level of skill or intelligence.⁵
3. Identifying is recognize somebody or something and be able to say who or what they are.⁶
4. Adjective is a word used to express the quality, quantity, number and to point out the person or thing is regarded as an adjective.⁷ Adjectives are words, typically with nouns, to provide more information about the things referred to (**happy** people, **large** objects, a **strange** experience).⁸

⁴A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000) p. 441.

⁵*Ibid.*, p. 2.

⁶*Ibid.*, p. 672.

⁷Jayanthi Dakshina Murthy, *Contemporary English Grammar* (Delhi: Book Palace, 2003) p. 33.

⁸George Yule, *The Study of Language* (Cambridge: Cambridge University Press, 2010) p. 82.

5. Adverb is a word which modifies the meaning of a verb, an adjective or another adverb is known as an adverb.⁹Adverbs are words used, typically with verbs, to provide more information about actions, states and events (slowly, yesterday). Some adverbs (really, very) are also used with adjectives to modify information about things (**Really** large objects move **slowly**. I had a **very** strange experience **yesterday**).¹⁰

6. Sentence is a group of word which makes complete sense.¹¹Sentence has 4 kinds of sentence. So, the researcher only limit with simple sentence.

Ability in identifying adjectives and adverbs in sentences in this research means a level of skill on the students to recognize adjectives and adverbs in a sentence at grade VIII SMP N 2 Arse.

D. Formulation of the Problem

1. Howwere students' ability in identifying adjectives and adverbs in sentences at grade VIII SMP N 2 Arse?
2. Whatwere students' difficulties in identifying adjectives and adverbs in sentences at grade VIII SMP N 2 Arse?
3. Whatwere the teachers' efforts to overcome the students' difficulties in identifying adjectives and adverbs in sentences at grade VIII SMP N 2 Arse?

⁹*Ibid.*, p. 180.

¹⁰George Yule, *Loc.Cit.*

¹¹*Ibid.*, p. 235.

E. Aims of the Research

1. To know the students' ability in identifying adjectives and adverbs in sentences at grade VIII SMP N 2 Arse.
2. To know the students' difficulties in identifying adjectives and adverbs in sentences at grade VIII SMP N 2 Arse.
3. To know the teachers efforts to overcoming the students' difficulties in identifying adjectives and adverbs in sentences at grade VIII SMP N 2 Arse.

F. Significances of the Research

The writer hopes this research can be useful for:

1. Headmaster of SMP N 2 Arse to make a better concept with giving facilities in teaching English in the school.
2. The teachers of English at SMP N 2 Arse as a reference in teaching writing to the students in the future.
3. Next researchers who like to develop the research to this topic.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Review

1. Students' Ability

Students' ability comes from two words; students and ability. Students, according to Oxford Dictionaries is person who is studying at a collage of university, person studying at secondary school, any person interested in a particular subject.¹ A student is a learner, or someone who attends and educational institution. In some nations, the English term (or its cognate in another language) is reserved for those who attend university, while a schoolchild under the age of eighteen is called a pupil in English (or an equivalent in other language), although in the United States a person enrolled in grades K – 12 is often called a student. In its widest use, student is used for anyone who is learning.²

In Oxford dictionary stated that ability is level of skill or intelligence.³ Ability is the quality of being able to something especially the physical, mental and even financial responsibilities. May even the legal way of doing something.⁴

¹ A.S Hornby, *Loc. Cit.*

² <http://en.wikipedia.org/wiki/Sudetnt>

³ A.S Hornby, *Loc. Cit.*

⁴ http://answer.ask.com/science/phsycology/what_is_ablity

According to Woodwooth and Marquis, the word “ability” has three meanings, they are:

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b. Capacity is potential ability and can be measured by unstraight, the individual’s capacity.
- c. Aptitude is quality and can be expressed by especially training.⁵

So, students’ ability in this thesis meant the achievement of person who is studying at secondary school.

2. Adjectives

a. Definition of Adjectives

Adjectives is a word used 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.⁶ Adjective is a word used to express the quality, quantity, number and to point the person or thing is regarded as an adjective.⁷ Adjective is a word that describes a thing or a person.⁸ Adjective is a modifier that has grammatical property of comparison. It is often identified by special

⁵ H. Dauglas Brown, *Teaching by Principles and Interactive Approach to Language Pedagogy* (New Jersey: Engle Wood Cliffs, 2001) p. 236.238.

⁶Wren and Martin, *High School English Grammar and Composition* (N.D.V: Parsada Rao: 1990) p. 16.

⁷Jayanthy Dakshina Murthy, *Loc.Cit.*

⁸A. S. Hornby, *Op. Cit.*, p. 16.

derivational endings or by special adverbial modifiers that precede it. It most usual position is before the noun it modifies, but it fills other position as well.⁹

Further, adjectives are nearly always used in connection with a noun or pronoun to give information about the person, thing, or group referred to. When this information is not the main purpose of a statement, adjectives are placed in front of a noun, as in 'hot coffee'. Adjectives which are used in a noun group are said to be used attributively.¹⁰

So, adjective is a word with a noun to describe or point out the person or thing and used to express the quality, quantity and number.

b. Kinds of Adjective

Adjectives are divided into ten types, namely:

- 1) Adjective of quality
- 2) Adjective of quantity
- 3) Adjective of number
- 4) Demonstrative adjective
- 5) Distributive adjective
- 6) Interrogative adjective
- 7) Possessive adjective
- 8) Emphasizing adjective
- 9) Exclamatory adjective

⁹Marcella Frank, *Modern English a Practical Reference Guide* (New York: Prentice Hall Inc, 1992) p. 109.

¹⁰Collin Cobuild, *English Grammar* (London: Harper Collins Publishers, 1990) p. 63.

10) Proper adjective¹¹

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

1) Adjective of Quantity

According to Jayanthi, an adjective used to talk about the quantity of thing is known as adjective of quantity.¹² Beside Wren & Martin that adjective of quantity show how much of a thing is meant.¹³ So, adjective quantity describe how much of a thing is a meant.

Ex: little, much, enough, no, any, whole, same, all, great, half, sufficient

Example: There is a **little** milk in the jug.

There are **all** people in the room.

Fahmi have a **great** market.

2) Adjective of Number

According to Jayanthi, an adjective used to talk about the number of thing or person known as adjective of number.¹⁴ Then according to Wren & Martin, “adjective of number show how many persons or things are meant, or in what order a person or thing stands”.¹⁵ So, adjective of number indicate how many persons or things are meant.

Ex: five, few, no, many, all, some, most, several, first, any, one.

¹¹ Jayanthi Dakshina Murthy, *Loc. Cit.*

¹² *Ibid.*

¹³ Wren and Martin, *Op. Cit.*, p. 17.

¹⁴ Jayanthi Dakshina Murthy, *Op. Cit.*, p. 34.

¹⁵ Wren and Martin, *Loc. Cit.*

Example: She wrote **six** papers for her B.A.

Tina saves **some** letter in his table.

Most boys like cricket.

