



**THE STUDENTS' ABILITY IN IDENTIFYING ADJECTIVE  
IN DESCRIPTIVE TEXT AT INTENSIVE LANGUAGE  
PROGRAMME IAIN PADANGSIDIMPUAN**

**A THESIS**

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

**Written by:**

**MUHAMMAD DAUD  
Reg. Number 14 203 00082**

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2022**



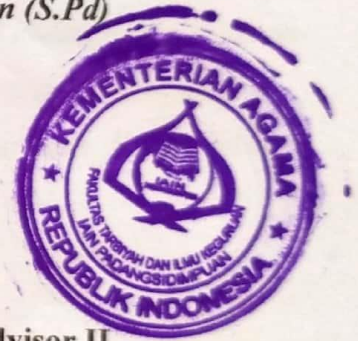
**THE STUDENTS' ABILITY IN IDENTIFYING ADJECTIVE IN  
DESCRIPTIVE TEXT AT INTENSIVE LANGUAGE  
PROGRAMME IAIN PADANGSIDIMPUAN**

**A THESIS**

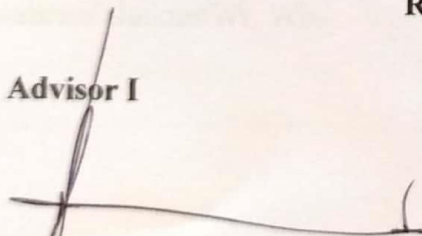
*Submitted to State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the Requirement  
for The Degree of Graduate of Islamic Education (S.Pd)  
in English Program*

Written by:

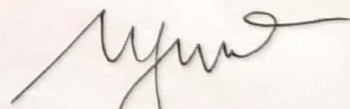
**MUHAMMAD DAUD**  
Reg. Number 14 203 00082



Advisor I

  
**Zainuddin S.S., M.Hum**  
NIP. 19760610 200801 1 016

Advisor II

  
**Yusni Sinaga, M.Hum**  
NIP. 19700715 200501 2 010

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH AND TRAINING FACULTY STATE  
INSTITUTE ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2022**



## LETTER AGREEMENT

Term : Thesis  
a.n. **Muhammad Daud**

Padangsidimpuan, 14 June 2021  
To:  
Dean Tarbiyah and Teacher Training  
Faculty  
in –  
Padangsidimpuan

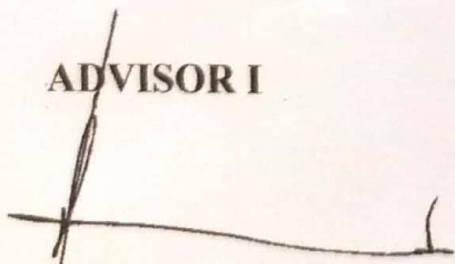
Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belongs to **Muhammad Daud**, entitle "**THE STUDENT'S ABILITY IN IDENTIFYING ADJECTIVE IN DESCRIPTIVE TEXT AT INTENSIVE LANGUANGE PROGRAMME IAIN PADANGSIDIMPUAN**", we assume that the thesis has been acceptable to complete the assignment and fulfill for the degree of Graduate of Education (S.Pd) in English, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hoped she could be defined her thesis in Munaqosyah. That is all and thank you for the selection.

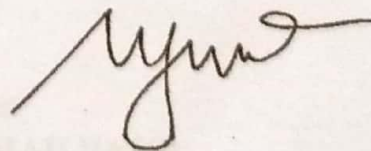
Wassalamu'alaikumWr. Wb.

**ADVISOR I**



**Zainuddin, S.S., M.Hum**  
**NIP. 19760610 200801 1 016**

**ADVISOR II**



**Yusni Sinaga, M.Hum**  
**NIP. 19700715 200501 2 010**

# AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

---

As Academic Civity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : **MUHAMMAD DAUD**  
Registration Number : 14 203 00082  
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-4  
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present the State Institute for Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my thesis with entitled:

**“THE STUDENTS’ ABILITY IN IDENTIFYING ADJECTIVE IN DESCRIPTIVE TEXT AT INTENSIVE LANGUAGE PROGRAMME IAIN PADANGSIDIMPUAN”**

With all the sets of equipments (if needed). Based on the this **Non Exclusive Royalty Right**, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Above all, thus statement is made true heartedly to be used properly.

Padangsidimpuan, Januari 2022

The signed



**MUHAMMAD DAUD**  
Reg. No. 14 203 00082



## DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Muhammad Daud  
Registration Number : 14 203 00082  
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-4  
The Tittle of Thesis : **The Students' Ability in Identifying Adjective in Descriptive Text at Intensive Language Programme IAIN Padangsidimpuan**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, Januari 2022

Declaration maker




**MUHAMMAD DAUD**  
Reg. No. 14 203 00082

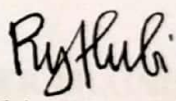
**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Muhammad Daud  
Registration Number : 14 203 00082  
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-4  
The Title of Thesis : **THE STUDENTS' ABILITY IN IDENTIFYING  
ADJECTIVE IN DESCRIPTIVE TEXT AT  
INTENSIVE LANGUAGE PROGRAMME IAIN  
PADANGSIDIMPUAN**

Chief,

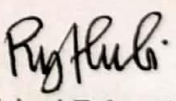
Secretary,

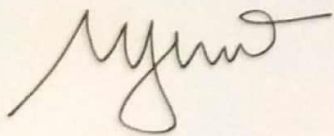
  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

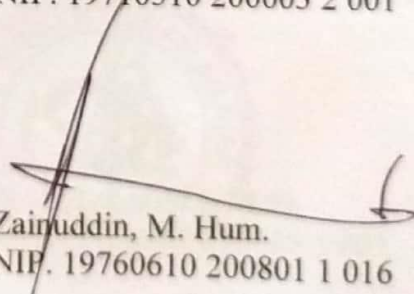
  
Rayendriani Fahmei Lubis, M. Ag.  
NIP. 19710510 200003 2 001

Members,

  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

  
Rayendriani Fahmei Lubis, M. Ag.  
NIP. 19710510 200003 2 001

  
Yusni Sinaga, M. Hum.  
NIP.19700715 200501 1 003

  
Zairuddin, M. Hum.  
NIP. 19760610 200801 1 016

Proposed:

Place : Padangsidimpuan  
Date : June, 14<sup>th</sup> 2021  
Time : 14.00 WIB until finish  
Result/Mark : 73,5 (B)  
IPK : 2.90  
Predicate : Memuaskan





**RELIGION MINISTRY  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING FACULTY**

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

**LEGALIZATION**

**Thesis : THE STUDENTS' ABILITY IN IDENTIFYING  
ADJECTIVE IN DESCRIPTIVE TEXT AT INTENSIVE  
LANGUAGE PROGRAMME IAIN PADANGSIDIMPUAN**

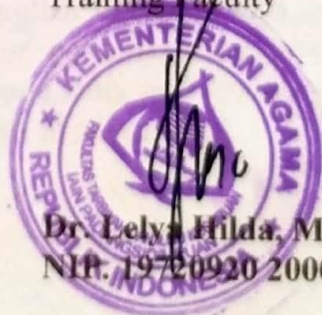
**Written By : MUHAMMAD DAUD**

**Reg. No : 14 203 00082**

**Faculty/Department : TARBIYAH AND TEACHER TRAINING FACULTY /TBI-4**

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English

Padangsidimpuan, January 2022  
Dean of Tarbiyah and Teacher  
Training Faculty



**Dr. Lelys Hilda, M.Si.**  
NIP. 19720920 200003 2 002

**Name : Muhammad Daud Tanjung**  
**Reg. No : 14 203 00082**  
**Title : The Students Ability In Identifying Adjective In Descriptive Text At Intensive Language Programme Iain Padangsidimpuan.**

#### **Abstract**

The aims of the research were to know the students' ability in identifying adjective in descriptive text at intensive language programme IAIN Padangsidimpuan, to know the students' difficulties in identifying adjective in descriptive text.

This research was done in intensive language programme IAIN Padangsidimpuan. The sources of data were at the intensive language programme IAIN Padangsidimpuan. The kind of this research is quantitative research by using descriptive method. The instruments of collecting data were test.

After the research was done it can be known that the students' ability in identifying adjective in descriptive text at intensive language programme IAIN Padangsidimpuan can be categorized into high category (66.80). The students' difficulties in identifying adjective in descriptive text were the students had poor vocabulary, cannot differ each generic structure of the adjective, and lack of the knowledge to understanding characteristic Adjective in descriptive text. The effort done by English teacher to overcome the students' difficulties about vocabularies were the English teacher asked to the students to master vocabularies by memorizing. Before learning English, the teacher give ten vocabularies to students by memorizing. After students memorizing it, students memorize it in front of class.

Then the English teacher remind and review grammar to them, then gave more examples which the near examples which the near example or familiar example with students life. Next the English teacher asked and gave exercises about adjective phrase. Then the teacher gave explanation many times about adjective phrase, so the students understood truly and always give motivation to the student s how important speech English in now a days.



