



**STUDENTS' MASTERY IN IDENTIFYING ADVERBS
ON DESCRIPTIVE TEXT AT GRADE VIII
PESANTREN AI-ANSOR PADANGSIDIMPUAN**

A THESIS

*Submitted to State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English
Department*

Written By:

SRY WAHYUNI POHAN

Reg. No. 1720300058

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023



**STUDENTS' MASTERY IN IDENTIFYING ADVERBS
ON DESCRIPTIVE TEXT AT GRADE VIII
PESANTREN AL-ANSOR PADANGSIDIMPUAN**

A THESIS

Submitted to State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English
Department

Written By:

SRY WAHYUNI POHAN
Reg. No. 1720300058

ENGLISH EDUCATIONAL DEPARTMENT

Advisor I

Ravendriani Fahmei Lubis, M.Ag.
NIP. 197105102000032001

Advisor II

Sri Rahmah Ikhani Siregar, M.Pd.
NIDN.2006058602

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

LETTER AGREEMENT

Term : Thesis

Padangsidempuan, January 2023

Item : 7 (seven) exemplars

a.n. Sry Wahyuni Pohan

To: Dean

**Tarbiyah and Teacher Training
Faculty**

In-

Padangsidempuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Sry Wahyuni Pohan**, entitled "**Students' Mastery in Identifying Adverbs on Descriptive Text at Grade VIII Pesantren Al-Ansor Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

Advisor I



Ravendriani Fahmei Lubis, M.Ag.
NIP. 197105102000032001

Advisor II



Sri Rahmi Alhani Siregar, M.Pd.
NIDN.2006058602

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : SRY WAHYUNI POHAN
Reg. Number : 17 203 00058
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The title of the Thesis : **Students' Mastery in Identifying Adverbs on
Descriptive Text at grade VIII Pesantren Al-Ansor
Padangsidimpuan**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, 20 Juni 2022
Declaration Maker



Sry Wahyuni Pohan
Reg. Number 17 203 00058

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

As academic cavity of the State Institute for Islamic Studies Padangsidimpuan,
the name who signed here:

Name : Sry Wahyuni Pohan
Registration Number : 17 203 00058
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-2
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **"Students' Mastery in Identifying Adverbs on Descriptive Text at grade VIII Pesantren Al-Ansor Padangsidimpuan"** With all the sets of equipment (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, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above all, this statement is made truthfully to be used properly.

Padangsidimpuan, 20 Juni 2022
The Signed



Sry Wahyuni Pohan
Reg. Num. 17 203 00058

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Sry Wahyuni Pohan
Registration Number : 1720300058
Faculty/Department : Tarbiyah and Teacher Training Faculty
The Title of Thesis : **STUDENTS' MASTERY IN IDENTIFYING ADVERBS ON
DESCRIPTIVE TEXT AT GRADE VIII PESANTREN AL-
ANSOR PADANGSIDIMPUAN**

Chief,

Secretary,

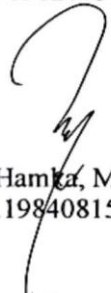

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004


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


Dr. Hamka, M.Hum
NIP.19840815 200903 2 007


Sri Minda, M.Hum
NIDN. 2018018801

Proposed:

Place : Padangsidimpuan
Date : January,02nd 2023
Time : 14.00 WIB until finish
Result/Mark : 78,25(B)
IPK : 3,38
Predicate : Sangat Memuaskan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. T. Rizal Nurdin, Km, 4,5 Sihitang. Telp. (0634) 22080
Sihitang 22733 Padangsidempuan

LEGALIZATION

Thesis : Students' Mastery in Identifying Adverbs on
Descriptive Text at Grade VIII Pesantren Al-
Ansor Padangsidempuan


Name : Sry Wahyuni Pohan

Reg. Num : 1720300058

Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI

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

Padangsidempuan, January 2023
Dean of Tarbiyah and Teacher Faculty



Dr. Letya Hilda, M.Si.
NIP. 19720920 200003 2 002

Name :SryWahyuniPohan
Reg.Number :1720300058
Faculty :Tarbiyah and Teacher Training Faculty
Department :English Education (TBI-3)
The Tittle of The Thesis :Students' Mastery in Identifying Adverbs on
 Descriptive Textat Grade Pesantren Al-
 AnsorPadangsidimpuan

ABSTRACT

This research discussed about the students' Matery in Identifying Adverbs on Descriptive Text at Grade VIII Pesantren Al-Ansor Padangsidimpuan the problems of this research, there was students confused to choose of adverb or kinds of adverb. The researcher found students has been easy students' contradict adverb mastery or kinds of adverb. So the researcher interested of students mastery adverb to choose kinds of adverb in the text of the eight grade Pesantren Al-Anshor JL.Mandailing km 8 No 3 Desa Manunggang Julu Kecamatan Padangsidimpuan Tenggara kota Padangsidimpuan.

The research has formulation problems of the research formulated problem statement as how was students' mastery in identifying adverbs on descriptive text grade at VIII Pesantren Al- Ansor padangsidimpuan. The purpose of this research were to know the students mastery identifying adverbs on descriptive text at grade VIII pesantren Al- Ansor Padangsidimpuan. To find how far students understand about kinds of adverbs on descriptive text.

In this research, researcher used quantitative research. The population of this research was the eight grade Pesantren Al-Ansor Padangsidimpuan. Here are 32 students as sample of the research at grade VIII- plus Pesantren Al-Ansor Padangsidimpuan. And the researcher used instrument for collecting data from the test, the researcher used the instrument of the research identifying the which underlined test consist of 25 items and time allocated for the test is 30 minutes. Then the researcher analyzed the data by uses mean score to find the hypothesis testing and to know whether the hypothesis is accepted or rejected.

Based on the result after calculating the data, researcher found that the students' Matery in Identifying Adverbs on Descriptive Text at Grade VIII Pesantren Al-Ansor Padangsidimpuan it was good ability. Based on total of sample research were high score 92 and low score 40, mean score 64,42, median 59,3, and modus 54,98. Based on data collected, the data has been analyzed to prove hypothesis by using formula of Z-test, it can be seen $Z_{count} = 6,4 > Z_{table} = 0,326$ by level significant 0,05. So from the research above the researcher concludes that the hypothesis accepted. So, The Students' Mastery in Identifying Adverbs on Descriptive Text at Grade Pesantren Al- Ansor Padangsidimpuan are good category.

Key words: *Students Mastery, Adverb, Descriptive Text*

Nama : Sry Wahyuni Pohan
Reg. No : 1720300058
Fakultas : Fakultas Tarbiyah dan Keguruan
Jurusan : Pendidikan Bahasa Inggris (TBI-3)
Judul Skripsi : Kemampuan Siswa dalam Mengidentifikasi Adverbia pada Teks Deskriptif Kelas VIII Pesantren Al-Ansor Padangsidimpuan.