3) Demonstrative Adjective

Jayanthi said that an adjective used to point out which person or thing we speak about is known as demonstrative adjective.¹⁶ Wren & Martin said that “demonstrative adjective (point out) which person or thing is meant”.¹⁷ So, demonstrative adjective is point out nouns, always answer the question **which one**?

Ex: This, that, these, those, such.

Example: **This** book is very interesting.

That boys is industrious.

These mangoes are sour.

4) Possessive Adjective

According to Jayanthi, an adjective used to talk about ownership or possession is known as possessive adjective.

Ex: my, your, our, his, her, its, their.

Example: **My** mother is a teacher.

Your sister is a nurse.

Our teacher is a beautiful.

¹⁶Jayanthi Dakshina Murthy, *Loc. Cit.*

¹⁷Wren and Martin, *Op. Cit.*, p. 18.

5) Exclamatory Adjective

Jayanthi said that exclamatory adjective is the word ‘**what**’ is known as an exclamatory adjective.¹⁸ Wren & Martin said that “exclamatory adjective is the word what is sometimes used as”.¹⁹ So, exclamatory adjective is the word ‘what’ is sometimes used as.

Ex: what

Example: What a beauty!

What an idea!

What genius!

c. Types of Adjective

1) Determiners

Determiners consist of a small group of structure words without characteristic form.²⁰

a) Articles (the, a, an)

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

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

(from nouns, ex: john’s, the girls, etc)

d) Numeral adjective (cardinal, ex: four, twenty, five, one hundred, etc)

(ordinal, ex: fourth, twenty, fifth, one hundredth, etc)

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

¹⁸Jayanthi Dakshina Murthy, *Op.Cit.*, p. 35.

¹⁹Wren and Martin, *Op. Cit.*, p. 19.

²⁰Marcella Frank, *Op. Cit.*, p. 109.

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

2) Descriptive Adjective

Descriptive adjective usually indicate 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.²¹

Some descriptive adjective take the form of:

- a) Proper adjective such as a catholic church, a French dish, a shake apiarian play.
- b) 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.
- c) Adjective compound
 - With participle
 - (1)Present participle, such as a good looking girl, a breaking story, Spanish, speaking, students, a long, suffering widow
 - (2)Past participle such as a turned, up nose, a broken, down house, new born kittens, ready, made clothes
 - 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, tempered, tear, stained, far, sighted.

²¹*Ibid.*, p. 110.

d. Position of Adjective

Adjective occur most frequently before the nouns refer to or after linking verb. However, they also appear in several other positions, not only in relation to nouns and adverbs but also in relation to pronouns. All the possible the position of adjective will be describes here.²²

1) Adjective used only before noun

Some adjective are used only (or mostly) before noun. After verbs, other words must be used.

Common example:

a) elder and eldest

My eldest sister is a pilot.

She's three years elder than me.

b) Live/laiv/ (meaning not dead) compare

A live fish. It's still alive.

c) Old (referring to relationships that have lasted a long time)

An old friend (not same as a friend who is old)

d) Little compare

A nice little house. The house is quite small.

e) Identifying (emphasizing) adjective.

He is a mere child. (But not)

2) Adjective used only after verb

²²*Ibid.*, p. 112

Some adjective beginning with a-, and a few others, are used mainly after link verbs, especially **be**.

Common example: **afloat, afraid, alight, alike, alive, alone, asleep, awake**. Compare:

The baby's sleep.

A sleeping baby. (not a sleep baby)

3) Verb + object + adjective

Another possible position for adjective is after the object. In the structure verb + object + adjective.

I'll get the car ready.

Do I make you happy?²³

So, based on explanation above, we can make adjective and adverb in sentence well.

3. Adverbs

a. Definition of Adverb

According to Jayanthi Dakshina Murthy, adverb is a word which modifies the meaning of a verb, an adjective or another adverb is known as an adverb.²⁴ In oxford dictionary stated that adverb is a word that adds more information about place, time and manner.²⁵ Beside Marjolin Verspoor and Kim Sauter that whereas adjectives have only one function (they can modify only nouns), different kinds of

²³Michael Swan, *Practical English Usage* (New York: Oxford University Press, 2008) p. 8-9.

²⁴Jayanthi Dakshina Murthy, *Loc. Cit.*

²⁵A. S. Hornby, *Loc. Cit*

adverbs can have different function. Typically adverbs are words like here, home, there, and yesterday expressing ‘where’ and ‘when’ an event or situation is taking place. Other adverbs modify one particular word in a phrase.²⁶

Using adverbs is another way of adding interest and color to your sentences. Adverbs are frequently formed by adding ly- to an adjective. Add an ly- to the adjectives sincere, and you have formed an adverb: sincerely. However, not all adverbs end in ly-. Very, almost, quite, always and often are adverbs as well. Like an adjective, the adverbs modify or describe other words. The difference between the two is that the adverb describes verb, an adjective, or another adverb.²⁷

Adverbs modify verbs (except linking verbs), adjectives, or other verbs. Many descriptive adjectives can be changed to adverbs by adding -ly to the adjective base.²⁸ Some adverbs are formed from an adjective + -ly: **happy-happily**, etc. when an adjective already ends in -ly (e.g. **cowardly, daily, friendly, kindly, lively, lonely**) we don't add -ly to it to make an adverb. Instead we can use a prepositional phrase with **fashion, manner, or way**:

1) He smiled at me in a **friendly way**.

Some adverbs have two forms, one ending **-ly** and the other not. We can sometimes use either of the two forms of the adverb without changing the meaning, although the form ending in **-ly** is more usual in a formal style:

²⁶Marjolijn Verspoor and Kimsauter, *English Sentence Analysis* (Amsterdam: JOHN Benjamins Publishing Company, 1984) p. 92.

²⁷Phylis Dutwin, *English Grammar Demystified* (New York: Mc Graw Hill, 2010) p. 40.

²⁸Michael A. Pyle & Mary Ellen Munoz Page, *Cliffs Toefl Preparation Guide* (New Delhi: Nice Printing Press Delhi, 2002) p.134.

2) I'll be there as **quick (ly)** as I can.²⁹

So, adverb is a word that adds more information which modifies the meaning of a verb, an adjective or another adverb.

b. Kinds of Adverb

According A.J. Thomson & A.V. Martinet, kinds of adverb are divided into eight kinds, namely:

- 1) Manner : bravely, fast, happily, hard, quickly, well.
- 2) Place : by, down, here, near, there, up.
- 3) Time : now, soon, still, then, today, yet.
- 4) Frequency : always, never, occasionally, often, twice.
- 5) Sentence : certainly, definitely, luckily, surely.
- 6) Degree : fairly, hardly, rather, quite, too, very.
- 7) Interrogative : when? Where? Why?
- 8) Relative : when, where, why.³⁰

Adverbs are divided into eight kinds of the basis. In this research, the research only limit into four kinds of adverbs, namely:

1) Adverb of Manner

According to Jayanthi, an adverb used to show how an action is done is known as an adverb of manner. Adverb of manner is which

²⁹Martin Hewings, *Advanced Grammar in Use* (Cambridge: Cambridge University Press, 2000) p. 168.