## ACKNOWLEDGEMENT

Praised be to Allah Subhanahu Wata'ala (SWT)., the most Creator and Merciful who has given me the health, time, knowledge and strenght to finish the thesis entitled “ The Students’ Ability in Identifying Adjective in descriptive text at intensive language programme IAIN Padangsidimpuan”. Besides, peace and greeting be upon to the prophet Muhammad SAW who has brought the human from darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In this process of finishing this thesis, I got a lot of guidance and motivation from many people,. Therefore, in this chance I would like to express my deepest gratitude to the following people.

1. Special thanks are due to Zainuddin, M.Hum, and Yusni Sinaga, M. Hum, as researcher’s advisor who have given researcher suggestions, ideas, criticism, and guidance in writing this thesis.
2. To Dr. H. Ibrahim Siregar, M.CL., as the Rector of the State Institute for Islamic Studies (IAIN) Padangsidimpuan.
3. To Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Traini g Faculty of the State Insttute for Islamic Studies (IAIN) Padangsidimpuan.
4. To Mrs. Fitri Rayani Siregar, M. Hum., as the Chief of English Education Department IAIN Pdangsidimpuan.

5. To Mr. Yusri Fahmi, S.Ag., as the Chief of Library and his staffs have borrowed the books to me in this research.
6. All lectures who have given me their valuable through in teaching English for researcher during the learning process in TBI IAIN Padangsidempuan.
7. The headmaster, English teacher and also students of intensive language IAIN Padangsidempuan who helped me to complete my research
8. The exclusive thanks to my lovely parents' (Mr. Ali Umri Tanjung) and (Mrs. Roslina Hasibuan) who always give me material, prays, motivation, and moral encouragement from the beginning of my study until to finish my study.
9. To my lovely brothers and sisters, they are : Amri Zamil Tanjung, Alwi Fazri Tanjung, who always support me and give me sprit to finish my study.
10. To my close friend Akmal Mursalin Batubara, Muhammad Khairul Syahban and all my friends epecially TBI 4 who have helped, supported and motivated me in finishing my thesis and as a friends to fight together finishing our study.
11. To my friend that I have belief as my womb brother Akmal Mursalin Batubara and to my friend that always keep his heart for me Muhammad Yusuf. Last but least, researcher just wants to say thank you very much for their helping, Allah bless them and IAIN Padangsidempuan.

Hope, all of the given health always and all the kindness will be replied by Allah subhanahu wata`ala. This is still s far from being perfect based on the



weakness of the research. Therefore, the researcher aspects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, Januari 2022  
Researcher,

**MUHAMMAD DAUD**  
**Reg. Number. 14 203 00082**

## TABLE OF CONTENTS

	Page
<b>TITLE PAGE</b>	
<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
<b>LIST OF TABLE .....</b>	<b>vii</b>
<b>LIST OF FIGURES.....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Identification of problem .....	6
C. Limitation of the problem .....	6
D. The Formulation of the Problem .....	6
E. The Objectives of the Research .....	7
F. Significances of the Research .....	7
G. Definition if key term.....	7
H. Outline of the Thesis.....	8
<b>CHAPTER II THEORETICAL DESCRIPTION</b>	
A. Theoretical Review .....	11
B. Definition of Students Ability .....	11
C. Adjective .....	12
1. Definition of Adjective .....	12
2. The Kinds of Adjective.....	15
3. Position of Adjective .....	17
4. Types of Adjective.....	18
5. Definition of Text .....	19
6. Definition of Descriptive Text.....	20
7. Example of Descriptive Text .....	26
8. Characteristic of Descriptive Text.....	27
9. Generic Structure of Descriptive Text.....	28
D. Hypothesis.....	33
E. Related Findings.....	33



### **CHAPTER III RESEARCH METHODOLOGY**

A. Research of Methodology .....	35
B. Research Design.....	35
1. Population and Sample .....	35
2. The Instrument of Collecting Data .....	37
3. The Technique of Data Analysis .....	38

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

A. The Result of The Research.....	40
1. Description of The Data .....	40
2. Hypothesis Testing .....	47
B. Discussion.....	48
C. Threats of the Research .....	50

### **CHAPTER V THE CONCLUSION AND SUGGESTION**

A. Conclusion .....	51
B. Suggestion .....	51

### **REFERENCES**

### **CURRICULUM VITAE**

### **APPENDIXES**

## LIST OF TABLE

	Page
Table 1. Population of the Research .....	35
Table 2. Indicator Adjective.....	36
Table 3. The Classification Ability of Students Score .....	39
Table 4. The Students Total Score in Identifying Adjective.....	41
Table 5. The Quality Students Score in Identifying Adjective .....	42
Table 6. The Resume of Variable Score in Identifying Adjective.....	44
Table 7. The Frequency Distribution in Identifying Adjective.....	45
Table 8. The Classification Ability of Students Score.....	47



## LIST OF FIGURES

	Page
Figures 1 : The Data Description of Identifying Adjective in Description text...	46

# CHAPTER I

## INTRODUCTION

### A. Background of problem

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

Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release.

English is one of foreign language. It has becomes very important in education, because English language including to several language lesson inn our country. Foreign language has several function such as; a. language as a system of communication for everyone, b. the most complex of man''s tool,



c. each language is structurally different system, d. international communication and study of language. Foreign language as a international language, it is used to communicate among people in the different country and also many countries. However, it can be an important to that is should be learned by the students.

There are four aspect skill in every language they are: listening, speaking, reading, and writing. Reading is one of the tool of communication that is used to share information in order to express idea and feeling in written form reading has a very big role in this world. Through reading, we can get and share information, knowledge, opinions, stories and the proposal problem that may be used by people to learn in life. And other function of reading is to remind of something.

The learners are learning English as a foreign language. The result will be better if English is used as the medium of instruction in the first year of junior high school to university then English is considered as a foreign language. Based on the fact in university, they have been studying English since the were in the kindergarten. They have serious difficult understanding the books written in English. The result can be shown by students communication ability, their ability to use the language in the real communication. The students difficult is writing, especially in writing descriptive text.

There are many language, such as the first language, second language, national language and international language such as English, Arabic, Mandarin, Spain, Russia and Indonesian. First international in this is world is English and the second is Arabic. Therefore English is taught as a foreign language in Indonesia.

English is important in Indonesia because it's the way of communicating with other notion, for information, business, technology, especially in education. In English, communicative competence include grammar, it could prevent misunderstanding in communication. Grammar is a systematic study of scientific method which provides information and guidance necessary to learn a language.

The science of grammar teaches how a language spoken and written correctly and effectively. So, it can be said that grammar is primly concerned with the formation and classification of words and sentences and their practical significance in daily life. There are some major form of grammar for instance part of speech that builds a sentence. They are noun, verb, pronoun, preposition, conjunction, interjection, adjective and pronoun. An adjective qualifies a noun; it describes the attributes of a noun and pronoun. It`s one of the bases of English language that have to be known, especially in grammar.

Adjective has been a part of the general high school programs that is contained in the curriculum. Students are expected to know and to understand the adjective. Adjective is a word used to modify a verb, and adjective or

another adverb or a word used to explain the question of how, where, when and why an action is performed is known as an adverb.

In addition, there are many kinds of text such as descriptive, report, argumentation, narrative, procedure, text and the other all kind of them have many rhetorical and many purpose. Descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description.

In our country, English learned since elementary school, because is not our authentic language. So, ordinary if the students are difficult to learn it. Based on that statement, English learned with many method to make student easily to learn English as their second language. one of method that helps the students to master of English is by using descriptive method.

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

Descriptive text is a text that describes a particular person, place, or thing. Descriptive text contain some elements, such as social function, generic structure, and lexicon grammatical features. All the elements have to exist in a descriptive text.

Descriptive text is the text about the way of things, people, or places. In descriptive text, the students can use imagination and perceptive sense to make reader hear, taste, smell, see, and feel as they present a good word of the subject. Descriptive text is a written text in which the writer describes on object.

Description text containing two components, identification and description by which a writer describes a person, animal, and others. Sometimes there are many adjectives in descriptive text. So, the students will be easy to build their vocabulary of adjective to read descriptive text. To identify adjective in descriptive text the student must own many vocabularies. Actually the adjective has been studied since the English lecture in Intensive Language Programme IAIN Padangsidimpuan. According to own of it proves that the students are still analyze the adjective and the students still low how to use good sentences when they are analyzing adjective in descriptive text.

Based of information from English teacher in Intensive Language Programmed IAIN Padangsidimpuan, some of the students often find difficulties especially in learning descriptive text. The students usually feel difficult to organize their ideas. This assumption made students are lazy and they do not intrest to study. As a result, most of students are indolent to ask the points that they do not understand to the teacher explanation. This situation makes the students passive in their learning English. Besides, they are also difficult to identify adjective in descriptive text.



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

Based on the background above, the researcher is interested in conducting the research about Students Identifying Adjective In Descriptive Text at Intensive Language Programmed IAIN Padangsidimpuan.

### **B. Identification of the Problem**

Based on the background of the problem researcher identify the identification of problem at Intensive Language Programme IAIN Padangsidimpuan have many difficulties in descriptive text they are:

1. Students lack of knowledge in understanding structure and grammar.
2. Students cannot differ each generic structure of the adjective.
3. Students are lack of vocabulary text.