ABSTRAK

Penelitian ini membahas tentang penguasaan siswa dalam mengidentifikasi kata keterangan pada teks deskripsi di kelas VIII Pesantren Al-Ansor Padangsidimpuan. Masalah dalam penelitian ini adalah siswa bingung untuk memilih kata keterangan atau jenis kata keterangan. Peneliti menemukan siswa telah mudah menguasai kontradiksi adverbia atau jenis adverbia. Sehingga peneliti tertarik pada penguasaan siswa untuk memilih jenis kata keterangan dalam teks Pesantren Kelas VIII Al-Ansor JL. Mandailing km 8 No 3 Desa Manunggang Julu Kecamatan Padangsidimpuan Tenggara kota Padangsidimpuan.

Penelitian ini memiliki rumusan masalah penelitian merumuskan rumusan masalah sebagai mana penguasaan siswa dalam mengidentifikasi kata keterangan pada teks descriptive di VIII pesantren Al-Ansor Padangsidimpuan. Tujuan dari penelitian ini adalah untuk mengetahui penguasaan siswa mengidentifikasi kata keterangan pada descriptive teks di kelas VIII pesantren Al-Ansor Padangsidimpuan dan untuk mengetahui sejauh mana pengetahuan siswa tentang jenis-jenis kata keterangan pada teks deskriptif.

Dalam penelitian ini, peneliti menggunakan pendekatan kuantitatif dengan tipe metode deskriptif. Populasi dalam penelitian ini adalah siswa kelas VIII Pesantren Al-Ansor Padangsidimpuan. Berikut adalah 32 siswa sebagai sampel penelitian di kelas VIII-plus Pesantren Al-Anshor Padangsidimpuan. Dan peneliti menggunakan instrumen untuk mengumpulkan data dari tes, peneliti menggunakan instrumen penelitian mengidentifikasi tes yang digarisbawahi terdiri dari 25 item dan waktu yang di lokasi kan untuk tes adalah 30 menit kemudian peneliti menganalisis data dengan menggunakan skor rata-rata untuk menemukan pengujian hipotesis dan untuk mengetahui apakah hipotesis tersebut diterima atau di tolak.

Berdasarkan hasil penelitian, peneliti menemukan bahwa kemampuan siswa dalam Mengidentifikasi Adverbia pada Teks Deskriptif di Kelas VIII Pesantren Al-Ansor Padangsidimpuan adalah kemampuan yang baik. Berdasarkan jumlah sample penelitian diperoleh skor tinggi 92 dan skor rendah 40, rata-rata 64,62, median 59,3 dan modus 59,4. Berdasarkan data yang terkumpul data tersebut di analisis dengan menggunakan rumus Z_{test} , dapat dilihat dari $Z_{test} 6,4 > Z_{table} 0,3264$ dengan taraf signifikan 0,05. Maka dari peneliti menyimpulkan bahwa hipotesis diterima. Jadi penguasaan siswa dalam mengidentifikasi kata keterangan pada teks deskriptif di kelas VIII Pesantren Al-Ansor Padangsidimpuan termasuk kategori baik.

Kata kunci: Penguasaan Siswa, Kata Keterangan, Descriptive Teks

ACKNOWLEDGMENT

Bismillahirrohmanirrohim

Praised to Allah SWT, the most creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled: "Students' Mastery in Identifying Adverbs on Descriptive Text at Grade VIII Pesantren Al-ANSHOR Padangsidempuan". Besides, peace and greeting be upon to the prophet Muhammad SAW. That has brought the human from the darkness era into the light era.

It is a pleasure to acknowledge the help and contribution to all lecturers, intuition, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the 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 to Mrs. Rayendriani Fahmei Lubis, M. Ag. As the first advisor and Mrs. Sri Rahmadhani Siregar, M. Pd., as the second advisor guided, supported and suggested with great patience to finish this thesis. My Allah bless them and their family.
2. Special thanks to The Rector of Institute for Islamic Studies (IAIN) Padangsidempuan Prof. Dr. H. Muhammad Darwis Dasopang, M. Ag., and Vices Rector I, II, III.
3. Special thanks Dr. Lelya Hilda, M. Si., Dean of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

4. Big thanks Mrs. FitriRayaniSiregar, M. Hum., the chief of English Education Department
5. Big thanks to all lectures and all the academic civities of IAIN Padangsidimpuan.
6. IAIN Padangsidimpuan Librarian (YusriFahmi, S.Ag.,M.Hum. and staff), for their cooperative and permission to use their book.
7. Big thanks to headmaster, all the teacher and the students of Pesantrean Al- AshorPadangsidimpuan who helped me to complete this research.
8. Big thanks to my be loved parents, (syukur and agustina) who taught me how to survive in leading the life and always be patient and sincereto guard, support, motivate, pray for me in all conditions, mybe loved to my brother (Azhari) who always cheer me up and being my supporter to finish this thesis.
9. Thanks to my lovely friends Sriana, my brother Gunawan,Adelia, Hindun,Rodiah, Asmeni, Hilda. Who always supported me to finish my thesis at the time and also be my spirit in writing this thesis. Thank you so much for the help and the happiness that you brought to my life.
10. All of my friends in IAIN Padangsidimpuan, especially for my friends “Sriana” (Asmeni, Hindun, Rodiah). TBI 3 and TBI 2 thanks you so much for your support and help and also all of the people who have helped me to finish my study that I cannot mention one by one.

I realize this thesis cannot be considered perfect. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, 02 January 2023

Sry Wahyuni Pohan

Reg. Num. 1720300058

TABLE OF CONTENT

Page	
	TITTLE PAGES.....
	LEGALIZATION ADVISORS SHEET
	AGREEMENT ADVISORS SHEET
	DECLARATION LETTER OF WRITNG OWN THESIS
	AGREEMENT PUBLICATION OF FINAL TASK FOR.....
	ACADEMIC CIVITY
	ABSTRACT
	ABSTRAK.....
	ACKNOWLEDGEMENT
	TABLE OF CONTENTS.....
	LIST OF TABLES
	LIST OF FIGURES
	LIST OF APPENDIXES.....
CHAPTER I INTRODUCTION	
	A. Background of the Problem
	B. Identification of the Problem
	C. Limitation of the Problem
	D. Formulation of the Problem
	E. Objective of the Research
	F. Significancesof the Research
	G. Definition of Key Term.....
	H. Outlines of Thesis
CHAPTER IIREVIEW OF RELATED REVIEW	
	A. Theoretical Descriptions
	1. Adverbs
	a. Definition of Adverbs
	b. Kinds of Adverbs
	c. Position of Adverbs
	d. Function of Adverbs
	e. Formation of Adverbs
	2. Descriptive Text
	a. Definition of Descriptive Text
	b. Generic Structure of Descriptive Text
	c. Language Features in Descriptive text.....
	d. Material of Descriptive Text
	B. Review of Related Findings
	C. Hypothesis of the Research.....