³⁰A.J. Thomson & A.V. Martinet, *A Practical English Grammar* (New York: Oxford University Press, 1986) p. 47.

show how or in which manner and often feel by person. Example: **quickly, happily, bravely, hard, fast, well, clearly, soundly, probably, possibly, evidently, unfortunately, luckily, sadly.**³¹

Beside Wren & Martin that adverbs of manner are mostly formed from adjectives by adding *-ly* (a corruption of *like*).³² When Collins Cobuild that adverbs of manner give more information about the way in which an event or action takes place.³³

So, adverbs of manner tell us the manner or way in which something happens. They answer the question ‘how?’.

Example: They lived **happily**.

Jamilah walks **gracefully**.

She speaks **beautifully**.

2) Adverb of Place

According to Jayanthi, an adverb used to show where an action is done is known as an adverb of place. Example: **here, there, up, down, near, below, above, away, out, in, every, where, backward, within, by.**³⁴ When Collins Cobuild that adverb of place is explain how to indicate the place where an action occurs, the place where

³¹Jayanthi Dakshina Murthy, *Op. Cit.*, p. 180.

³²Wren and Martin, *Op. Cit.*, p. 105.

³³Collin Cobuild, *Op. Cit.*, p. 291.

³⁴Jayanthi Dakshina Murthy, *Loc. Cit.*

someone or something is, the place they are going to or coming from, or the direction they are moving.³⁵

Example: I went **there**.

Please come **here**.

3) Adverb of Time

An adverb used to show when an action is done is known as adverb of time. Example: **now, then, today, early, soon, still, yet, before, late, ago, lately, daily, already, never, since, formerly**.

Example: She will come here **soon**.

She came late **yesterday**.

4) Adverb of Frequency

An adverb used to show how often an action is done is known as adverb of frequency. Example: **once, twice, often, never, always, occasionally, again, frequently, seldom, sometimes**.

Example: They **never** go to films.

They talk to each other **again**.³⁶

c. Position of Adverb

1) Adverb of Manner

a) Adverb of manner comes after the verb:

Ex: She reads Qur'an beautifully.

³⁵Collin Cobuild, *Op. Cit.*, p. 295.

³⁶Jayanthy Dakshina Murthy, *Op. Cit.*, p. 181.

Or after the object when there is one

Ex: He gave her too money reluctantly.

They speak English well.

(Don't put an adverb between the verbs and object)

b) When we have verb + position + object +, the adverb can be either before the preposition or after the object.

Ex: He looked at me suspiciously or he looked suspiciously at me.

But if the object contains a number of words we put the adverb before the preposition.

Ex: He looked suspiciously at every one who got off the plane.

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

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

d) Note that if an adverb is placed after a clause or a phrase, it is normally considered to modify the verb in that clause / phrase. Therefore, we move secretly to the end of the last example above, we change the meaning.

Ex: They secretly decided ... (the decision was secret)

e) Adverb concerned with character and **intelligence, foolishly, generously, kindly, stupidly**, etc. When we placed before a verb, indicate the action was foolish / kind/generous etc.

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

He **kindly** waited for me.

Note that we could also express such ideas by:

It was **foolish** of me to forget.

The adverb can come after the verb or after verb + object, but the meaning then changes:

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

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

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

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

He answered the question foolishly (his answers were foolish) and he foolishly answered the question (answering was foolish/it was foolish of him to answer at all).

f) **Badly** and **well** can be used as adverb of manner or degree. As adverb of manner they come after an active verb, after the object or before the past participle in a passive verb.

Ex: He behaved **badly**. He read **well**.

He paid her **badly**. She speaks French **well**.

g) **Somehow, anyhow**

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

Ex: **Somehow** they managed.

They managed **somehow**.

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

2) Adverb of Place

Away, every, where, here, nowhere, somewhere, there, etc.

a) If there is no object, these adverb are usually placed after the verb

Ex: She went **away**.

He lives **abroad**.

But they come after verb + object or verb + preposition + object

Ex: She sent him **away**.

I looked for it **everyone**.

b) **Somewhere, anywhere** follow the same basic rules as some and any

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

Can you see my key **anywhere**?

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

Ex: Threatening people will get you nowhere. (you'll gain no advantage by threatening people)

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

Ex: Nowhere will you find better roses than these.

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

Ex: **Here's** Tom.

There goes our bus.

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

Ex: There he is.

Here I am.

Here it comes.

But **someone** and **something** follow the verb

Ex: There's someone who can help you.

Note that the same sentences, spoken without stress on there, would mean that a potential helper exists.

d) Someone phoning a friend may introduce himself/herself by name + here

Ex: Ann (on phone): is that you tom? Ann here or this Ann.

She must not say Ann is here or here is Ann.

e) **The adverbs away (off), down, in, off, out, over, round, up**, etc.

can be followed by a verb of motion + a noun subject

Ex: **Away** went the runners.

Down fell a dozen apples

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

Ex: Away they went.

Round and round it flew.

There is more drama in this order than in subject + verb + adverb

but no difference in meaning

- f) In written English adverb phrases introduced by **preposition** (**down, from, in, on, over, out/off, round, up, etc**) can be followed by verbs indicating position (**church, hung, lie, sit, stand, etc**), by verbs of motion, by **be born, die, live**, and sometimes other verbs.

Ex: **From** the rafters hung strings of union.

In the doorway stood a man with a gun.

3) Adverb of Time

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

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

Then we went home/we went home then.

With compound tenses, **afterwards, eventually, lately, now, recently, soon can come after the auxiliary.**

Ex: We'll **soon** be there.

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

Ex: He came **late**.

I'll go **immediately**.

But **before** and **immediately**, used as conjunctions are placed at the beginning of the clause.

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

- c) **Since** and **ever since** are used with perfect tenses. **Since** can come after the auxiliary or in the end position after a negative or interrogative verb; **ever since** (adverb) in the end position.

Ex: He's been in bed **since** his accident.

- d) **Yet** and **still** (adverb of time)

Yet is normally placed after verb or after verb + object

But if the object consists of a large number of words, **yet** can be placed before the verb.

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

Still is placed after the verb **be** but before other verbs.

Ex: She **still** in bed.

- e) **Just**, as an adverb of time, is used with compound tenses

Ex: I'm **just** coming.

- 4) Adverb of Frequency

a. Always, continually, frequently, occasionally, often, since, twice, periodically, repeatedly, sometimes, usually, etc.

b. Ever, hardly, never, rarely, scarcely, seldom.

1) Adverbs in both above groups are normally placed:

(a) After the simple tenses of to be

Ex: He is always in time for meals.

(b) Before the simple tenses of all other verbs

Ex: They sometimes stay up all night.

(c) With compound tenses, they are placed after the first auxiliary, or, with interrogative verbs, after auxiliary + subject

Exceptions:

(a) **Used to** and **have to** refer the adverb in front of them

Ex: You hardly ever have to remind him.