### **C. Limitation of the Problem**

To avoid misunderstanding and clarify the problem, it is necessary to limit the problem of the researcher about the students' ability in mastery analyzing adjective in descriptive text. The researcher intends to focus on students' difficulties in mastery analyzing adjective in descriptive text, they are adjective of quality, adjective of quantity and possessive adjective in descriptive text at Intensive Language Programme IAIN Padangsidimpuan.

### **D. Formulation of the Problem**

As has been motioned before, the research focused on students' ability and difficulties in mastery analyzing adjective in descriptive text at The Students of Intensive Language Programme IAIN Padangsidempuan.

1. What's your suggestion to teacher and to chief language ;earn development?

#### **E. The Objective of the Research**

The purpose of this research is:

1. To know students' ability in identifying adjective in descriptive text at Intensive Language Programme IAIN Padangsidempuan.

#### **F. Significances of the Research**

1. For the teacher P2B, to encourage English teacher improve in teaching English especially descriptive text.
2. For the chief P2B, to find out the suitable and best way in teaching English especially descriptive text.
3. For wakil rector I, to motivate and make them interest in learning writing descriptive text and also to solve their problem and difficulties of descriptive text.

#### **G. Defenition of the Key Term**

Definition of the key term to avoid the vagueness and misunderstanding between the researcher and reader, the terminology as follow:

1. Adjective

According to Susanto that “ adjective is a group of word that does the work of an adjective in the sentences”.<sup>1</sup> It means that an adjective consist of some what that are being working as an adjective in the sentence. As we have seen that adjective may modifiers noun, so that the phrase must express the noun it sel.

## 2. Descriptive Text

Descriptive text is kind of text which the content is description of a case being described clearly. Descriptive text is written English in wich the writer describes an object. In the text, the object can be concert or abstract object. It can be a person, and animal, a tree, a house, or camping, it can be about and topic.

Descriptive text is containing two component, i.e., identification and description by wich a writer describes a person, an animal, a tree, a house, or camping as his topic.<sup>2</sup>

## H. Ouline of the Thesis

The outline if the thesis include in to five chapter, they are: the first chapter consist of background of the problem, identification of the problem, formulation of the problem, purpose of the research, significances of the research, definition of terminologies and outline of the thesis. The content of this chapter was about the problem that faced by students in identifying adjective in descriptive text, the students do

---

<sup>1</sup> Susanto, *The New Complete English Grammar*, (Pustaka Ilmu: Jakarta), 2005, p, 37.

<sup>2</sup> SanggamSiahaan, *Genre Text Structure* (PematangSiantar: GrahaIlmu, 2007), p.89.

not able to identify adjective phase in descriptive text well, because the students do not know grammar, lack of knowledge to understanding characteristic adjective in descriptive text and in this chapter found how to solving problems the research, definition of terminologies and the outline of thesis.

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

Chapter three consist of methodology of the research, include in: the place and time of the research, the research design, the population and sample, the instrument of the research, and the technique of analysing data.

Chapter four is the result of the researcher talking about the analysis the data. It is consist of description of data, hypothesis testing, discussion and the threats of research. The fourth chapter consist of finding, discussion and result of the research consist description in identifying adjective in descriptive text, the difficulties of the students in identifying adjective in descriptive text and the effort of teacher to overcome the difficulties. In this chapter about result of the result, the



difficulties that faced by students in identifying adjective in descriptive text and how to overcome the difficulties. The threat of the research, which talking about the threats that researcher found in the process of the research.

Chapter five consist of conclusion about the result of research and suggestion which is given by researcher. The conclusion included the result of the research, the difficulties that faced by students in identifying adjective phase in descriptive text, and the effort by English teacher to overcome the difficulties that faced by student, English teacher, chief of P2B, wakil rector, and rector.

## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Theoretical Review

##### a. Definition of Students Ability

###### 1) Students

Elementary school, junior high school, until university it is a students. Students are person who studies or investigates and who is enrolled for study at school, college, etc. <sup>3</sup>It can be concluded that student is a person that studying at school not only Elementary school, Junior School, Senior high School but also at University.

###### 2) Ability

Ability is the quality or capacity of being able to do something well. The word 'ability' is derived from the word 'able', which has the similar meaning with 'can'.<sup>4</sup>Ability is the skill or competence of doing something. The meaning of this word is the situation being able. It is also as potential capacity or power to doing something physical or mental. ability is skill to take a certain attitude to watch something

---

<sup>3</sup> Kholijas' thesis *An Analysis Of Students' Ability Identifying Noun In Descriptive Text At Grade X SMA N 8 Padangsidempuan*. 2014

<sup>4</sup>Hendri, *Students' Ability To Use Descriptive Adjective In Sentence*, Palangkaraya, 2016.p.16

with understanding to create new something to prove how far the students success in learning process in their level class.

Ability is the power to do something physical or mental. Mariam says that “Ability is quality or being able, especially in physical, mental or legal power to perform”.<sup>5</sup>

Ability is mental or physical capacity, power or skill required to do. Ability is also means the quality or capacity or being able to do something well.<sup>6</sup> It means that we do something consist of physical or mental achievement.

The researcher concluded that students’ ability is energy changes of a students that is marked by the emergence of the mind and preceded by a response to the existence of goals.

## **B. Adjective**

### **a. Defenition of adjevtive**

Adjective is a modifiers that has the grammatical property of comparison, it is often identified by special derivational endings or by special adverbial modifier that precede it. Its most usual position is before the noun it modifier, but it fills other position is well.

An adjective is a word, phrase or clause that describe a noun or limits it in its meaning in some way. Single-word adjective usual comes

---

<sup>5</sup>A.Mariam,websterColigiate Thesaurus (USA) : Massa Chusettes 1976), p. 33.

<sup>6</sup>Sri Nirwani, ‘The Ability Of The Tenth Grade Students In SMA Negeri 1 Batang Angkola In Writing Recount Text, Thesis’ (IAIN Padangsidempuan, 2016), p. 6.

before noun. Adjective is part of speech that used to modify noun and pronoun to give the characteristic and information to the object that modified. Adjective is a word that modify noun and pronoun. Adjective is the part of speech in grammar.

Adjective is descriptive word used in sentences to modify or describe noun or pronoun and giving properties of the noun an adjective is a word which qualifies a noun, that is, shows or points out some distinguishing mark or feature of the noun. An adjective qualifies a noun; it describe the atribues of a noun.<sup>7</sup> Adjective can often function as head noun phrase. Therefore, they do not infect for number or for the genitive case and must take a definite determiner.

Wren and Martin says “ Adjective is a word used with noun to describe or foint out a person, animal, place or thing which the nouns names, or to tell the members or quantity”.<sup>8</sup> While according to Jayanthy Dakshina Murthy that “ Adjective is a word used to express the quality, quantity, number and to point the person or thing is regarded as an adjective”.<sup>9</sup>

The last, Richar Morrins English Grammar said that an adjective is a word used with a noun to distinguish or describe the named or spoken.

---

<sup>7</sup>Tulloch Graham, *English Grammar A Short Guide*, (Sydney: Sydney University Press 1990), P.10

<sup>8</sup>Wren and Martin, *High School English Grammar and Composition* N.D.P: Parsada Rao: 1990., p.16.

<sup>9</sup>Murthy, Jayanthy Dakshina, *Contemporary English Grammar* Delhi: Book Palace, 2003) p. 35.



<sup>10</sup> Adjective is used to give character of noun and all nouns have restrictive strength limited. Adjective is a word that used to characterize nouns. Each adjective has a limiting power, and adjective is a word to explain noun or pronoun which can be in the form of a person, place, animal, object or abstract concept. Adjective also used to modify nouns, or pronouns to describe noun or pronouns.

One of the major parts of speech in most languages especially English is Adjectives. It forms a vital aspect of written and spoken form of English. It is therefore necessary to learn and use it correctly.<sup>11</sup>

An adjective modifies a noun or pronoun by providing descriptive or specific detail. Unlike adverbs, adjective do not modify verbs, other adjectives, or adverbs.<sup>12</sup> Adjective usually precede the noun or pronoun the modify. Adjective do not have to agree in number or genre with the nouns the describes.

Researcher concluded that Adjectives are words used to modify nouns or pronouns. To modify is to specify the exact meaning of another word. As a modifier, adjective does not change the basic meaning of the word it modifies: ‘a black cat’ is still a cat. The modifier, ‘black’, merely tells us something more specific about the word it modifies. Adjectives

---

<sup>10</sup>Rev. Richar Morrissn M. A., IL..D *English Grammar*, (Landon : Macmillan and New York, 1889), p. 36.

<sup>11</sup>Bola Adelabu’s Thesis, *A Contrastive Analysis of Adjectives in English and Yoruba*, University of Agriculture, Makurdi, Nigeria. *International Journal of Education and Research Vol. 2 No. 4 April 2014. p.511*

<sup>12</sup>Jayetta Slowson, and friends, *Southeastern Writing Center*, The little, Brown handbook, 11<sup>th</sup> Edition, Contributors Dayne Sherman, 2011.p.1

modify a noun or pronoun by describing, limiting or making its meaning more nearly exact.

From the explained above can be concluded that adjective is a word with a noun and pronoun to describe or point out the person or thing and used to express the quality, quantity and number. Adjective is the part of speech that modifies a noun or pronoun.