CHAPTER III RESEARCH METHODOLOGY

A. Research Method	37
1. Place and Schedule of the Research.....	37
2. Research Design.....	37
B. Population and Sample.....	37
1. Population	38
2. Sample	38
C. Instrument of the Research.....	39
D. Technique of Collecting Data	39
E..Technique of Data Analysis	40

CHAPTER IV RESULT OF THE RESEARCH

A. Description of the Data	43
B. Hypothesis Testing.....	49
C. Discussion	50
D. Limitation of the Research.....	53

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions	54
B. Suggestions.....	55

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

LIST OF TABLES

Table 1 Population	38
Table 2 Sample	38
Table 3 Indicators	39
Table 4 Criteria Score Interpretation	41
Table 5 Total Kinds of Adverbs	44
Table 6 Quality of Students	45
Table 7 Resume of Variable Score	46
Table 8 Frequency Distribution	47
Table 9 Criteria Score Interpretation	48

LIST OF FIGURE

Figure 1 The Histogram Students's Adverb Mastery In Identifying Adverbs on Descriptive Text at Grade VIII Pesantren Al - Ansor Padangsidempuan.....	48
---	----

LIST OF APPENDIXES

Appendix I Test

Appendix II Identifying Kinds of Adverb

Appendix III Key Answers

Appendix IV Total Kinds of Adverbs

Appendix V The Quality of Students

Appendix VI The Score of Students

Appendix VII Normality

Appendix XI Test of the Students

Appendix X Documentation

CHAPTER I

INTRODUCTION

A. Background of the Problem

The form of language especially in English is grammar, it needs to make the students write and speak in good order so the purpose of communication can be raised. It is used in all aspects such as speaking, listening, writing and listening. Students need to learn many rules because grammar means language rules. In addition, a big effort is really need to understand the applications of the rules in creating text. Thus, students can understand the texts well and also produce a grammatical sentence correctly.

Facilitating communication is important and it can be gained by mastering grammar. Combining sentence correctly, choosing the appropriate order are the aim of components language. Some grammatical components in English language that has been studied by the students are adverb and it is belong to the grammar.

Studying grammar is important for foreigners English learners. Arranging sentence in good order is the wish for the students. To make those sentence, it should be arranged grammatically by the grammar process. Then, students would be able to write and speak in a good order by mastering grammar.

Part of speech is the class of category into which a word may be grouped according to it is form changes and it is grammatical function in

English the main part of speech are verbs, noun, pronouns, adjectives, adverbs, prepositions, and conjunction.¹ The part of speech is the important element in the sentence. Part of speech is the category to which is assigned in accordance with its syntactic function. Next, how the word function and meaning of grammatical discuss in part of speech.²

It is mean every words have part of speech so the sentence will be completed. It cannot be said a sentence if do not contain that part of speech. Conjunction, adverb, preposition, verb, noun, and 4 more are the items of part of speech.³ So, because this research talked about adverb, the researcher only take one part of speech that was adverb, so part of speech is comprehend of sentence, it can say foundation of the sentence. Without it, the complete sentence hard to get.

In addition, adjective and adverb often used as the similar items, however it refers to the clause and verb.⁴ So, to modify the meaning of the verb, it used an adverb, and also adverb can be an adjective. Eight kinds of the verb such adverb of certainty, adverb of place, time and etcetera.⁵ Describing a verb and adjective as the action is one of the function of adverb, and it refers when done of the action, how it works and how many

¹ Franklin Watts, *Verbs and Adverbs* (London: Creative Education, 2000) shorturl.at/aqzF9, p. 25.

²Fitri Ariyanti, "Teaching Part of Speech Toefl Students Through" The Tortoise And The Hare" Story," *Bina Sarana Informatika University, Jakarta* VOL 5 NO 2 (2020): 690, shorturl.at/hlWYZ.

³Paramitha Kusumawardhani, "Teaching Part of Speech Through" Hansel And Gretel" Story To EFL," *University of Bina Informatika Jakarta* vol 1, no (2019): 8, shorturl.at/foQY6.

⁴ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (America: University of Cambridge, 1995),p, 468.

⁵Murthy Dakshina, Jayanthi, *Contemporary Education English Grammar* (New Delhi: Ramesh Nagar, 1998), p. 53.

times it happened. Then, adverb of time, adverb of place, and adverb of manner are the kinds of adverb.

Some paragraph that arranged in a good order called text, the sentence exist in it. The group of sentence that arranged in a good order, have the meaning, and write by the author called a text. Next, the arrangement of sentence and become a paragraph that write based on the topic also called a text. The product and generator of social context are two nation of the text.⁶

The combination of the sentences that have context and meaning called the text. Next, recount text, descriptive text and narrative text are kinds of the text. Those text has their own characteristic like language features, function, and generic structure.

Some items that related to descriptive text is definition of something, object of person and characteristic. The present tense is used when writing the descriptive text. The teaching learning process must be interesting and it is gained by the teacher.⁷ So descriptive text is the text to describe something like place, person, noun and etc.

Then, the written text that aim to describe a phenomenon correctly called descriptive text. Abstract and concrete object are chosen in this kind of the text. Person, animal, and others thing are the example in

⁶ Annabelle Lukin, "What Do Text Do? The Context- Construing Work of News Introduction Context and Text in Halliday's Systemic Functional Linguistics", *Journal of Language Discourse Communication Studies* Vol, 33, N (2017), shorturl.at/cjtv4.

⁷ Lailatul Husna, "An Analysis of Students' Writing Skill In Descriptive Text at Grade XI Ipa 1 of Man 2 Padang ", *English Language Teaching: Jurnal Ilmiah Pendidikan Scholastic*, Vol 1, No.1 (2018):, p, 28. shorturl.at/jlrvQ

descriptive text. The topics may be in it.⁸ It is mean the writer can write what he/she want describe with interesting topic.

Describing something concrete or abstract it can just imagination and describe. Describing the feelings, sound, and fear and emotion can be used as the topic in descriptive text. Helping the readers and to build their imagination also the aim of descriptive text. The reader may come to the feeling of the writer.

Based on the researcher interview with one of English teacher Pesantren Al- Ansor Padangsidimpuan has found that the students have learned adverbs in grade VII. One of the basic knowledge in English is adverb. There are lots of kinds of adverbs as mentioned above.⁹ So, the writing of descriptive text may be increased after the students improved and mastering the kinds of descriptive text.

In addition the researcher read the syllabus of students at grade VIII Pesantren Al- Ansor Padangsidimpuan.¹⁰ They have study about text like narrative text, recount text, procedure text and descriptive text. But here the researcher interest to research about descriptive text.

Based on the explaining about discussing adverb in descriptive text. In mastering adverb and descriptive text, especially adverb of time, adverb of place, and adverb of manner, the student at grade VIII Pesantren

⁸Jontra Jusat, Pangaribuan and Carolina Pakpahan, "The Students' Mastery of Writing A Descriptive Through Roudtable Technique Text of Eighth Grade Students At SMP GKPI Pamen," *Littera* Vol 1, No. 1 (2020): p,12, shorturl.at/DLQX7.

⁹English Teacher MA, "private interview" (Pondok Pesantren: Al- Ashor Manunggang Julu, Padangsidimpuan, August 01th, 2021 on 13 pm).

¹⁰Syllabus , Students at Grade VIII Pondok Pesantren Al- Ansor Manunggang Julu, Padangsidimpuan, Private Dokument, August 01th, 2021 on 14 pm.