He always remembers.

(b) Frequency adverbs are often placed before auxiliaries when these are used alone, in additions to remarks or in answers to question.

Ex: I know I should take exercise but I never do.

2) Adverbs in group (a) above can also be put at the beginning or end of a sentence or clause.

Exceptions:

Always is rarely found at the beginning of a sentence /clause except with imperatives.

Often, if put at the end normally requires very or quite.

Ex: Often he walked.

He walked quite often.

- 3) **Adverbs in groups (b) above, hardly ever, never, rarely**, etc (but not ever alone) can also be put at the beginning of a sentence but inversion of the following main verb then becomes necessary.

Ex: Hardly/scarcely/ever did they manage to meet unobserved.

Hardly/scarcely/ever/never/rarely and seldom are not used with negative verbs.

- 4) **Never/Ever**

Never is chiefly used with an affirmative verb, never with a negative. It normally means (at no time)

Ex: He **never** saw her again.

They **never** eat meat.

Never + interrogative can be used to express the speakers surprise at the non-performance of an action.

Ex: He never been to Japan? I'm surprised because his wife is Japanese.

Ever means ‘at any time’ and is chiefly used in the interrogative.

Ex: Has he never marched in a demonstration?

No, he never has

Ever can be used with a negative verb and especially with compound tenses, can often replace never affirmative.

Ex: I haven’t eaten snails.³⁷

4. Sentences

a. Definition of Sentences

Sentence is an important part in a language which consist of some words with meanings. Jayanthi stated that “sentence is a group of words which makes complete sense.”³⁸ Then, Oshima and Hogue said “a sentence is a group of word that you use to communicate your ideas in writing or in speech. It is a complete, independent unit of thought and consists of two main parts: a subject and a predicate.”³⁹

An oral and written communication is made up of one or more units called sentences. In writing, the beginning and end of sentence are indicated respectively by a capital letter and end by a full stop, or a note of exclamation or interrogation. In speaking, the beginning and end of a

³⁷A.J. Thomson & A.V. Martinet, *Op. Cit.*, p. 52-58.

³⁸Jayanthi Dakshina Murthy, *Op. Cit.*, p. 235.

³⁹Alice Oshima and Ann Hogue, *Writing Academic English: A Writing and Sentence Structure Workbook for International Students* (America: Addions Wesley Publishing Company, 1983) p. 121.

sentence are usually marked off from any preceding or following sentence by a pause, the intonation, especially at the end of a sentence often contributing to the effect. A sentence is a word or set of words followed by pause and revealing an intelligible purpose.⁴⁰

According Linda Gerot and Peter Wignell, the sentence is a unit of written language; it does not apply to spoken language. People do not speak in sentences. If you are ever tried to transcribe audio taped or videotaped language material, you will have come up against this fact very quickly. People do, however, speak in messages, which are realized grammatically in clauses and clause complexes.⁴¹

So, sentence is the largest independent unit of grammar: it begins with a capital letter and ends with a period, question mark, or exclamation point. The sentence is traditionally defined as a word or groups of a word that expresses a complete idea and that includes a subject and a verb.

b. Kinds of Sentences

Sentences are divided into four kinds, namely:

- 1) Simple sentence
- 2) Compound sentence
- 3) Complex sentence

⁴⁰R. W. Zandvoort, *A Handbook of English Grammar* (Singapore: Singapore Offset Printing, 1975) p. 195.

⁴¹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1994) p. 82.

4) Compound-complex sentence.⁴²

According to Marcella Frank, sentences are generally classified in two ways: by types and by the number of formal predications.⁴³

a. Classification of sentences by types

1) Declarative Sentence

A sentence that states or declares something is called an assertive or declarative sentence.⁴⁴ In a declarative sentence, the subject and predicate have normal word order. The sentence ends with a period in writing and a drop in pitch in speech.⁴⁵

Ex: The earth moves round the sun.

Delhi is the capital of India.

2) Interrogative Sentence

A sentence that asks a question is called an interrogative sentence.⁴⁶ In an interrogative sentence the subject and predicate are often reversed. The sentence ends with a question marks (or interrogation position point) in writing.⁴⁷

Ex: What do you want?

Do you know English?

⁴² Alice Oshima and Ann Hogue, *Op. Cit.*, p. 122.

⁴³ Marcella Frank, *Op. Cit.*, p. 221.

⁴⁴ Jayanthi Dhakshina Murthy, *Op. Cit.*, p. 235.

⁴⁵ Marcella Frank, *Loc. Cit.*

⁴⁶ Jayanthi Dhakshina Murthy, *Loc. Cit.*

⁴⁷ Marcella Frank, *Loc. Cit.*

3) Imperative Sentence

A sentence that expresses a command, a request, an entreaty, or suggestion is called imperative sentence.⁴⁸ In an imperative sentence, only the predicate is expressed. The simple form of the verb is used, regardless of a person, or tense. The imperative sentence ends with a period in writing and drop in pitch in speech.⁴⁹

(a) Request

Ex: Please post the letter!
Can you lend me fifty rupees?

(b) Command

Ex: Don't smoke in the room
Stop there!

(c) Suggestion

Ex: You should help the poor
You must apply for a job

4) Exclamatory Sentence

A sentence that expresses some strong or sudden feeling is called exclamatory sentence.⁵⁰ Such sentence begins with an exclamatory phase consisting of what or how plus a part of the predicate. The

⁴⁸ Jayanthi Dhakshina Murthy, *Loc. Cit.*

⁴⁹ Marcella Frank, *Loc. Cit.*

⁵⁰ Jayanthi Dakshina Murthy, *Op. Cit.*, p. 236.

exclamatory phase is followed by the subject and the balance of the predicate.

In writing, the exclamatory sentence ends with an exclamatory marks (or exclamation point). Sometimes a period is used to lessen the force of the exclamation.⁵¹

Ex: What a shame!

What a beauty!

5) Optative Sentence

A sentence that expresses a wish, probability, or supposition is called an optative sentence.⁵²

Ex: I wish you were my wife

If I had wings, I would fly.⁵³

b. Classification of sentences by number of full predications

This classification is based on the number and kind of clauses within a sentence. A clause may be defined in the same way as a sentence. It full predication that contains a subject and a predicate with a finite verb.

1) Simple sentences have only one full predication in the form of an independent clause.

Ex: The man stole the jewelry

⁵¹ Marcella Frank, *Op. Cit.*, p. 222.

⁵² Jayanthi Dakshina Murthy, *Loc. Cit.*

⁵³ Jayanthi Dakshina Murthy, *Op. Cit.*, p. 235-236.

2) Compound sentences

Such sentences have two or more full predication in the form of independent clauses.

Ex: The man stole the jewelry and he hides it in his home.

3) Complex sentences

Such sentences also have two or more full predications. One of these is an independent clause (or main clause) that is similar to the form of the simple sentence, and one or more of these are dependent clauses (or subordinate clauses).

Ex: The man who stole the jewelry hides it in his home.