#### **b. Kinds of Adjective**

Adjective are dived into ten types, namely :

- 1) Adjective of quality
- 2) Adjective of quantity
- 3) Adjective of number
- 4) Demonstrative adjective
- 5) Possessive adjective
- 6) Disributive adjective
- 7) Interrogative adjective
- 8) Emphasizing adjective
- 9) Exlamatory adjective
- 10) Prover adjective

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

a. Adjective of quality

Adjective of quality is an adjective used to talk about the quality of a person or thing is known as adjective of quality. According to Wren and martin adjective of quality (or Descriptive adjective) is show the kind or quality of person or thing. So adjective of quality is an adjective used to talk about quality of a person or thing, Example: clever, new, large, fat, golden, good, old, large, honest,heavy, square.

Example: She is a smart students.

A new mosque

He is an *honest* man

Sibolga is a large city.

b. Adjective of number

According to jayanthi, an adjective used to talk about number or things person is known as adjective of number.<sup>13</sup>

Example: one, two, three and so on

c. Adjective of Quantity

Adjective of quantity is an adjective used to talk about the quantity or things. Beside Wren and Martin that adjective show how much of things is meant : as

Example: some,much,little,any,all,enough

---

<sup>13</sup> Jayanthi Dakhsina Murthy, *Contemporary English Grammar*, ( New Delhi: Book place, 1998), p.33.

I ate some rice

He showed much patience

He has little intelligence

We have had enough exercise

d. Possessive adjective

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

Example: My, Your, his, her, its, our, your, their,

My mother is a teacher

Your sister is a nurse

Our teacher is a beautiful woman

Words that generally function as adjective sometimes serve as part of speech.

c. **Position of adjective**

1. In front of noun

Example: he is foolish boy

2. After To Be (Is, Am, Are)

3. After object

4. After the pronoun

Example: he is looking for something *new* and *exciting to do*

5. Before the pronoun

Example: did you buy the green dress or *blue* one?

## 6. After object

Example: he tells me good

Adjective has position, according to A.J Thomson and A.V. Martinet in *A Practical English Grammar*, as

## 7. Adjective in a group come before noun in this position are called attribute adjective.

Example: this book, my laptop

## 8. Adjective of quality, however can come either before noun, in this position are called predicative adjective.

Example: a rice man, a happy girl.<sup>14</sup>

**d. Types of adjective**

## 1. Determiners

Determiners consist of small group of structure words without characteristics form.

- a. Article (the, a, an)
- b. Demonstrative adjective ( this, plural, these ), ( that, plural, those )
- c. Possessive adjective ( From pronouns, ex : my, your, one's), ( from nouns ex : Jhon's, the girls )

---

<sup>14</sup> A.J. Thomson and A.V Martinet, *A Practical English Grammar* (New York: Oxford University press, 1986, p.33).



- d. Numerals adjective ( cardinal , ex,: four, twenty , five, one, hundred ),(Ordinal, ex,: fourth, twenty, fifth, one, hundredth )
- e. Adjective of indefinite quantity ( ex: some, few, all, more )
- f. Relative and interrogative adjective ( ex: whose, that which ).

All of these determines except the article and the possessive adjective of the pronoun may function as pronoun when not followed by noun. Personal have separate forms for the possessive used without a noun my (*adjective*) book vs the book is mine (*pronoun*).

#### e. Descriptive Adjective

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

- a) Proper adjective such as a moslem mosque, Indonesian language.
- b) Participle adjective, consists of present participle such as an interesting book, a disappointing experience, a charming view, a trifling gift, and past participle such as bored student, a worn table cloth, a tired house wife, a spoiled child.
- c) Adjective compound  
With Participle

- 1) Present participle, such as good looking girl, a breaking story.
- 2) Past participle such as 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 absent, minded, ill, tear, far, sighted.

#### **f. Definition of Description Text**

Genre is cultural specific text type which result from using language (written and spoken) to keep accomplish something. It takes place through a series of stage and using language in particular ways. A text is usually represent a discourse, although it may be a list of associated sentences and every teaching materials in English subjects always involves text. One of them is descriptive text.

Descriptive text is a kind of the text that actually tells us about a short description of people`s characterization, animal, thing and particular place. To began descriptive text must make an identification as a first steps that is introduce the thing that will be described and then continue to the description that will be description also.

According to A. S Hornby stated on oxford dictionary that description is a piece of writing or speech that says what is like, the act of

writing or saying in the word what.<sup>15</sup> While Sanggam Siahaan stated that descriptive adalah teks bahasa inggris yang ditulis dimana penulis menggambarkan suatu object. Dalam teks ini, objek dapat menjadi objek konkret atau abstrak. Ini bisa menjadi orang, atau binatang, atau pohon, atau rumah, atau berkemah. Hal ini dapat tentang topic apapun.<sup>16</sup> It means description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, an animal, a tree, a house, or a camping. It can be about any topic. Description is a text containing two components such as identification and description by which writer describes a person, or an animal, a tree, a house, or a camping. It can be about any topic. Supported by Sri Dewi says teks deskripsi adalah teks yang menggambarkan karakteristik suatu hal tertentu, suatu tempat atau orang.<sup>17</sup> It means descriptive text is a text that describe the characteristic of a particular thing, a place or a person.

Similarity with Otong Setiawan Djuharie stated teks deskriptif adalah jenis teks cerita yang bertujuan menggambarkan orang, hal, tempat, dan binatang.<sup>18</sup> It means descriptive text is a kind of story text which purpose to describe people, thing, a place and an animal.

---

<sup>15</sup> As Hornby, Oxford Advanced Learner`S Dictionary, (New York: Oxford University), 2000, p. 357.

<sup>16</sup>Sanggam Siahaan and Kisno Shinoda, Generic The Structure, (Yogyakarta: Graha Ilmu, 2008), P. 89.

<sup>17</sup>Sri Dewi Astuti, Comparing and Contrasting Descriptive and Report Text (Bekasi: Aldhi Aksara Abadi Indonesia), n. d, p. 1

<sup>18</sup>Otong Setiawan Djugarie, Genre (Bandung: Rama Widya), 2007, p. 24.

Next, according to Joyce said “descriptive text is writing that appeals to one or more live sense, sight, smell, taste and touch”.<sup>19</sup> In this case, description tells about feeling, phenomena, sound (sound of people, animal, thing, etc), smell (fragrant and bad smell). While Ma`mur said “karangan deskripsi adalah suatu bentuk karangan yang melukiskan sesuatu dengan keadaan sebenarnya sehingga pembaca dapat mencintainya (melihat, mendengar, merasakan dan mencium) apa yang dilukiskan itu sesuai dengan citra penulisnya”.<sup>20</sup> It means descriptive text is a form of text that describe something with the actual situation so that reader can imagined (see, hear, taste, and smell) what was depicted in the image of the author. Then Pardiyono said “karangan deskripsi adalah suatu bentuk karangan yang memberikan deskripsi atau penjelasan atas suatu benda, baik benda hidup ataupun benda mati kepada pembaca”.<sup>21</sup> It means that description text is a form of composition that gives description or explanation of an object, whether living or inanimate objects to readers.

Descriptive text is a text which is intended to describe a particular, person, place or thing. The schematic structure of descriptive text is divided into two: identification and description.<sup>22</sup> Besides schematic structure, descriptive text also has its own linguistic features. Linguistic

---

<sup>19</sup>Carrol, Writing and Grammar, p. 6.

<sup>20</sup>Ma`Mur Saadi, “Strategi Pembelajaran Bahasa Indonesia, (Jakarta: Universitas Terbuka),” 2007, p. 33

<sup>21</sup>Pardiyono, Pasti Bisa Teaching Genre Based On Speaking, (Yogyakarta: CV. Andi Offset, 2009), P. 33

<sup>22</sup>M. Mukhlis Zulaikah, Eka Agustina, “ An Analysis Students Ability In Writing Descriptive Text Of Second Semester Of English Education Program At Stkip Nurul Huda Oku Timur Zulaika,” X, No. 1 (2018), P. 17.

features of descriptive text are: use specific participant, written in present tense, use linking verbs, use adjectives, use relational and material processes.

In writing descriptive, while it is possible to take time and set down details that will show with appropriate, to describe picture look, etc, to describe someone the person height, shape of head, color of hair, look of eyes, etc. in order to be particular and interesting. We have to notice details and could do describe it in intemperance.

Descriptive text is a text that is always in around us when we want to describe something or someone. It is learn by junior high school in the first and second years. In general, descriptive text means describe about particular person, place or thing details. Descriptive text should concentrate on action (verbs), rather than sensation (adverbs and adjective).

Descriptive text has generic structure and language features. Writer should assume the role of readers whose idea of the described events, in entirety, constructed by text content. Abisamra adds that “descriptive is the text picturing the person, place and thing with clear detail to help the readers visualize and object which is described”.<sup>23</sup> So, by writing a descriptive text, the writers will create their sense of impression and get a clear picture of object which is described. Furthermore, description activity is used to described an object and the readers become easily to be

---

<sup>23</sup>Nada. Abisamra, “Teaching Writing Approach & Activities. (Retrieved On January 2013). Journal Of English Language Teaching. Vol 2. No. (2011), <http://www.jstor.org/stable/40014588>.

understood, so that they can imagine the object which is described clearly like the real one.

Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object.<sup>24</sup> It can be a person, an animal, a tree, a house, or a camping. It can be about any topic. Description is a text containing two components such as identification and description by which writer containing two components such as identification and description by which writer describer a person, or an animal, a tree, a house, or a camping. It can be about any topic. The identification is to identify the object to describe. The description describe parts, qualities, and characteristic of the part of the object.

Descriptive text is a text which a writer tries to picture what they are describing. "The descriptive text is really different from the other kinds of text."<sup>25</sup> It means descriptive text is the text that describes something, and it is a kind of writing that consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually in simple present tense. It is necessary for the teacher to make teaching and learning writing descriptive text more interesting.

In Ade Dwi Jayanthi`s thesis said that descriptive is the text picturing the person, place and thing with clear detail to help the readers

---

<sup>24</sup>Sanggam Saihaan, "Generic Text Structure (Yogyakarta: Graha Ilmu, 2008)," p. 89.

<sup>25</sup>LailatulHusna`s Thesis *An Analysis of Students' Writing Skill in Descriptive Text at Grade X 1 IPA of MAN 2 Padang*, p.2

visualize an object which is described.<sup>26</sup> So, by writing a descriptive text, the writers will create their sense of impression and get a clear picture of the object which is describe. Furthermore, description activity is used to describe an object and the readers become easily to be understood, so that the can imagine the object which is described clearly like the real one.

According to Joyce Amstrong Carrol descriptive text is description of a person, place, or thing contain sensory details that bring to life actual people, places, or thing, and observations describe an event the writer has witnessed, often the event takes place over an extended period of time, travel brochures contain factual information as well as persuasive language to encourage tourism, finally character sketches fictional character such as: appearances, personalities, hopes and dreams.<sup>27</sup> It means descriptive text is a text that describes a person, place, animal, or things.

According to George E. Wishon description gives sense impressions the feel, sound, taste, smell and look of things. Description helps the reader, through her or his imagination to visualize a scene or a person to understand a sensation or an emotion. Good description requires careful observation and organization.<sup>28</sup> It means descriptive text is about sense impression.

---

<sup>26</sup> Ade Dwi Jayanthi, "Students' Writing Ability On English Descriptive Text At Grade VIII In SMPN 33 Padang", No. 1 (N.D.), P. 73

<sup>27</sup>Joyce Amstrong Carrol, *Writing and Grammar*, (New Jersey: Printice Hall, 2001),p.101.

<sup>28</sup>Wishon Goerge E, *Lets Write English*, (New York: Clitton Educational Publishing, 1980),p.128.

Descriptive text is a written English text that gives a very detailed characteristic of something until the reader can imagine in their mind about the object. According to Pardiyono says that description is a type of written text which has the specific function to give description about a object (human or non human).<sup>29</sup> It means descriptive text is written text to give the description about person, animal, place, or things.

In this research, the students wrote about a place. The students should include several informations about the place, such as where the place is, how big it is, how cold or warm the place is, how the place makes you feel, what things you can see in this place, etc. For example, when a student wants to describe about his house, then he should have background knowledge about parts of his house, such as how many rooms that this student has?, what is the color of the wall?, how wide or how high the house is.

The researcher concludes that text is a discourse fixed in written form. Text can be interpreted as a lingual unit provided in writing or verbally with certain organizational arrangements to express contextual meaning.

#### **g. Example of Descriptive Text**

##### My Classroom

I want to tell you about my classroom. My classroom is next to the school library. It is a big and clean classroom. It has two white doors

---

<sup>29</sup>Pardiyono, *Pasti Bisa! Teaching Genre Based On Speaking*, (Yogyakarta: CV. Andi Offset, 2009),p. 34.



and six brown windows. The walls are green and there are some pictures on them. There are twenty tables and forty chairs.

Analyzing the text:

Generic structure analysis

- Identification: identifies a particular thing to be described; my classroom.
- Description: describes the parts of classroom (doors, windows, tables, chairs, and walls) and characteristic of classroom (size; big, color; brown, blue, quality; clear).
- Using adjective: size (big), color (brown, blue), quality (clean).
- Using noun phrase: a big and clean classroom, two brown doors.
- Using verbs: have (have, has), to be (is, am, are). The tense is the simple present tense.

#### **h. Characteristics of Description Text**

As we can see in above description text, there are some characteristics of description text that makes it be different from the other text types. Ahmad Thommy says there are the characteristics of description text, as follow:<sup>30</sup>

- a) Description text uses Simple Present Tense in most of its sentences. It happens as description text talks about factual events. It means that description text presents reality so that readers will see the events in the same way. Example, after readers see how

---

<sup>30</sup>Thommy, *Writing Genre in English*, p. 15.

penguins are, they will also agree that penguin cannot walk or run well.

- b) Description text does not need human participant, unless it talks about somebody. It means that description text focuses its presentation to the topic that is being described, not to somebody who parents it.
- c) As the aim of description text is giving a clear picture of a person, a thing, or a place, adjective words are important to show the condition that is being described. By using adjective words, we can give as much information as possible about the topic of the text so that readers can obtain the message of the text well. It means that characteristic of descriptive text are using simple past tense, not only describe human, and text is giving a clear of person, , place, or a thing.

#### **i. Generic Structure of Descriptive Text**

The generic structure of descriptive text is identification and description. Identification is intended of the topic which is wants to describe. Description is the kind of writing that tries to a picture in the reader's mind. Description tells how something look, sounds, taste, smell or fell.

Gerot and Wignell add their opinion in ade`s thesis about generic structures of descriptive text. They say that there are two generic structures of descriptive text as follows:

a. Identification

Identification is necessary in order to avoid having a general statement. It means that a writer needs to identify which particular thing. In this case, it identifies a phenomenon or a subject that is going to be described. The subject can be a person, thing or place.

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

b. Description

Describes parts, qualities, and characteristics of a phenomenon or a subject details that is being described. Description is a part of a paragraph which describes the character. So, the writer describes all information. Contains a description or picture of the object that can be viewed from several aspects: location, objects, weather, and size or shape.

Then, the ideas should be good organized. In this case, each of the ideas has a relationship and is organized. So, the reader can comprehend well what the English descriptive text is about. It

means that the reader will get a clear picture of the phenomenon or subject which is described in English descriptive text if the writer expresses the message clearly although.

In general description has generic structure that is identification and description. Identification is introduction of subject or thing that will be described and description inform the characteristic of the subject. It means generic structure of descriptive text is identification and description.

Besides having social function and generic structure, descriptive text also uses significant grammatical patterns that support the form of a descriptive text. They include focus on specific participant, use simple present tense, use verbs of being and having, and use of descriptive and adjectives to build up long nominal groups.

Sanggam Siahaan and Kisno Shinoda also explained that text structure of description text consist of:<sup>31</sup>

1. Identification is identifies phenomenon to be described such as person, place, animal or things.
2. Description is describes parts, qualities, and characteristic of thing.

---

<sup>31</sup>Shinoda, *Generic Text Structure*, 89

From the explained the researcher can conclude identification and description by which a writer describes a person, an animal, a tree, a house, or camping as his topic. The identification is to identify the objects to describe. The description describes parts, qualities, and characteristic of the part of the object, and the function of description is to describe a particular person, place or thing.<sup>32</sup> Text can be divided into descriptive text, procedure text, narrative text, recount text, and report text. However descriptive text means to describe thing, people, place specially.

According to Sanggam Siahaan there are parts, qualities, and characteristics of the part of descriptive text, such as :

- a) The function of descriptive text is to describe a particular person, or thing.
- b) Text structure
  - a. Identification : identifies phenomenon to be describe.
  - b. Description : describe parts, qualities, characteristics.
3. Dominant grammatical aspect
  - a. Focus on specific participants
  - b. Use of attributive and identifying process.
  - c. Frequent use of epithets and classifiers in nominal groups.

---

<sup>32</sup>Shinoda, .....p. 89

d. Use of simple present tense.<sup>33</sup>

Mark Anderson and Kathy Anderson says that, the generic features of description are :

- 1) Verb in the present tense
- 2) Adjective to describe the features of the subject
- 3) Topic sentences to begin paragraph and organize the various aspect of the description.<sup>34</sup>

Then Pardiyo also noted that there are 3 grammatical aspect of a description text they are:

- a) Present tense, present perfect tense
- b) Verb; be (is, am, are), have, linking verbs (seems, looks, sound, like)
- c) Using adjective phrase; contain a description or picture of the object that can be viewed from several aspect: location, object, weather, and the size of shape. Using adjective phrase is helping to developing text in identification to be more interesting and also that used to describe the object.<sup>35</sup>

c. Language Features of Descriptive Text

According to Peter Knapp and Megan Watkins, grammatical features of descriptive text such as:

---

<sup>33</sup>Sanggam Siahaan, *Generic Text Structure*, (Pamatang Sianta, Graham Ilmu, 2008, p. 89.

<sup>34</sup>Mark Anseron and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p. 26.

<sup>35</sup>Pardiyo, *Pasti Bisa! Teaching Genre Based On Speaking*, p. 37.

1. The present tense is predominantly, for example: has, eats, sings, goes, and other.
2. Relational verb is used when classifying and describing appearance, functional of phenomena (is, are, has, have).
3. Action verb is used when describing behavior. Example: go, sleep, run, walk and other.
4. Mental verb is used when describing feeling in literary description. For example: like, feel, want, and other.<sup>36</sup>

From the explanation above the researcher can conclude language features of descriptive text are using simple present tense, relation verb, action verb, mental.