Al-Ansor Padangsidimpuan the researcher also interview a student, the researcher found some problem the student difficult to different kinds of adverbs and cannot identifying on the text so students' mastery in identifying adverbs on descriptive text at grade VIII Pesantren Al- Ansor Padangsidimpuan they are still confused to know the adverb.¹¹ The problem is they cannot differentiate the kinds of adverb and when it is used.

After explaining the data above, this research interested in doing the research by the title "Students' Mastery in identifying adverbs on descriptive text at grade VIII Pesantren Al- AnshorPadangsidimpuan".

B. Identification of the Problem.

From the interview in pra- research with one of English teacher Pesantren Al- Ansor Padangsidimpuan has found that the students have studied English. The problem is students cannot identify and different among adverb. Lack of vocabulary and structure of grammar also the problem of the students.

C. Limitation of the Problem

As mentioned above, this research not discuss all kinds of the adverb, but only four adverbs would discuss and it has been studied in VIII Pesantren Al- Anshor Padangsidimpuan. Based on the national currin descriptive text. They are adverb of manner, adverb of time, and adverb of place especially on descriptive text like describe things.

¹¹ Student SY, "private interview" Pondok Pesantren Al- Ansor manunggang Julu Padangsidimpuan, August 01th, 2021 on 15 pm)"

D. Formulation of the Problem

From the focus above, it can be concluded that the formulation of the problems of this research formulated problem statement as “How is students’ mastery in identifying adverbs on descriptive text grade at VIII Pesantren Al- Anshor Padangsidempuan?.

E. Objective of the Research

Based on the formulation of the problem above, the aimed to find out the students’ mastery in identifying adverbs on descriptive text at grade VII Pesantren Al- Anshor Padangsidempuan.

F. Significances of the Research

The significances of the research are:

1. For students, it gives practical and theoretical information to development the theories of language teaching. This enable who want to develop their comprehension in mastery adverbs especially on descriptive text. Moreover, they can identify and anticipate their difficulties of adverbs.
2. For teacher, it gives some information to find students to increasing students identifying adverbs on descriptive text. These enable them to know factors that cause the difficulties in identifying adverbs on text. And determine appropriate steps to overcome the problems.
3. For the reader, the result of this study can be used as references for another researcher who has the same interest in the same field, especially how to conduct research with the same topic.

G. Definition of Key Terms

There are some terms that use in this research, they are:

1. Adverbs

Adverb is where action is done, when action is done, how action is done, and how often action is done. And without adverbs the sentence not completed. Adverb tell you, when, where, and how something happens.

2. Descriptive Text

Describing object, animal, person or things in the real fact called descriptive text.¹² Some items in descriptive text such as characteristic and object or person.

H. Outlines of Thesis

Five chapters were exist in this research. Then, it has some sub chapters in each of the chapters. Those items in five chapters would be explained as follow:

The first chapter covers the problem background and problem identification, problem demarcation, problem formulation, research purpose, research meaning, definitions of key terms, and research system. Chapter 2 provides theoretical explanations, reviews of relevant findings, conceptual frameworks, and hypotheses.

¹²Riri Mardhatilah, "An Analysis of Students' Writing Ability on Part of Speech in Their Descriptive Text at Assalam Islamic Senior High School Naga Beralih Air Tiris Kampar Regency", Tesis, (Riau: University of Sultan Syarif Kasim Riau Pekanbaru, 2020),p.118 shorturl.at/pAMX2.

The chapter tree consists of survey location and schedule, survey design, population and sample, survey equipment, data collection techniques, final data collection techniques and final data analysis techniques.

Chapter 4 contains research findings and discussion, data descriptions, discussion, and threats to research. In Chapter 5, conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Descriptions

1. Adverbs

a. Definition of Adverbs

Adverb are modifiers they describe. Where adjectives describe nouns, adverbs describe verbs, adjectives, or other adverbs. Also, adverbs are far more flexible than adjectives, meaning that they can often be moved around within a sentence without breaking any grammatical rules.¹³ Adverbs is words that describe verbs, adjectives, and other adverbs.

An adverb is a word that modifies a verb, adjective or another adverb, called an adverb. adverbs words that add information to verbs, adjectives, phrases, etc.¹⁴ The adverb is a word that describe a verb, an adjective, and another adverb except noun. To easiest way to identify adverbs is to identify words that ending – ly the only difficulty to avoid to mistake adverbs ending in – ly with adjective ending -ly meanwhile, advertise explain other than these two things. The following words are some adjective that

¹³ Moellaer David, *Verbs and Adverbs* (New York: Prentice Hall, 2021). p. 128. shorturl.at/mpyzA.

¹⁴ Victoria Bull, *Oxford Learner's Pocket Dictionary* (Oxford University Press, 2008), p.7

end in ly comely, early, lively, lovely, surly.¹⁵ There are many adverbs suffix -ly but it is adjective.

The adverbs describe verb, adjective, and another adverbs, in this research adverb explain or give information about the answer of 5w + H. It consists of how, when, why, what, who, and where and adverb usually ended -ly. Adverb modify verbs, adjective and other adverb. The example:

- 1) He **walked quickly** (**quickly** is an adverb and it refers to the verb of **walked**)
- 2) We are **really sorry** (**really** is an adverb that related to the word **sorry**).
- 3) He plays tennis **greatly** (**greatly** is an adverb that related to the **tennis**).¹⁶

From the example adverb describe the verb and adjective the adverbs can in final position, mid position and final position.

b. Kinds of Adverbs

There are seven types of adverb¹⁷ Then, every types of adverb has their own meaning. Adverbs of frequency answer the question of whether something has been done. Adverbs of frequency include: Always, incessantly, incessantly, frequently,

¹⁵Ehrlich Eugene, *English Grammar* (Jakarta: Erlangga, 2004).p.141

¹⁶ Anggun Trisnawati, "Increasing Vocabulary Mastery", Tesis, (Lampung: The State Institute Islamic Studies of Metro, 2018), p.186, shorturl.at/yBO09

¹⁷Nur Azizah Indah and Wahya, "Exploring the Usa of Adverb Literally in Corpus of Contemporary American English," *Kajian Kebahasaan, Kesusastraan, Dan Budaya* vol, 10 no (2020): p.254.

etc. Adverbs of certainty are a type of adverb that describe how we feel about an action or event.

Common adverb certainty: Certainly, certainly, likely, certainly, etc. Interrogative adverbs are a type of adverb used to ask why, where, when and how questions. Relative adverbs are adverbs that can be used to connect sentences and clauses. They replace the more formal structure of prepositions used in relative clauses. When, where, why, and finally adverbs of point of view and comments are some adverbs and adverbs that convey something about the speaker's point of view or opinion about an action, or a comment about an action. There are many kind of adverb will be explain bellow:

1) **Adverb of Manner**

Adverbs of method are adverbs of method used to indicate that an article has been completed and are known as adverbs of method. Original: Fast, happy, difficult, fast, good, clear, solid, probably, probably, obviously, sad, sad.