4) Compound – complex sentences

Compound - complex sentence contains two or more independent clauses and one or more dependent clauses.⁵⁴

Ex: The man stole the jewelry and he hid in his home until he could safely get out of town.

From the explanation above that kinds of sentence divided to four kinds, but the researcher limited to simple sentence.

c. Simple Sentences

Simple sentence has only one subject and one predicate or has a compound subject and a compound predicate. A sentence which has

⁵⁴ Marcella Frank, *Op. Cit.*, p. 223.

only one subject and one predicate is called a simple sentence.⁵⁵ A simple sentence is an independent clause containing a subject, a verb, and a complete thought.⁵⁶ According Olice Oshima, a simple sentence is an independent clause.⁵⁷ A simple sentence consists of one main clause only. However, this does not mean that the sentence has to be short.

The following is an example of a long sentence that is simple because it does not contain any dependent clauses. Even the last adverbial is not a full dependent clause because it does not start with a subordinator and it does not have a full verb.⁵⁸ A simple sentence has two essential parts: one simple subject and one simple predicate, or it has a compound subject and a compound predicate.⁵⁹

Example:

I can find her address easily. → adverb of manner

They are at home. → adverb of place

This is a new hand phone. → demonstrative adjective

I ate some rice. → adjective of quantity

The hand has five fingers. → adjective of number

⁵⁵Jayanthi Dakshina Murthy, *Op. Cit.*, p. 238.

⁵⁶Phylis Dutwin, *Op.Cit.*, p.172.

⁵⁷Olice Oshima and Ann Hogue, *Op. Cit.*, p. 123.

⁵⁸Marjolijn Verspoor and Kimsauter, *Op. Cit.*, p. 35.

⁵⁹Team of Five, *Improving Reading Skill in English for University Students* (Jakarta: Darul Ulum Press Jakarta, 2001) p. 77.

B. Review of Related Findings

Related to this research, some researches had been done as below: First, Mira Wati Ritonga entitled “A brief study of the students’ ability in using adverb of time to the grade VIII students of SMA Negeri 2 Batang Angkola in 2008/2009 academic year”. The concluding of her research, the grade VIII students of SMP N 2 Batang Angkola in 2008/2009 academic year are not able to use the adverb of time. It can be seen from the mean score of the students that is 44,375 in which it is categorized in to incapable category.⁶⁰

Next, Lija Romayanti Hutagalung entitled “A study on the grade IX students’ ability in using adjectives of SMP Negeri 1 Angkola Timur in 2010-2011 academic years”. The concluding of her research as the grade IX students of SMP Negeri 1 Angkola Timur in 2010-2011 academic year 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 74,09.⁶¹

The last, Nina Andriani entitled “A study on the grade VIII students ability in writing sentence at SMP Negeri 5 Padangsidempuan academic year 2009-2010”. The concluding of this research is the ability of students in writing simple sentence of SMP Negeri 5 Padangsidempuan is perfect and correct understanding

⁶⁰Mira Wati. A Brief Study of the Students’ Ability in Using Adverb of Time to the Grade VIII Students of SMA Negeri 2 Batang Angkola in 2008/2009 Academic Year (Unpublished Script) (Padangsidempuan: UMTS, 2008)

⁶¹Lija Romayanti Hutagalung. A Study on the Grade IX Students’ Ability in Using Adjectives of SMP Negeri 1 Angkola Timur in 2010-2011 Academic Year (Unpublished Script), (Padangsidempuan: UMTS, 2010)

because the mean score of there is 84,08 it means that they categorized into very good.⁶²

If the researchers mentioned above research about students' ability in using adjectives, adverbs, and sentence. Separatedly, here the writer combined the students' ability in identifying adjective and adverb in sentence at grade VIII SMP Negeri 2 Arse.

⁶²Nina Andriani. A study on the grade VIII Students Ability in Writing Sentence at SMP Negeri 5 Padangsidempuan Academic Year 2009-2010 (Unpublished Script), (Padangsidempuan: UMTS, 2009)

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

This research used the qualitative research. Gay and Airasian stated that: “qualitative approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive sources of information.”¹ Based on the method, this research used descriptive method. Gay and Airasian said that “descriptive method is useful for investigating a variety of educational problem an issues and it is used to determine and describe the way thing”.² Saifuddin Azwar, stated that: “Penelitian deskriptif yaitu menganalisis dan menyajikan fakta secara sistematis sehingga dapat lebih mudah untuk dipahami dan disimpulkan”.³ It means descriptive research means to analyze and give the fact with systematically, so more easier to be known and concluded.

So, it can be concluded that descriptive research means to analyze or make a sense perception (descriptive) about situation or events. It is used to describe how the students’ ability in identifying adjective and adverb in sentence at grade VIII SMP N 2 Arse.

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

²*Ibid.*, p. 275.

³Saifuddin Azwar, *Metode Penelitian* (Yogyakarta: Pustaka Pelajar, 2004) p. 6.

B. Settings of the Research

This research was conducted at SMP N 2 Arse. The location of the school at Jonggol Julu village in Arse subdistrict, North Sumatera. The research has been done from July 2012 to February 2013.

C. The Sources of the Data

The source of data for this research consists of:

1. Primary Data, the data have been collected from the students at grade VIII SMP N 2 Arse. The class 2 SMP N 2 Arse only 2 classes. The students are 50 students. The researcher decided all of them as the source of the data for this research.
2. Secondary Data, the data have been collected from the English teacher and Headmaster.

D. The Technique for Collecting the Data and Instrumentations

The key instrument of this research is the researcher herself. She took the data by herself and met the students and the teachers to collect the valid data. Instruments of this research were test, interview, and observation. Based on the sources of data, for the primary data the researcher used the test as an instrument for collecting the data, although this research used the qualitative research. L.R. Gay & Peter Airasian stated: "Qualitative research sometimes combines qualitative (e.g. observation) and quantitative (ex. test scores) data in studies,

resulting in the need for statistical analysis.⁴ Suharsimi Arikunto stated “Tes adalah suatu alat pengumpul data yang disusun secara khusus oleh karena mengukur sesuatu yang penting dan tertentu”.⁵ It means test is the instrument which the instrument is arranged with especially because the test is used to measure of something important and certain.

Appropriate with the instrument of this research, the researcher wanted to know the ability of students in identifying adjective and adverb in sentence and to differentiate adjective and adverb in sentences. In identifying adjectives and adverbs in sentence, the researcher gave questions to students in form multiple choices, it is fifty questions. Every questions has 2 score, so the total score will be 100. The criteria of the score can be seen on the table below:

Table 1: Criteria Score Interpretation

Percentage	Criteria
0 % – 20%	Very low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	High
81% – 100%	Very high ⁶

⁴L.R. Gay and Peter Airasian, *Op. Cit.*, p. 109.

⁵Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta :PT Rineka Cipta, 2003) p.223.

⁶Riduan, *Belajar Mudah Penelitian Untuk Guru–Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005) p. 89.