### C. Hypothesis

The hypothesis is needed to show the researchers thinking and expectation outcomes of the research related to this research. So, hypothesis of this research are follow. “the students ability identifying adjective in descriptive text at intensive language programmed IAIN Padangsidempuan” is enough category.

### D. Related Findings

Actually, there are some researchers who have conducted almost the same research as follow:

Firstly, Nurlainun Harahap research with the title “Students’ Ability In Writing Recoun Text at Grade XI Mas Thoyibah Islamiyah HutarajaPaluta”.<sup>37</sup> This research aimed to identify the students writing in descriptive text. The result of this research revealed that almost of the

---

<sup>36</sup>Peter Knapp, *Genre Grammar*, (Sydney: University Of New South Wales, 2005),p.98.

<sup>37</sup>Nurlainun Harahap, ‘Students’ Ability in Writing Recount Text at Grade XI MAS Thoyibah Islamiyah Hutaraja Paluta, Thesis’ (IAIN Padangsidempuan, 2018),p. 60.

students' ability in recount text based on mastery is good but their motivation was also low to develop their writing skill.

Secondly, Abdul Muiz Pane research with the title "The Students Ability On Giving Synonym Of Words From Descriptive Text At Grade VIII SMP Negeri 1 Sipirok".<sup>38</sup> After doing the research, the researcher knows the students' ability on giving synonym of words from descriptive text at grade VIII SMP Negeri 1 Sipirok, by the means score it is 42.14. it can be categorized into enough categorize.

The last, AstriYanti research with the title "Students' Ability In Writing Descriptive Text At The Eight Grade Of Smp N 3 Sawit In 2013/2014 Academic Year".<sup>39</sup> Based on the research finding, the writer concludes that the students' ability in writing descriptive text at the eighth grade of SMP N 3. Sawit in 2013/2014 accademic year is fair. 7 students belong who to good category (the score 70-84) or 23,33%. There are 23 students who belong to fair category (the score 55-69) or 76,67%, and there is no student who belongs to very good and poor category. The aspects in writing descriptive text can be seen that the students ability in content beings to good category with the best average is 72.33. Mechanism belongs to fair category, and the smallest average is 60.5. Grammar belongs to fair category with the average is 64.16. Organization belongs to fair category with the average is 66,83. Vocabulary belongs to fair category with the average is 67,5. It means that the aspect in writing descriptive text mastered by the students at the eight grade of SMP N 3 Sawit is fair.

---

<sup>38</sup>Abdul Muiz Pane, 'The Students' Ability on Giving Synonym of Words from Descriptive Text at Grade VIII SMP Negeri 1 Sipirok, Thesis' (IAIN Padangsidimpuan, 2017),p. 72.

<sup>39</sup>Asri Yanti, 'Students' Ability In Writing Descriptive Text At The Eight Grade Of Smp N 3 Sawit In 2013/2014 Academic Year,' (Universitas Muhammadiyah Surakarta, 2014) <<http://eprints.ums.ac.>>.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

This research will be done at Room Three in Intensive Language programmed IAIN Padangsidempuan that is located on H.T. Rizal Nurdin Km 4,5 Sihitang. This research will be done from September 2020 until finish.

#### **B Research Method**

The design of this research is descriptive qualitative research. In this problem, a descriptive research is used to analyze the students' ability in identifying adjective in descriptive text at Intensive Language Programme IAIN Padangsidempuan.

##### **b. Population and Sample**

###### **1. Population**

The population as the data sources of this research are all of Intensive Language Programmed IAIN Padangsidempuan are 26 students.

**Table.1****Population of the Research**

<b>No</b>	<b>Gender</b>	<b>Students</b>
<b>1</b>	<b>Male</b>	<b>23</b>
<b>2</b>	<b>Female</b>	<b>3</b>
<b>Total</b>		<b>26</b>

**2. Sample**

The sample of this research, the writer took 26 students as a sample from 26 in the room three at Intensive Language Programmed IAIN Padangsidimpuan. .

**2. The Instrument of Collecting Data**

The researcher will do techniques for collecting data by using the test and interview as follow:

A The researcher makes preparation of the tests for the students which are all the items of the tests related to the material of descriptive text test.

**Table.II****Indicator Adjective**

<b>Types of Test</b>	<b>Indicators</b>	<b>Items</b>	<b>Score</b>	<b>Total score</b>
<b>The Students are Able to Identifying adjective in descriptive text</b>	Adjective of Quality	<b>8</b>	<b>4</b>	
	Adjective of Quantity	<b>9</b>	<b>4</b>	
	Adjective of Number	<b>8</b>	<b>4</b>	
<b>Total</b>		<b>25</b>	<b>4</b>	<b>100</b>

2. Then, the researcher do some step of students test instructions, they areas the follow below:

The instruction for doing test;

- a) The researcher explain about descriptive text
- b) The researcher prepared text of descriptive
- c) The researcher explained what students to do.
- d) The researcher gives chance or time for students to ask something left or not clear doing the test.
- e) Asking the students to do the test and the researcher look after the students during the test time.

- f) After students finished answering the test, then the researcher collects their answer to analyzed
- g) The researcher will check the test of students and give the score to the students.

After know the difficulties of students, the researcher will do interview to collect data of reason.

### E. The Technique of the Data Analysis

After collecting the data, the researcher Identifying the data by quantitative data, it was presented in statistic formula. The data were identifying by statistical analysis with the some steps as follow:

- a. Identifying and correcting the students' answer from the test.
- b. Using mean score, to identifying the test result, with the formula:

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

Note: X: Mean score of the students'

$\sum x$ : The number of students'

N: The total Score<sup>40</sup>

---

<sup>40</sup>AnasSudjono, *PengantarStatistikPendidikan*, (Jakarta: P.T GrafindoPersada, 1987), p.81

c. After the researcher get the data, it would enter in test hypothesis with the formula as follow:

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

Explanation:

X: data includes hypothesis categories

n: all the data

p: hypothesis proportion<sup>41</sup>

d. Then to know the students' result or score would calculate into classification quality.

#### **The Classification ability of the students score**

<b>No</b>	<b>Interval</b>	<b>Predicate</b>
1	0% - 25%	Low
2	26% - 50%	Enough
3	51% - 75%	High
4	76% - 100%	Very High

---

<sup>41</sup>Ahmad NizarRangkuti, *StatistikPendidikan*, (Jakarta: PT. Raja Grafindo Persada,1987),p.81

## CHAPTER IV

### THE RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order the Students' Ability in identifying Adjective in Descriptive Text at Intensive Language Programmed IAIN Padangsidimpuan. The researcher has calculated the students' test result relate to this research's title by apply identifying. This quantitative descriptive identifying was used mean score to get their whole result as general. Then to test the hypothesis, the researcher used formula of Z test. Next, the detailed description of data as follow :

#### A. Description of the Data

##### 1. The Students' ability in identifying adjective in Descriptive text

Absolutely, to know the extent of the Students' Ability in identifying Adjective in Descriptive Text at Intensive Language programmed IAIN Padangsidimpuan , the researcher used test as instrument of the collecting data. The researcher asked the students to identify adjective based on the Descriptive text. Then, the researcher identify and underline adjectives in the descriptive text and then classify it to kinds of adjective (quality, quantity, and number,). Then the instrument given for class students Intensive Language programmed Iain Padangsidimpuan, the score each of them can be got as blow

**Table III****The Students Total Score in Identifying Adjective**

No	Students Initial Name	Total Score
1	DMS	60
2	ND	60
3	AS	60
4	ESH	44
5	KNP	60
6	N	84
7	NS	72
8	RA	80
9	SPS	80
10	DSALS	76
11	JB	44
12	LR	80
13	PASB	52
14	AML	60
15	BR	64
16	RA	80
17	ANB	48
18	RSRS	68
19	LAH	22
20	ARS	80
21	AMRS	76
22	RS	80
23	RH	88
24	NAH	88
25	PS	80
26	AR	72
	<b>TOTAL</b>	<b>1758</b>

The total scores of students in identifying adjectives in descriptive text at intensive language programme IAIN padangsidempuan is 1758. There were the students have got 88 as the highest score and there were have got 22 score as the lowest score. Thus, to know quality score

each of the students in identifying adjective in descriptive text can be seen as blow:

**Table IV**

**The Quality Score of The Students in Identifying Adjective in Descriptive Text**

<b>No</b>	<b>Students Initial Name</b>	<b>Total Score</b>	<b>Quality Score</b>
1	DMS	60	High
2	ND	60	High
3	AS	60	High
4	ESH	44	Enough
5	KNP	60	High
6	N	84	Very High
7	NS	72	High
8	RA	80	Very High
9	SPS	80	Very high
10	DASLS	76	Very high
11	JB	44	Enough
12	LR	80	Very High
13	PASB	52	High
14	AML	60	High



15	BR	64	High
16	RA	80	Very High
17	ANB	48	Enough
18	RSRS	68	High
19	LAH	22	Low
20	ARS	80	Very High
21	AMRS	76	Very High
22	RS	80	Very High
23	RH	88	Very High
24	NAH	88	Very High
25	PS	80	Very High
26	AR	72	High
	<b>Total</b>	<b>1758</b>	

It is clearly the quality score students' score in identifying adjective are enough, high, and very high. It means that the ability at the test score become the data that were needed for test in Intensive Language programmed IAIN Padangsidempuan hypothesis is the data are tabulated as follow:

**Table V**  
**The Resume of Variable Score in Identifying Adjective in Descriptive**  
**Text**

No	Statistic	Variable
1	High score	88
2	Low score	22
3	Mean score	66.80
4	Median score	85.5
5	Mode	82.66

From the table above, it was known that the high score for variable in identifying Adjective in Descriptive Text had been searched from 26 students, and based on the total of sample research the highest score is 88 and low score is 22, mean score 66.80, meadian is 85.5, and mode is 82.66.