Example sentences:

Ahmad sing **badly**

You speak **clearly**

They hold me **tightly**

Adverb of Manner

- | | |
|-----------------|------------------------|
| 1. Accurately | 20. Legally |
| 2. Attentively | 21. Proudly |
| 3. Beautifully | 22. Quickly |
| 4. Brawely | 23. Sadly |
| 5. Carefully | 24. Sharply |
| 6. Caressly | 25. Slowly |
| 7. Cheaply | 26. Strangely |
| 8. Cleverly | 27. Sweetly |
| 9. Colourfully | 28. Timidly |
| 10. Correctly | 29. Wisely |
| 11. Diligently | 30. Humbly |
| 12. Differently | 31. Nobly |
| 13. Fluently | 32. simply |
| 14. Freely | 33. Fasily |
| 15. Greedily | 34. Happily |
| 16. Hopelessly | 35. Heavily |
| 17. Piatently | 36. Lazily |
| 18. Politely | 37. Luckily |
| 19. Nearly | 38. Etc. ¹⁸ |

Research conclude from example above easy to understand the reader.

Another quote from Nuchamon's James Adverb describes how the action occurs. In other words, answer the following questions: "why". Some adverbs can be formed by adding ly to adjectives. However, this cannot be done with all adverbs. The following are adverbs that can be formed by adding ly to adjectives.

¹⁸ Rika Yulanda, *English Is Easy* (Yogyakarta: CV.Budi Utama, 2018), p. 82.

Adjectives	Adverbs
Nice + ly	Nicely
Loud + ly	Loudly
Slow + ly	Slowly
Bad +ly	Badly
Neat +ly	Neatly
Sweet +ly	Sweetly
Sad +ly	Sadly
Late + ly	Lately
Right +ly	Rightly
Calm + ly	Calmly. ¹⁹

2) Adverb of Place

Adverbs of location used to indicate where an action is performed are known as adverbs of location. Original: here, there, above, below, near, below, above, away, outside, inside, all, inside, above.

Here is the example:

Your office **close** than church

My friend come **here**

Ahmad run **quickly** in every week²⁰

By showing the example above, the researcher hope the writer to understand this kind of text easier.

3) Adverb of Time

Adverbs of time that describe a specific point or frequency usually come before or at the end, but not in the middle.

¹⁹ Nuchamos James, *Just Right Grammar for Everyone* (New York Universe Inc, 2010),p.41.

²⁰ Jayanthi Dakshina Murthy, *Contemporary English Grammar....*p.183

Here is the example:

She arrived in Indonesia **two days ago**

We take the course **once a week**

I take my breakfast **before** take a nap.²¹

Frequency definite a point because it was the meaning of adverb of time.

Additionally, adverbs provide information about when a behavioral event, such as location, occurs. The last and the beginning may be placed of this adverb. Examples of adverbs of time are: never, recently, only, always, recently, while, still, sometimes, normally, etc.²² indicating of time is the conclusion of adverb of time.

The activity performed is related to the adverb of time. they will explain to you. Some questions related to this adverb B. How. There are also some examples of adverbs of yesterday, today, tomorrow and time. This word is also used as a plural form and a noun. example: Hurry up to the beach. Additionally, a single expression period such as, for example, last week, two days at a time.

- 1) Recently, nowadays, and soon such are the words in that has no fix boundary.

²¹Martin Hewings, *Advanced Grammar in Use*(Cambridge:university press), p.94.

²² K R Narayanaswamy , *Grammar for Schools* (New Delhi: Disha DPT Team, 2000).

- 2) The sequence of time such as now, later, and today used in this kind of descriptive text.
- 3) The frequency of time also refers to the adverb. The adverb such as, often, usually and so on.²³ Showing time is the important part in studying the descriptive text.

Both individual words and sentences are included in the output time. Adverbs of time describe the time at which something happened. This time base is:

- 1) Defenite (e.g: yesterday, today tomorrow, last week, next month, a year ago) or
- 2) Identifier (e.g. now, and soon, just before, yet, already, next).

Some adverbs of time also function as nouns. When these words are used as nouns, they are the subject of the main verb, so we can distinguish their functions.

²³ Rahmi , *Essential English* (Yogyakarta: Disha DPT Team, 2000), p.104.

As adverb of time	As noun
I rode my bike yesterday. Yesterday and tomorrow are each modifying the entire sentence.	Yesterday was a sunny day Yesterday is the subject of the verb was. Tomorrow will be a sunny day. Tomorrow will be a sunny day. Tomorrow is the subject of the verb will be. ²⁴ The researcher concludes adverb of time is that shows the time in sentence.

Example adverb of time in dialog from:

Teacher : have you done the work I gave you yesterday?

Pupil : I am sorry, madam. I could not do it. But I will

Do it today.

Teacher : Why could not you do it?

Pupil : There was a party last night.

Teacher : The excuse sounds familiar. Was not there a party at your place a month ago, or was it last week?

And I am sure there will be one next Saturday.

²⁴ Gordon Winch, *The Foundation Grammar Dictionary* (Australia: R.K. Puram, 2005), P.7.

Anyway, what has a party to with your doing or

Do not doing your homework.

Pupil : It is like this, when there is party at my place, my

Parents are busy

Teacher : To do your homework?

Pupil : No madam, to help me with my homework.

Teacher : Do your parents always help you with your

Homework?

Pupil : Not always, but often, sometimes but ready, I do

My work by my self.

Teacher : Well, then I will give you some work today. Do

That all by your self along with the work I gave

You yesterday and bring it tomorrow.²⁵The

Researcher conclude example adverb of time use

Dialog for easy to reader.

²⁵ Barbara Burton, *English Grammar Comprehension*...p.38.

4. Adverb of Frequency

Constant frequency adverbs. The position usually in the middle of the sentence and it define about something such as verb. The example such as today, tomorrow, now, yesterday and etcetera. To have a clear explanation, below showed the example of it:

They **never** talk in front of the house.

I meet her **again**.

The motivation is **often** given by the teacher²⁶

From the above explanation, the author concludes that the adverb of time is the location in which the activity takes place, whereas it is the activity that occurs frequently or repeatedly.

Adverbs of frequency are used for adverbs that answer the question "how often". Adverbs of frequency are usually used in the present simple form of repeated actions. Some of them are always, usually, often, sometimes, seldom, seldom, never, etc. Since these adverbs usually come before the verb, they are also adverbs in the middle position. and they are often used in the simple present

²⁶ Jayanthi Dakshina Murthy, *Contemporary English Grammar...*p.181

tense.²⁷ The researchers conclude that adverbs of frequency are used for adverbs that answer the question "how often."

4) Adverb of Degree

The adverb degree, which is the cause of the adjective, has already been mentioned. Very, quite, quite, also almost, almost, completely, well, well, overall, no, quite. For instance:

They have **enough** money.

My friends are **authority**.

Didik is **handsome**²⁸

So that, when the action taken by someone, it should be related to adverb of degree.

5) Adverb of Certainty

Knowing the complement of the verb called certainty. for instances, absolutely, totally, definetly

Absolutely, i see he enter the room

I **totally** agree with you.