Below is the table of indicator of test:

Table 2: Indicators of the test

No	Indicators	Sub Indicators	Item	Number item	Score	Total score
1.	Adjective	- adjective of quantity	6	1, 2, 3,4, 5, 6	2	12
		- adjective of number	5	7, 8, 9, 10, 11	2	10
		-demonstrative adjective	6	12,13,14,15,16,17	2	12
		- possessive adjective	6	18,19,20,21,22,23	2	12
		- exclamatory adjective	3	24, 25, 26	2	6
2.	Adverb	- adverb of manner	6	27,28,29,30,31,32	2	12
		- adverb of place	6	33,34,35,36,37,38	2	12
		- adverb of time	6	39,40,41,42,43,44	2	12
		- adverb of frequency	6	45,46,47,48,49,50	2	12
	Total		50	50		100

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

1. Explaining about the outline of the adjectives and adverbs
2. Preparing the test
3. Checking out the validity and reliability of the test.
4. Giving written test to all of students according the sample stated, and giving the test with fills the blank.
5. Determining the time of doing the test.
6. Giving chance or time for students to something left or not clear in doing the test
7. Asking the students to do test and the researcher look after the students during the test time.

8. After students finished answering the test, then the researcher collected their answer to be analyzed.

The instrument for the source of secondary data, the researcher used the interview and observation for collecting the data. In the shake of interview, the researcher interviews teacher and the students, it is to know the students' difficulties in learning adjectives and adverbs. In this case, the interview will be given relating how are the students' ability identifying adjective and adverb in sentences, and what the difficulties are for students in ability identifying adjective and adverb.

In this research, the researcher asked the English teacher about the students' ability in identifying adjectives and adverbs in a sentence. Then, the researcher asked the students about the difficulties in identifying adjectives and adverbs. The researcher also asked the teachers about the students' ability in identifying adjectives and adverbs in sentence at grade VIII SMP N 2 Arse and the efforts that they have been done to solve it. Then, the researcher asked the Headmaster about the location and condition SMP N 2 Arse.

The next instrument is observation. Ronny Hanitijo Soemitro Said, "Observasi adalah pengamatan yang dilakukan secara sengaja, sistematis mengenai fenomena social dengan gejala-gejala psikis untuk kemudian dilakukan pencatatan".⁷ (observation is tracking with intentionally, systematic, about social

⁷Joko Subagyo, *Metode Penelitian; Dalam Teori dan Praktek* (Jakarta: PT. Rineka Cipta, 2004) p. 63.

phenomena with psychological indications to be notes later). Observation is a technique of collecting data which is done through an observation and take a note to a condition or object behavior. Observation happened in which the researcher takes the field notes on the behaviour and activities of individuals at the research site. Thus, the observations in this research done to know location of school, students, teacher, facilities in SMP N 2 Arse and method or strategies of teacher in teaching.

E. Techniques for Checking Trustworthiness of the Data

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradict the assumption of qualitative research is not scientific. To reduce the bias of the data, and to improve the validity of the data collected, Gay suggested several strategies as follows:

1. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses.
2. Include additional participants to broaden the representativeness of the study and thus the database.
3. Make a concerted effort to obtain participant trust and comfort, thus providing more detailed, honest information from participants
4. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.
5. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
6. Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.

7. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed filed notes
8. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
9. Examine unusual result for explanation.
10. Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the same description of an event, or when a participant responds similarly to a personal question asked on three different occasions.⁸

But the researcher took triangulate to check the work with another researcher with compare the results of test, interview of teacher, and interview of students. The result of triangulate is describes in the next chapter.

F. The Techniques for Analysis the Data

The technique of data analysis of this research used some steps suggested by Iskandar as below:

1. After collecting their answer, the researcher analyzes the result of the test with mean score, and the average scores of students are interpreted in descriptive.
2. Reduction of the data when the researcher interviews teacher and students.
3. Display of the data, the researcher arranged the data with systematically, so the data can explain and answering the formulation of the problem in this research.
4. Taking the verification or concluding of the research with descriptive.⁹

⁸L.R. Gay & Peter Airasian, *Op. Cit.*, p. 225.

⁹Iskandar, *Penelitian Kualitatif*(Jambi: GP Press, 2009) p.139-142.

So, from the explain above that the researcher analyzed the result of the test with meant score, the researcher interviews teacher and students, the researcher arranged the data with systematically and concluding of the research descriptively.

CHAPTER IV

THE RESULT OF RESEARCH

A. Findings

1. General Finding

This research was conducted in SMP N 2 Arse. The location of the school at Jonggol Julu village, in Arse sub district, North Sumatra. Based on the observation, the location of this SMP is very strategic because the school stood in the center of society so other society gets easy to reach it. SMPN 2 Arse has 20 teachers. There are 2 English teachers. The level education of teacher in SMP N 2 Arse average strata I (S1), SMP N 2 Arse has 250 students, 100 students were boys and 150 students were girls.

SMP N 2 Arse has 6 classrooms. The grade VII has two rooms and the grade VIII was two rooms and the IX grade two rooms. There are some facilities in this school, such as:

- | | |
|----------------------------|--|
| a) 1 teacher office | e) 1 Christianity room |
| b) 1 headmaster office | f) 1 Mosque |
| c) 1 administration office | g) 1 bathroom and 1 laboratory. ¹ |
| d) 1 library | |

¹Parlagutan, S.Pd, Headmaster of SMP N 2 Arse, *Private Interview*, At 16th October 2012.

2. Specific Findings

a. The Description of Students' Ability in Identifying Adjectives in Sentences at Grade VIII SMP N 2 Arse.

As stated at the previous chapter that the instrument of this research was test. In this case, the students were asked to answer the questions about identifying adjectives and adverbs in sentences. The description score of them in identifying adjectives and adverbs in sentences could be seen as table below:

Table 3:

The description of students score in identifying adjectives and adverbs in sentences test.

No	Student's Initial Name	Total Score
(1)	(2)	(3)
1.	TE	36
2.	NEL	46
3.	PIT	50
4.	AN	38
5.	JU	48
6.	MU	50
7.	BEN	58
8.	NOV	60

(1)	(2)	(3)
9.	MUH	56
10.	MAH	46
11.	ZUL	44
12.	EST	64
13.	AST	52
14.	ADN	42
15.	DI	70
16.	AD	70
17.	RAH	54
18.	WIN	50
19.	MU	44
20.	MEL	72
21.	MUH	44
22.	DE	50
23.	JA	50
24.	RY	50
25.	EP	58
26.	BES	72
27.	TI	52
28.	HA	58

(1)	(2)	(3)
29.	DA	48
30.	SY	46
31.	NUR	64
32.	RO	68
33.	RAH	66
34.	ROB	66
35.	MI	54
36.	JU	38
37.	BA	36
38.	IND	44
39.	TH	60
40.	AN	62
41.	DIA	64
42.	RO	42
43.	YU	70
44.	JU	42
45.	LI	66
46.	AL	42
47.	ER	46
48.	YUN	66