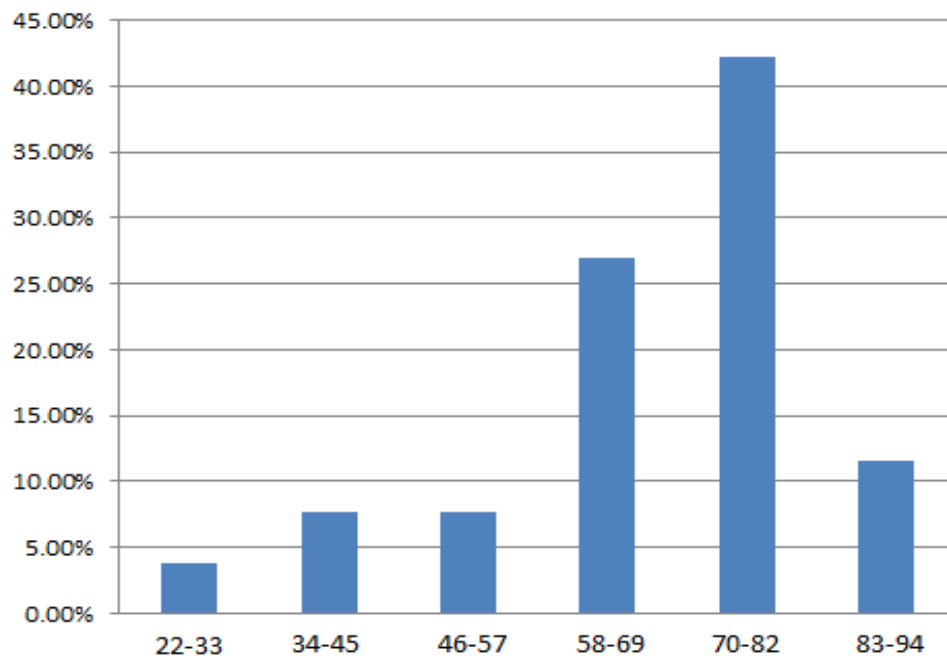
Based on the calculation mean score was 66.80. So, application in identifying noun on discussion text was high category, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable score in identifying word classes which interval 11.

**Table VI**

**The Frequency Distribution in Identifying Adjective in descriptive text**

<b>No</b>	<b>Interval Class</b>	<b>Frequency Absolute</b>	<b>Frequency Relative</b>
1	22 – 33	11	3.85 %
2	34 – 45	2	7.70%
3	46 – 57	2	7.70%
4	58 – 69	7	26.92%
5	70 – 82	11	42.30 %
6	83 – 94	3	11.53 %
<b>I = 11</b>		<b>26</b>	<b>100 %</b>

Based on the table above, it can be drawn at histogram as below:



**Picture 1 : The histogram the students ability in identifying adjectives in descriptive text at intensive language programmed IAIN Padangsidimpuan**

Based on the table above, it was known that the variable revelation students' ability in identifying adjective in descriptive text shown that the respondent at 22-33 were 1 students (3.85%), interval 34-45 were 2 students (7.77 %), interval 46-57 were 2 students (7.70%), interval 58-69 were 7 students (26.92 %), interval 70-82 were 11 students (42.30%), interval 83-94 were 3 student) So, the meaning of interval in this research is showing the count of sample who got score in percentage.

**Table VII.**

**The Classification ability of the students score**

No	Interval	Predicate
1	0 %-25 %	Low
2	26% – 50 %	Enough
3	51% – 75 %	High
4	76% – 100%	Very High

## **2. Hypothesis Testing**

The hypothesis of the research are “The Students’ Ability In Identifying adjective in descriptive at intensive language programme was

high ability". Based on the collected data, the data has been analyzed to prove hypothesis by using formula Z-test. It can be seen as follow:

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

$$Z = \frac{\frac{14}{26} - 0,76}{\frac{\sqrt{0,76(1-0,24)}}{26}}$$

$$Z = \frac{0,53 - 0,76}{\frac{\sqrt{0,1824}}{26}}$$

$$Z = \frac{-0,53 - 0,76}{\frac{\sqrt{0,007}}{26}}$$

$$Z = \frac{-0,23}{0,08}$$

$$Z = -2,875$$

$$Z = -3$$

Calculation  $Z_{table}$  :

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

$$\alpha = 0.5$$

$$\alpha = \frac{1}{2} (0.05)$$

$$Z = -0,025$$

$$0.025 = 0.326$$

Based on the calculation it can be concluded that  $Z_{\text{count}} = -3$  was greater than  $Z_{\text{table}} = 0.326$  ( $Z_{\text{count}} = -0.326 > Z_{\text{table}} = 0.326$  by level 0.5). So, from the result above the researcher concluded that the hypothesis is accepted by using Z-test. Because  $Z_{\text{count}} = -0.25 > Z_{\text{table}} = 0.326$ .

The meaning in the level 75% the students' ability in identifying adjective in descriptive text at intensive language programme IAIN Padangsidimpuan have high ability.

So, students ability in identifying adjective in descriptive text at intensive language was good category according to table VII. The classification quality of the students' score. It was 66.80 mean score or high ability.

## **B. Discussion**

Based on result test above, after identifying the data, it was known that the students ability in identifying noun on discussion text was categorized into good category or 66.80 mean score, it was gotten from the result of students' mean score in doing the test by identifying adjectives on descriptive text.

The researcher was related to some previous research concluding. The first, a thesis from Zannariyah Pakpahan's research, the research

collage for Islamic Studies Padangsidempuan, and The title is “An Analysis Students’ Ability In Identifying Adjectives’ and Adverb in Sentences at Grade VIII SMP N 2 Arse” in 2012- 2013 Academic years. The concluding of her research was the students ability in identifying adjective and adverb at VIII grade SMP N 2 Arse was categorized into enough categories with mean score 53,80%.

Next, research report from Drs. Fitriadi Lubis, M. Pd. Rayendriani Fahmei Lubis, M. Ag. And Firi Rayani Siregar, M.Hum . The research is an umbrella research from Fauzan Lahmuddin and Nondang Sari Bulan. The research is Correlational research which connected students ability in mastering noun and adjective to analyzing compound nouns and compound adjectives of English Department at IAIN Padangsidempuan. In this research participants were the students’ in third semester of English Department at Tarbiyah and Pedagogy Faculty Institute of Islamic Studies Padangsidempuan. The conclusion of this research was significant correlation between students’ ability in identifying noun and adjective to students’ ability in analyzing compound noun and compound adjective.

The last, Hasanah Sari Hasibuan researchs’. The research in SMAN 1 Barumun Tengah. Based on the research after collecting data, it has known that the students’ ability in identifying adjective and adverb in descriptive text in XI grade of SMAN 1 Barumun Tengah still low.

Therefore, the researcher concluded that the students able in adjective. Although they have difficulties in adjective. In other word, the students students have difficult in grammar especially adjective by 3 researcher was different category among researchers above, it can be seen follows:

### **C. Treats of the Research**

In conducting this research, the researcher realized that there were many treats of the researcher. It starter from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the treats of time, because the students' had the activities. Beside, the time with was given to be students' not enough. Then, students also did not do the test seriously. So, the researcher look answer directly without care about it, Some of students' still did cheating it made the answer of the test was not pure because they did not do it by themselves.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult become there were threats the writer, the researcher helping from the entire advisors, headmaster and English teachers.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After identifying the data, it was known that the researcher given conclusion as follows: the students' ability in identifying adjective in descriptive text at intensive language programme IAIN Padangsidimpuan was categorized into enough category. It can be seen from the value of the percentage from mean score gotten students, that is 66.80 . Then, the hypothesis is "the students' ability in identifying adjective in descriptive text at intensive language programme IAIN Padangsidimpuan is enough category". Then, from the result of the hypothesis testing, the researcher found that the hypothesis is accepted. It can be proved from  $Z_{count} = -3 < Z_{table} = 3.26$ .

#### B. Suggestions

After the conclusion about the students' ability in identifying adjective in descriptive text at intensive language programmed IAIN Padangsidimpuan, the researcher wants to give some suggestions as below:

1. It is suggested to the classroom teacher of class 3 TBI Dewi Fatimah S.pd., to motivate his students, especially English students of intensive language programme IAIN Padangsidimpuan, to keep motivating his students in studying English.

2. Make sure that the students know and excellent with the text especially in adjective and descriptive text.
3. To the students IAIN Padangsidimpuan should do practice in mention adjectives and identifying adjective phrase in descriptive text.
4. Parents are suggesting watching their son and daughter to do exercise at home. This is very important, so the students are very active and do their exercise. By doing so the convergent situations between school and home.
5. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of researcher material, knowledge and experience.