Anna **definetly** loves the cat

²⁷ Novi Riani, "An Analysis of the Students' Ability in Using Adverb of Frequency in Simple Present Tense at Grade SMA N 7 Padang in Academic Year 2009/2010, Padang: Faculty of Language Padang Sekolah Tinggi Agama Islam Yasni Muara Bungo, 2009?2010.

²⁸ Martin Hewings, *Advanced Grammar in Use*....p.89.

6) Interrogative adverb

When the students asking the question, the interrogative sentence was used. Then, 5W + H also applied in this research:

When do you go?

How long have you been in Medan?

Where have you gone?

7) Relative Adverb

Two clauses and or statement that relate each other can be used by by using relative adverb. It contain 5w + H, here were the example:

They do not know where i was

Do they know when i come here?

She does not know why i go to the market²⁹

From the examples above, the author hopes that the reader will be able to understand the adverb examples more easily. Based on these statements above, the researcher can conclude that the adverbs of species for this researcher are adverbs of time, adverbs of place, adverbs of kind, and adverbs of degree.

²⁹Jayanthi Dakshina, Murthy, *Contemporary English Grammar*.

c. Position of Adverb

Adverbs usually explain the verb. However, there are also adverbs that describe adjectives and other adverbs usually come from adjectives which are then added with the suffix-ly for example: loud (hard) becomes loudly, slow becomes (slowly), careful becomes (carefully).³⁰ Adverb is part of speech have function without adverb the sentence cannot formed completed. This study covers adverbs of kind, adverbs of time, adverbs of place, adverbs of kind, and adverbs of degree. Functional adverbs in sentences that describe where, when, how, and why something happened. In this sentence, adverbs help clarify the sentence itself. For that matter, researchers need to provide information about the position of adverbs. has an adverb position:

1) Adverb of Time

The adverb of time has three position and it would be showed below:

The first position located at the first of the sentence and it come before the subject pronoun.

For instances:

They go on time today

Yesterday, Ahmad arrived in Bangkok.

Last Sunday, i was in home

³⁰Slamet Riyanto and Dkk, *English Grammar* (Jakarta: Pustaka Pelajar, 1995). p.195.

- a) The second is in the middle of the sentence (position of close modification of the verb)

For example:

You come late to the market

They see the doctor before go to the cinema

I never read the magazine.

- b) Final position is the position after the verbs plus object or other complement (position less emphatic than initial position, but more emphatic than mid position). For example:

Rani swim in the swimming pool.

Rara no at home now.

My sister go to his friend house last week.³¹

The researcher conclude there are position adverb of time, final, mid, and initial position.

2) Adverb of Place

An adverb of place tell us where something happens.³²

We use it after the verb, direct object or at the end of a sentence. Adverbs of place include words such as above,

³¹Yulia Dwi, Puspita, Sari, "A Constrantive Analysis Between English and Indonesia and Adverbs of Time" (Semarang : English department University, 2018), shorturl.at/ciBUZ.

³²Barbara Dykes, *Grammar for Everyone* (Australia: Acer Press, 2007).p.63.

below, outside, over there, there, under, upstairs away
every, where, here, nowhere, somewhere, there, etc.³³

- a) If there is no object, these adverbs are usually placed
after the verb.

Example: she went **away**.

He lives **abroad**.

She sits **here**.

I look **everywhere**.

I'm going **home**.

- b) But they come after verb + object + or verb +
preposition+ object.

Example : she sent him **away**.

They rushed for their lives when fire broke out in the
floor **below**.

The rain comes from **above**.

She took the child **outside**.

My father went **indoors**.

He lived and worked **abroad**.

- c) Somewhere, anywhere, follow the same basic rules as
some and anywhere.

example: I have seen that man **somewhere**

can you see my key **anywhere**?

³³ Mayra Hernandez, Solis, "The Position of Adverbs in English," *Trying to Solve a Major Problem Most Language Learners Usually Face Studies Journal* vol 16 (2006): p.273, shorturl.at/IUWX5.

I will go **anywhere** in the world.

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

Example: threatening people will get you **nowhere**.

Nowhere on earth offers us such a perfect adviser,

There is **nowhere** you can see.

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

Example: **nowhere** will you find better roses than these.

Nowhere you can not find shoes

Here there can be followed by be/ come/got noun subject

Example : **here's** Tom

There goes our bus.

Hang the picture **there**.

- f) If the subject is a personal pronoun it precedes the in the usual way.

Example : **there** he is

Here, I am

Here it comes.

But someone and something follow the verb

Example : **there's** someone who can help you.

There is no body care with you.

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

- g) Can followed by a adverb of motion + a noun subject.

Example ; **away** went the runners.

Down fell a dozen apples.

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

Example : **away** they went.

Round and round it flew.

3) Adverb of Manner

There are three position adverb of time, they will be explain:

- a) Final position: the army advanced toward the enemy slowly and silently. Hard, fast, well, slow, nicely, badly, poorly, are used only in end position.
- b) Mid position: (mostly the one word adverbs) the army slowly and silently advanced toward the enemy.
- c) Initial position: (for emphasis often has a more literary tone): slowly and silently the army advanced toward the

enemy.³⁴ The researcher conclude there are position adverb of time, final, mid, and initial position. Then adverb of position adverb of manner :

- 1) Adverb of manner come after the verb

She danced beautifully. (after verb)

He gave her the money reluctantly. (after the object when there is one). Do not put an adverb between verb and object

- 2) When we have verb + position + object, the adverb can be entire

He looked at me suspiciously or he looked suspiciously at me. (before the preposition or after object)

He looked suspiciously at everyone who got off the plane. (but if the object contains a number of words we put the adverb before the position)

- 3) Similar to the verb + object sentence, the length of the object after the position of the adverb. If the object is short, it becomes verb + object + verb as above. But if the object is long we usually the adverb before the verb:

She carefully picked up all the bits of broken glass.

He angrily denied that he had stolen the documents.

³⁴Marcella Frank, *Modern English A Pratical Reference Quide* (New York: Prentice Hall, 1995).

They secretly decided to leave the town.³⁵ The researcher conclude the position adverb of manner indicate the verb.

4) Adverb of Degree

Degree adverbs tell us the level or extent to which something is being done or is happening. The adverb words of degree are almost, quite, almost, considerably, really, and very etc.³⁶ there are some position of adverb of degree, they are:

a) Adverb of degree stand in after predicate.

Example:

The song really badly

Anita really enjoys cooking

He strongly recommended the book

I am too tired to go out tonight

He speaks very quickly

My teacher is terribly grumpy today

Based on this above statement, researchers can conclude that the use of adverbs in sentences has different positions and different functions. You can see the following differences between the above statements: B. About Adverbs of Time, Adverbs of Place, Adverbs of

³⁵ AJ. Thomson and A.V. Martinet, *A Partical English Grammar* (New York: Oxford University Press, 2000), p. 52.

³⁶ Jayanthi Dakshina, Murthy *Contemporary English Grammar*.