(1)	(2)	(3)
49.	HA	70
50.	NU	46
Total		2690
Means Score		53,80
Highest Score		74
Lowest Score		36
Median		50
Modus		50

Based on the result of the test given to respondents, it can be known that the score of the respondents was between 36 up to 74. It means that the highest score gotten by respondents was 74, the lowest score was 36. The means score (53,80) the median (50) and the modus (50). It can be seen on the table below:

Table 4: Score Students

Highest score	: 74
Lowest score	: 36
Means score	: 53,80
Median	: 50
Modus	: 50

Based on the test result that given to the students, to determine the students' ability in identifying adjectives and students and adverbs in sentence at the grade VIII SMP N 2 Arse are enough, means score 53,80. It can be seen on the table below like Riduan said:

Table 5: Criteria Score Interpretation

Percentage	Criteria
0 % – 20%	Very low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	High
81% – 100%	Very high ²

The description result of answer of students seen as below:

For question number 1, it can be known that students who chose “any” in sentence were 22 students (44%) and whereas, there were 28 students (56%) not chosen correct answer. Next, for question number 2, it can be known that students who chose “little” in sentence were 37 students (74%) and whereas, there were 13 students (26%) not chosen correct answer. Then, for question number 3, it can be known that students who chose “some” in sentence were 31 students (62%) and whereas, there were 19 students (38%) not chosen correct answer.

²Riduan, *Loc. Cit.*

For question number 4, it could be known those students who chose “great” were 33 students (66%) and whereas, there were 17 students (34%) not chosen correct answer. Number 5, it could be known those students who chose “enough” were 15 students (30%), and whereas, there were 35 students (70%) not chosen correct answer. Then, question number 6, it could be known those students who chose “hole” were 24 students (48%) and whereas, there were 26 students (52%) not chosen correct answer.

Further, for question number 7 with, it could be known those students who chose “five” were 29 students (58%) and whereas, there were 21 students (42%) not chosen correct answer. Next, for question number 8, it could be known those students who chose “thirty” were 34 students (68%) and whereas, there were 16 students (32%) not chosen correct answer. For question number 9, it can be known those students who chose “some” were 25 students (50%) and whereas, there were 25 students (50%) not chosen correct answer.

Moreover, for question number 10, it can be known those students who chose “no” were 23 students (46%) and whereas, there were 27 students (54%) not chosen correct answer. Then, for question number 11, it can be known those students who chose “first” were 42 students (84%) and whereas, there were 8 students (16%) not chosen correct answer. Next, for question number 12, it can be known those students who chose

“those” were 18 students (36%) and whereas, there were 32 students (64%) not chosen correct answer.

For the next question, it could be known those students who chose “this” were 39 students (78%) and whereas, there were 11 students (22%) not chosen correct answer. Then, for number 14, it could be known those students who chose “these” were 35 students (70%) and whereas, there were 15 students (30%) not chosen correct answer. For question number 15, it could be known those students who chose “this” were 31 students (62%) and whereas, there were 19 students (38%) not chosen correct answer.

Further, for question number 16, it could be known those students who chose “that” were 31 students (62%) and whereas, there were 19 students (38%) not chosen correct answer. Then, for question number 17, it could be known those students who chose “that” were 22 students (44%) and whereas, there were 28 students (56%) not chosen correct answer. Next, for question number 18, it could be known those students who chose “my” were 39 students (78%) and whereas, there were 11 students (22%) not chosen correct answer.

For the next question, it could be known those students who chose “our” were 30 students (60%) and whereas, there were 20 students (40%) not chosen correct answer. Next, For question number 20, it could be known those students who chose “our” were 28 students (56%) and

whereas, there were 22 students (44%) not chosen correct answer. Then, for question number 21, it could be known those students who chose “her” were 33 students (66%) and whereas, there were 17 students (34%) not chosen correct answer.

Moreover for question number 22, it could be known those students who chose “its” were 37 students (74%) and whereas, there were 13 students (26%) not chosen correct answer. For question number 23 with, it could be known those students who chose “my” were 31 students (62%) and whereas, there were 19 students (38%) not chosen correct answer. Next, question number 24, it could be known those students who chose “what folly” were 18 students (36%) and whereas, there were 12 students (24%) not chosen correct answer.

Further, for question number 25, it could be known those students who chose “what” were 31 students (62%) and whereas, there were 19 students (38%) not chosen correct answer. Next, for question number 26, it could be known those students who chose “exclamatory adjective” were 32 students (64%) and whereas, there were 18 students (36%) not chosen correct answer. Then, for question number 27, it could be known those students who chose “carefully” were 25 students (50%) and whereas, there were 25 students (50%) not chosen correct answer.

For the question number 28, it could be known those students who chose “well” were 28 students (56%) and whereas, there were 12 students

(24%) not chosen correct answer. Then, for question number 29, it could be known those students who chose “slowly” were 22 students (44%) and whereas, there were 28 students (56%) not chosen correct answer. Next, for question number 30, it could be known those students who chose “fast” were 17 students (34%) and whereas, there were 33 students (66%) not chosen correct answer.

For the next question 31, it could be known those students who chose “clearly” were 24 students (48%) and whereas, there were 26 students (52%) not chosen correct answer. For question number 32, it could be known that students who chose “soundly” were 19 students (38%) and whereas, there were 21 students (42%) not chosen correct answer. Next, for question number 33, it could be known that students who chose “there” were 35 students (70%) and whereas, there were 15 students (70%) not chosen correct answer.

Moreover, for question number 34, it could be known that students who chose “here” were 31 students (62%) and whereas, there were 19 students (38%) not chosen correct answer. Then, for question number 35, it could be known that students who chose “at home” were 29 students (58%) and whereas, there were 21 students (42%) not chosen correct answer. For the question 36, it could be known that students who chose “out side” were 20 students (40%) and whereas, there were 30 students (60%) not chosen correct answer.

Further, for question number 37, it could be known that students who chose “market” were 24 students (48%) and whereas, there were 26 students (52%) not chosen correct answer. Next, for question number 38, it could be known that students who chose “tidak ada” were 21 students (42%) and whereas, there were 29 students (58%) not chosen correct answer. Then, for question number 39, it could be known that students who chose “before” were 18 students (36%) and whereas, there were 32 students (64%) not chosen correct answer.

For the question 40, it could be known that students who chose “yesterday” were 37 students (74%) and whereas, there were 13 students (26%) not chosen correct answer. Then, for question number 41, it could be known that students who chose “formerly” were 25 students (50%) and whereas, there were 25 students (50%) not chosen correct answer. For question number 42, it could be known that students who chose “tomorrow” were 27 students (54%) and whereas, there were 13 students (26%) not chosen correct answer.

Moreover for question number 43, it could be known that students who chose “still” were 28 students (56%) and whereas, there were 22 students (44%) not chosen correct answer. Next, for question number 44, it could be known that students who chose “daily” were 17 students (34%) and whereas, there were 33 students (66%) not chosen correct answer. Then, for question number 45, it could be known that students

who chose “never” were 13 students (26%) and whereas, there were 37 students (74%) not chosen correct answer.