## REFERENCES

A.J. Thomson and A.V Martinet, A Practical English Grammar New York: Oxford University press,1986

Anserson Mark and Kathy Anderson. Text Type in English 3, Australia: MacMillan, 1998

Amstrong Carrol Joyce. Writing and Grammar, New Jersey: Printice Hall, 2001

B. Matthew Miles and Hauberman Micheal, Qualitative Data Analysis, USA: SAGE Publications, 1994.

Bola Adelabu's Thesis, A Contrastive Analysis of Adjectives in English and Yoruba, University of Agriculture, Makurdi, Nigeria. International Journal of Education and Research Vol. 2 No. 4 April 2014.

Dahksina Murty Jayanthi. Contemporary English Grammar, New Delhi,1998

Goerge E Wishon. Lets Write English, New York: Clitton Educational Publishing, 1980.

Hendri. Students' Ability To Use Descriptive Adjective In Sentence, Palangkaraya, 2016

Kholijas' thesis An Analysis Of Students' Ability Identifying Noun In Descriptive Text At Grade X SMA N 8 Padangsidimpuan. 2014

Knapp Peter. Genre Grammar, Sydney: University Of New South Wales, 2005.

Lailatul Husna's Thesis An Analysis of Students' Writing Skill in Descriptive Text at Grade X 1 IPA of MAN 2 Padang.

Nirwani Sri 'The Ability Of The Tenth Grade Students In SMA Negeri 1 Batang Angkola In Writing Recount Text, Thesis' IAIN Padangsidimpuan, 2016

Nurlainun Harahap, 'Students' Ability in Writing Recount Text at Grade XI MAS Thoyibah Islamiyah Hutaraja Paluta, Thesis' IAIN Padangsidimpuan, 2018.

Mariam A. Webster Coligiate Thesaurus (USA) : Massa Chusettes 1976

Muiz Abdul Pane, 'The Students' Ability on Giving Synonym of Words from Descriptive Text at Grade VIII SMP Negeri 1 Sipirok, Thesis' IAIN Padangsidempuan, 2017

Pardiyono, Pasti Bisa! Teaching Genre Based On Speaking, Yogyakarta: CV. Andi Offset, 2009

Richar Morrisn Rev. M. A., IL..D English Grammar, Landon : Macmillan and New York, 1889

Sanggam Siahaan. Genre Text Structure, PematangSiantar: GrahaI lmu, 2007

Slowson Jayetta and friends. Southeastern Writing Center , The little, Brown handbook, 11<sup>th</sup> Edition, Contributors Dayne Sherman, 2011

Wren and Martin. High School English Grammar and Composition N.D.P: Parsada Rao: 1990

Yanti Asri. 'Students' Ability In Writing Descriptive Text At The Eight Grade Of Smp N 3 Sawit In 2013/2014 Academic Year,' Universitas Muhammadiyah Surakarta, 2014.

Yule George. The Study of Language, Cambridge: University press, 2010

## **CURRICULUM VITAE**



### **A. Identity**

Name : MUHAMMAD DAUD TANJUNG  
Nim : 1420300082  
Place and Birthday : Sidongdong 23 february 1996  
Gender : Male  
Religion : Islam  
Address : Sidongdong, Barumun Tengah, Padang Lawas

### **B. Parent**

1. Father's Name : Ali Umri Tanjung
2. Mother's Name : Roslina Hasibuan

### **C. Educational Background**

1. Elementary school: SD. Negeri 102170 sidongdong
2. Junior high school: MTs Darul Ikhlas Dalan Lidang, Panyabungan
3. Senior high school: MA Darul Ikhlas Dalan Lidang, Panyabungan
4. College : IAIN PADANGSIDIMPUAN

## **AFFENDIXE 1**

### **Instruments**

**Name** :

**Class** :

**Subject** :

**Instruction** : Identifying the adjective Quantity, Quality and Number, then write the e.g.of each other's from the text blow text .

**TEXT 1****Jember Regency**

Jember is a regency in East Java. It is located in between Bondowoso and Banyuwangi. Banyuwangi is regency that is located at the easternmost end of Java Island, before Bali Strait, so that we can know that Jember is near enough from Bali Island.

Jember is a beautiful place. In Jember, there are a lot of interesting places to visit, such as Papuma Beach, Watu Ulo Beach, Watu Ondo, Pancer Beach, Rembangan, and so on. Jember also has a famous carnival, named Jember Fashion Carnaval. It is an international annual fashion carnival which usually held in August. Beside some beautiful places and a famous carnival, Jember also has a unique culture. People usually called it as Pendhalungan. Pendhalungan is an acculturation culture between Javanese and Maduranese. Jember has a total area of 3,293.34 km<sup>2</sup>. Because of that, it creates a different culture between North Jember and South Jember. In North Jember, there are a lot of Maduranese people and they usually speak Maduranese. On the other hand, In South Jember, not many Maduranese people live there. It is dominated with Javanese people.

Because of that, it creates a new unique language which other regency do not have. The example is word “Cek” which means “very”.



## **TEXT II**

### **University of Indonesia Urban Forest**

Located in South Jakarta and Depok which are densely populated cities, University of Indonesia area is a source of clean air. As much as 75% of the University of Indonesia area is a green area in the form of urban forest that has six large lakes whose acronyms form each word KAMPUS, which are K(enanga), A(ghatis), M(ahoni), P(uspa), U(Lin), and S(alam). We can find this green area around Jalan Cinta, a road that stretches from University of Indonesia Student Dormitory to the Faculty of Engineering University of Indonesia. On Sunday, various groups of people come to this area to carry out sports activities, such as jogging or just walking to enjoy the fresh air around. There are also some bicycle communities that use this forest as their bicycle tracks. Two commonly used tracks are known as Mangkuk track and Nyamuk track. All recreational activities in this urban forest are free of charge, but visitors still have to maintain cleanliness and orderliness from the campus environment. Besides its function as an absorption area, this forest is also used as germplasm conservation and biodiversity research land in one of the best public universities in Indonesia. There are a number of tree species found in this urban forest, such as Jati, Meranti, Kopi, Karet, and Matoa.

**TEXT III****Honey Bee**

This is an extraordinary, curious, and remarkably industrious little insect, to which mankind are indebted for one of the most palatable and wholesome sweets which nature affords; and which was one of the choice articles with which the promised land said to abound.

In every hive of bees, there are three kinds; the queen, the drones, and the labourers: of these last, there are by far the greatest number: and as cold weather approaches, they drive from the hives and destroy the drones, that have not labored in summer, and will not let them eat in winter.

If bees are examined through a glass hive, all appears at first like confusion; but. On a more careful inspection, every animal is found regularly employed. It is very delightful, when the maple and other trees are in bloom, or the clover in the meadows, to be abroad and hear their busy hum.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
 Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 1205 /In.14/E.1/TL.00/10/2020  
 Hal : Izin Penelitian  
 Penyelesaian Skripsi.

20 Oktober 2020

Yth. Ketua Program Studi Tadris/Pendidikan Bahasa Inggris  
 IAIN Padangsidempuan  
 Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Muhammad Daud  
 NIM : 1420300082  
 Program Studi : Tadris/Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Students Ability in Identifying Adjective in Descriptive Text at Intensive Language Programme IAIN Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan  
 Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Ranguti, S.Si., M.Pd.  
 NIP. 19800413 200604 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan H. T. Rizal Nurdin KM. 4,5 Sihitang 22733  
Telepon (0634) 22080, Fax. (0634) 24022

nomor : 179 /In.14/E.6a/PP.00.9/10/2018  
amp : -  
rihal : Pengesahan Judul dan Pembimbing Skripsi

Padangsidempuan, 02 Oktober 2018

Kepada Yth

1. **Zainuddin, S. S, M. Hum.** (Pembimbing I)
2. **Yusni Sinaga, S. Pd, M. Hum** (Pembimbing II)

Di Padangsidempuan

Assalamu' alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Melalui surat ini kami mohon kepada Bapak/ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bila mana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : **Muhammad Daud**

NIM : **14 203 00082**

Fak/Jurusan : **Tarbiyah dan Ilmu Keguruan/TBI-4**

Judul Skripsi : **THE STUDENTS' ABILITY IN IDENTIFYING ADJECTIVE DESCRIPTIVE TEXT AT INTENSIVE LANGUAGE PROGRAMME IAIN PADANGSIDIMPUAN.**

Demikian surat ini disampaikan, atas kesediaan dan kerjasama yang baik dari bapak/ibu kami ucapkan terimakasih.

Ketua Program Studi Tadris Bahasa Inggris

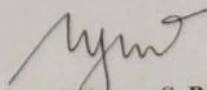
  
Ravendriani Fahmei Lubis, M. Ag  
 NIP. 19710510 200003 2 001

**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**

~~BERSEDIA/TIDAKBERSEDIA~~  
Pembimbing I

Zainuddin, S.S, M.Hum  
NIP. 19760610 200801 1 016

~~BERSEDIA/TIDAKBERSEDIA~~  
Pembimbing II

  
Yusni Sinaga, S. Pd, M. Hum.  
NIP. 19700715 2005014 2 010