Kind, and Adverbs of Degree. Adverb is which modify verb and adjective unlike pronoun and do not noun so adverb is tell an action how, when, where, how much, why the action is done. In this study, researchers provide more information about the adverb's position of tense, place, kind, and degree in a sentence.

There position of adverb that may occurred in the sentence such as; front position: at the last of the sentence, used adverb of time and place. For instance, I run more than five days last month, it also can change by form : last month, I run more than five days. The second is the position in mid and it is general: the adverb that refers to this position such as adverb of degree and time. For instance, they come late. He doesn't stay up. The last position is in the last of the sentence, for instance: The movie would show soon. From the explanation above, it has been known that three position of adverb such as at the beginning, in the middle and at the end of the sentence.

d. Function of Adverb

Adverb has wide function, it can be seen as follow:

- 1) Verb and adjective can be come from the adverb.
- 2) The usage of 5W +1H used in this kind of text

- 3) The question can be start and adding by another information.³⁷

Here are some example of modifying word:

- a) Verbs: You write quickly
- b) Adjective: they cook *well*
- c) Adverbs: the go *soon*

There are three functions of adverbs.

e. Formation of Adverb

There are some rules in descriptive text and it showed as follow:

- 1) Adds a derived suffix (-ly) to derived adjectives. Adjectives derived from nouns + suffixes (-ful, less, -ive, etc.). Derivative adverbs can be formed as follows: Healthy, notable, hopefully.
- 2) Adds a derived suffix (-ly) to the base adjective. example: Slow, weird, wrong, normal, etc.
- 3) Examples of adding derivational prefixes (a) to nouns, stems and adjectives: Heads, parts, slides, long ones, wide ones.
- 4) Add the derivation prefix (a) to the noun. example: along, road, etc.
- 5) Add a derivation suffix (-ward) to a qualified group of nouns. For example, backwards, homeward, forward, etc. Work No. 1 to 5 is called tightening work.
- 6) Combine noun determiners (some, any, every, no) with a list of qualified nouns and function words. example: somewhere, somewhere, somewhere, etc.
- 7) Use of certain function words (particles/preposition) as adverbs, example up, down, out, over, etc.³⁸ from the explain above the researcher hope the reader understand about the formation about adverb.

³⁷Risanur, "Students' Adverb Mastery of Eight Grade MTS N 4 Mandailing Natal" (Padangsimpuan: IAIN Padangsidimpuan, 2019), p. 12 <http://etd.iain-padangsimpuan.ac.id/ideprint5436>.

³⁸Sharline T. Poai, "Sudents' Mastery in Using Adverbs at English Study Program of Sintuwu Maroso University In Academic Year 2016," shorturl.at/mnuI8.

2. Descriptive Text

a. Definition of descriptive text

A genre is a culture-specific type of text that arises from the use of language (written and spoken) to accomplish something. It goes through a series of stages and uses language in a certain way. A text usually represents a discourse, but it can also be a list of related sentences, and texts are always included in all teaching materials for English subjects. One of them is descriptive text.

Descriptive text is a type of text that briefly describes the characteristics of people, animals, things, and specific places. At the beginning of the descriptive text, the first step should be identification. In other words, you present something to explain, and then it becomes an explanation as well.

Descriptive text is a text that explains something in specific way so reader can catch what we want to describe clearly. Describing something especially in detailed and interesting way. Descriptive text is a text trying to describe a place, a thing, and a person in specific way.³⁹

³⁹Sri Wulandari and Edi Trisno, "A Study on Writing Ability Differences Between Male and Female Students in Describing People," *Journal of English Language Teaching* vol 9, no. (2020): p.5, shorturl.at/mE348.

This kind of text should be learned by the students. Describing person, animal, and things around may be the topics in this kind of the text.⁴⁰ Describing some aspects like things, place and person are the conclusion of descriptive text by the researcher. Then, may the reader feel about the context of the text.

Describing a person, thing, place and others called descriptive text. Two important parts in descriptive text called description and identification.⁴¹ Linguistic features also contain in it. Those linguistic such as the tenses, material process, and others.

While writing a description, you can take your time and capture the appropriate details in the image to describe someone's height, head shape, hair color, eye appearance, etc. Okay To make it special and interesting, you have to pay attention to details and you may over-explain it.

Explanatory text is the text that is around us all the time when we want to explain something or someone. It is taught in the first and second years of junior high school. Descriptive text generally means providing details about a particular person, place, or thing. The descriptive text

⁴⁰ Sri Rahmadhani and Dongoran Nursahara, "Students Ability in Writing Descriptive Text," *English Journal Teaching and Learning* vol 08, no (2020): p.84, [shorturl.at/bnoY2](#).

⁴¹ M. Mukhlas Zulaika, 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).

should focus on actions (verbs) rather than sensations (adverbs and adjectives).

Instructional text has a general structure and language features. The writer should take on the role of the reader whose conception of the events described is constructed entirely from the content of the text. Descriptive text is text that presents people, places, and things in clear detail so that the reader can imagine the item being described. Writing a descriptive text allows the author to make an impression and get a clear image of the described object. Descriptive activities are also used to describe things so that the reader can easily understand them and imagine the clearly described things as if they were real.

b. Generic Structure of Descriptive Text

A descriptive text is a sentence that explains something in a way that gives the reader or listener the same feeling that the author experienced. He has two general structures for explanatory text:

- 1) An identification is described that includes the concept of person, place, animal, or thing.
- 2) Contains descriptions by describing features, shapes, colors such as descriptions, animals, objects, places,

people, or anything else that is relevant to the author's description.⁴² The two steps must be contained when we write a descriptive text the two steps will cover all our written and give a clear description. So from the explained Researchers can infer identifications and descriptions for authors to describe people, animals, trees, houses, or campsites as subjects. Identification helps identify the object being described.

A description describes some parts, qualities, and properties of an object, and the function of description is to describe a particular person, place, or thing. Texts can be divided into descriptive texts, procedural texts, descriptive texts, report texts, and report texts. However, descriptive text means anything, a person, or a place that is specifically descriptive.

c. Language features in descriptive text are:

- 1) Specifics participant, has a certain object, is not common and unique (only one). For example: my classroom.
- 2) The use of the adjective, to clarify the noun. For example: a beautiful class.