Question number 46, it could be known that students who chose “often” were 19 students (38%) and whereas, there were 31 students (62%) not chosen correct answer. Then, for question number 47, it could be known that students who chose “seldom” were 23 students (46%) and whereas, there were 27 students (54%) not chosen correct answer. Next, for question number 48, it could be known that students who chose “sometimes” were 21 students (42%) and whereas, there were 29 students (58%) not chosen correct answer.

Further, for question number 49, it could be known that students who chose “once” were 23 students (46%) and whereas, there were 27 students (54%) not chosen correct answer. For the last question, it could be known that students who chose “seldom” were 31 students (62%) and whereas, there were 19 students (38%) not chosen correct answer. All of the data can be seen on the appendix III. Based on the results as above can be concluded that students’ ability in identifying adjective and adverbs in sentences enough. Because the score of students were 36 up to 74, then the means is 53,80% (consultated to table 1).

b. The Students' Difficulties in Identifying Adjectives and Adverbs in Sentences at grade VIII SMP N 2 Arse

Based on the result of the interview to students, there were some difficulties that usually faced by students when identifying adjectives and adverbs in sentences. According to Diah Permata Sari, that when studying adjectives and adverbs she found many difficulties, like vocabulary and grammar.³Mhd. Latief also said that study about adjectives and adverbs is difficult, like grammar and knowledge to understand characteristic about adjectives and adverbs in sentences.⁴

Next, Yunita Arianti said that identifying adjectives and adverbs in sentences very difficult, like vocabulary and grammar, because she could not distinguish adjectives and adverbs in sentences.⁵Then, Rahmat said that study in identifying adjectives and adverbs in sentences were difficult, because he did not have knowledge about adjectives and adverbs characteristic, and vocabulary.⁶Further, Ade Hanifah said that in identifying adjectives and adverbs were difficult, because she could not distinguish adjectives and adverbs, like vocabulary and the knowledge to understand characteristic about adjectives and adverbs in sentences.⁷

³Diah Permata Sari, Students of SMP N 2 Arse, *Interview*, At 16th October 2012.

⁴Mhd. Latief, Students of SMP N 2 Arse, *Interview*, At 16th October 2012.

⁵Yunita Arianti, Students of SMP N 2 Arse, *Interview*, At 16th October 2012.

⁶Rahmat, Students of SMP N 2 Arse, *Interview*, At 16th October 2012.

⁷Ade Hanifah, Students of SMP N 2 Arse, *Interview*, At 16th October 2012.

After knowing the students' difficulties directly from them, the researcher needed to find the related information for the English teacher. According to Miss Aslina Wati Batubara, that there were some students got difficult in identifying adjectives and adverbs in sentences. Students did not have enough vocabulary about adjectives and adverbs, because they only studied on school. Even, adjectives and adverbs around them, they, did not know.⁸

So, student's difficulties in identifying adjectives and adverbs in sentences are as follows: *First*, the students were poor vocabulary. When asked for mention example about adjectives and adverbs, they did not know, what were they said true or false. Example: when teacher asked adjective, they said "beautifully" although beautifully were an adverb.

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

⁸Aslina Wati Batubara, S.Pd, English Teacher SMP N 2 Arse, *Private Interviews*, At 16th October 2012.

c. The Teacher's Efforts to Overcome Students' Difficulties in Identifying Adjectives and Adverbs in Sentence at Grade VIII SMP N 2 Arse

Based on the result of the interview toward English teacher, to anticipate the difficulties of the students in identifying adjectives and adverbs were the English teacher found and other examples in the word in environment. To overcome students' difficulties in vocabularies, the English teacher asked the students to master to vocabularies by memorizing. Before learning English, the teacher gives ten vocabularies to students by memorizing. After students memorize it, students present it in front of class. To overcome students difficulties of grammar, the English teacher remind and review grammar to them.

While, to overcome students' difficulties in lack of the knowledge to understanding characteristic adjectives and adverbs in sentences, the teacher asked and gave exercises about adjectives and adverbs. Then, the teacher gave the explanation many times about them so the students understood truly. The English teacher often motivates the students to improve their spirit in learning.⁹

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

⁹*Ibid.*,

B. Discussion

After analyzing the collecting data, it was gotten that 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. While according to research done by Mira Wati Ritonga about A Brief Study of the Students' Ability in Using Adverb of Time to the Grade VIII Students of SMA Negeri 2 Batang Angkola in 2008/2009 Academic Year that the result of her research 44,75 can be categorized in to capable category.

While, according to research done by Lija Romayanti Hutagalung about A Study on the Grade IX Students' Ability in Using Adjectives of SMP Negeri 1 Angkola Timur in 2010/2011 Academic Year that the result of her research can be categorized in to able. The last, Nina Andriani about A study on the Grade VIII Students' Ability in Writing Sentence at SMP Negeri 5 Padangsidempuan 2009/2010. That the result of her research can be categorized in to very good.

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

of mastering poor vocabulary, grammar and understand characteristic adjectives and adverbs in sentences.

From the explain above that the students' ability in identifying adjective and adverb in sentences if connected with result of the research formerly can be categorized in to enough categories. Because, the result found 53 nearly with result formerly.

Based on the triangulation of students' test, students' interview and teacher interview that students did not know about adjectives and adverbs. Then students did not have vocabulary and students did not know to identify adjectives and adverbs in sentences. It's all known from result of students' test, students' interview and teacher interview. So, the data obtained are true according to triangulate the results for the three sources say the same thing about the student's ability in identifying adjectives and adverbs in sentences.

C. The Threats of the Research

The writer as the former in doing research has many weaknesses. It caused by many aspects. On doing the question, there were the threats of times, because the students had activities. Beside, the time which was given to the students was not enough. The students did not do the question seriously, so that is way the result is not good enough, as the experts done or far from the perfect.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After getting the result of the research the writer came to the conclusions as follows:

1. The students' ability in identifying adjectives and adverbs at grade VIII SMP N 2 Arse can be categorized in to enough categories, because mean score is 53,80%.
2. There were some difficulties that faced by students when identifying adjectives and adverbs in sentences, they were vocabulary, grammar and understanding characteristic adjectives and adverbs in sentences.
3. The efforts by English teacher to overcome the students' difficulties in identifying adjectives and adverbs in sentences were English teacher gives ten vocabularies every learning English. English teacher remind and review grammar to them. Teachers ask and gave exercise, explanation and often give motivation.

B. Suggestions

Based on the conclusion and the implication of the research that have mentioned previously, the writer would like to give some suggestions to people who gets benefits from this research.

1. To the students of SMP N 2 Arse should do practice in mention adjectives and adverbs, and identifying adjectives and adverbs in sentences.
2. To the teacher, especially English teachers of SMP N 2 Arse are hoped to develop the students' ability in identifying adjectives and adverbs in sentences.
3. To the headmaster of SMP N 2 Arse should active to look his student's ability and always to motivate the English teacher to increase her ability in teaching English.

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