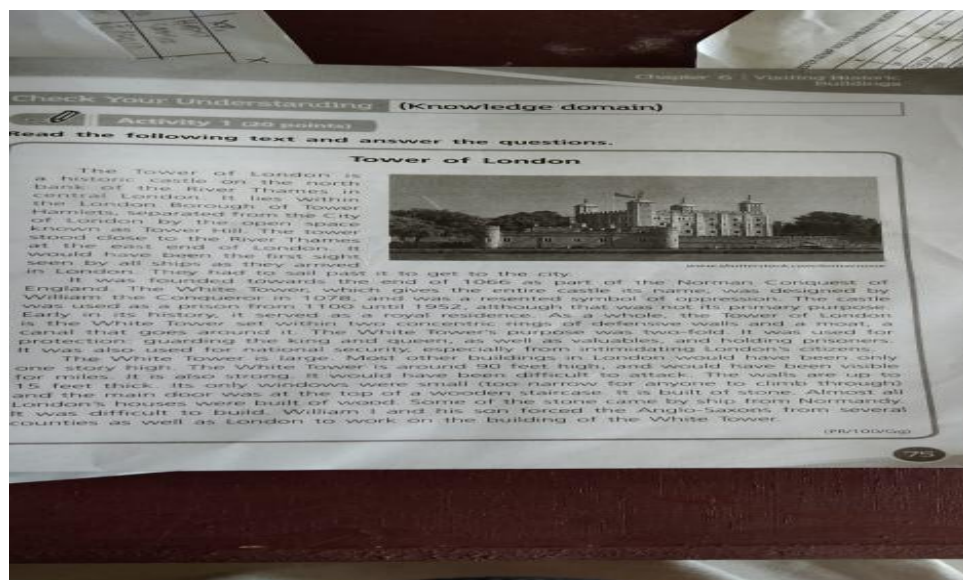
⁴²Mark Andersons and Kathy Andersons, *Text Type in English* (Australia: Mac Milan Education, 2003).P.25.

- 3) The use of simple present tense, the sentence pattern used is simple present because it tells the fact of the object.
- 4) Action verb, verb that show an activity. For example. Run, write anothers.⁴³

We use language features use to know what kind of tenses that use in the text and to make the object specific by using the language features the readers will understand what the writer is saying in a text.

d. Material of descriptive text

The material of descriptive text at grade VIII Pesantren Al-Ansor Padangsidempuan.



Source: Buku Bahasa Inggris SPM,MTS Kelas VIII.⁴⁴

⁴³Andersons and Andersons.....P.26.

B. Review of Related Findings

There are several findings relevant to this researcher. They are: First, Sherliane's conclusion Student Problems with Adverb Use Students have a poor understanding of adverb use, adverb function, and adverb placement and meaning in sentences. it was discovered in her writing process.⁴⁵

Second, Novi found that a score of 39.4% was sufficient to categorize students' ability to identify adverbs in narrative text. There are some difficulties in identifying adverbs in narrative texts. Lack of knowledge about adverbs, students did not know the types of adverbs at all, poor vocabulary, students have trouble understanding meaning, students do not yet understand the story text.⁴⁶

Next, Ranisa's research fell into the low category. From the percentage of average marks obtained by students, we can see that it is 21% - 41%. The research method in this study is both quantitative and descriptive. Then the hypothesis is that in class VIII SMP N 2 Batang Toru, the students' proficiency in identifying adverbs was low".⁴⁷

Second, Hasanah Sari Hasibuan's study can be classified as low with a score of 24.20%. Then, based on our research findings, we can conclude that there are 58 students in our sample. The above example gives answers

⁴⁴ Kementrian Pedidikan dan Kebudayaan Republik Indonesia *Buku Guru*, 2017.

⁴⁵Sherliane T. Posai, "Students' Mastery in Using Adverbs at English Study Program of Sintuwu Maroso University In Academic Year 2016" shorturl.at/vzIK8

⁴⁶Novi Juhawarni, Harahap, "The Students' Ability in Identifying Adverbs in Narative Text at Grade X SMK N 4 Padangsimpuan", Tesis, (Padangsidimpuan:IAIN Padangsidimpuan, 2015), p.37. shorturl.at/djLQS.

⁴⁷Ranisa, "Students' Mastery in Identifying Adverbs at Grade VIII SMP 2 Batang Toru Tapanuli Selatan" (Padangsidimpuan:IAIN Padangsidimpuan, 2018), shorturl.at/iyDKU.

to her two formulations of the problem. The student's initial ability to identify parts of speech while reading fair-classified expository texts. The results can be seen from the frequency of students' test-answering ability, 36 had her score between 40 and 55, and the percentage her score was 62.06% of her. The results are evident from her average score of 45.97%, and in this study there are problem-forming factors that influence students' ability to recognize parts of speech when reading expository texts. B. Students are not serious about learning English.⁴⁸

Therefore, from the above insight, the researchers concluded that adverbs present many difficulties. Each of the above findings contributed to the thinking and methodology of the issues examined in this study. Next, the purpose of the study here is to analyze the student's ability to master his VIII Pesantren Al-Ansor Padangsidimpan adverbs into expository sentences.

C. Hypothesis of the Research

A hypothesis is a researcher's guess about a participant's situation. The hypothesis of this study is that: “students’ mastery in identifying adverbs on descriptive text at grade Pesantren Al- Ansor Padangsidimpuan is good category”.

⁴⁸Parena Wati, “Students’ Ability in Identifying Part of Speech in Reading Descriptive Text at Second Year of SMPN 4 Rengat Regency of Indragiri Hulu”, Tesis, (Pekanbaru: Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2018), p.60. shorturl.at/bgwD4.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

1. Place and Schedule of Research

This study was conducted in the 7th grade of the Al-Ansor Padangsidimpuan Islamic Boarding School. JL location. Mandarin km 8 No. 3 Manungan Juru Village, Padangsidin Phuan Sub-district, Southeast of Padangsidin Phuan City. The study will begin in August 2021 until completion.

2. Research Design

The nature of this study was quantitative. Quantitative research value or results of research by researchers. Quantification is also a tool that uses surveys and tests to show the results of data in the field. Quantitative research is a means of student researcher examination.

B. Population and sample

1. Population

Population this study was all of the students of at grade VIII Pesantren Al- Ansor Padangsidimpuan. The population of this research was the VIII grade student at Pesantren Al- Ansor Padangsidimpuan. The students consist of 342 students , seven classes for girls and seven classes for boys, the researcher only

took the classes of boys there were seven classes and total of the students were:

Table 3.1
Population of the Research

No	Class	Sum of Population
1	VIII-1	32
2	VIII-2	25
3	VIII-3	24
4	VIII-4	22
5	VIII-5	23
6	VIII-6	23
7	VIII-7	22
Total		171

2. Sample

A sample is a portion of a population sampled by a researcher so that the researcher can easily obtain results or research value. Researchers consulted studies selected by teachers to extract information sources. Next, which class the researcher chooses was the main her class for him to extract one class from the seven classes. Therefore, the researchers recruited students from class VIII-1. They were 32 students. Here is an example table of classes.

Table 3.2
Sample of the Research

No	Class	Sum of Population	Sample
1	VIII-1	32 students	32 students
Total		32 students	32 students

C. Instrument of the Research

The vehicle for this investigation was a test. There are several adverb-type questions to get information about the student's adverb proficiency. Adverbs of kind, adverbs of time, adverbs of place, and adverbs of degree. Researchers need data to answer research questions and test formulated hypotheses. he needs a tool In this case, mastery of the test adverbs used is required. The text-identifying study objective was to examine the score of each student's response in her 25-item text given to each student. The researchers gave her a score of 4 for each item, and her highest score on the test was 100. Adverb proficiency indicators can be seen below:

Table 3.3
The Indicators of Test

N0	Indicators	Number	Score	Total
1	Identifying adverbs of manner on descriptive text	3,11,12,14,16,	4	20
2	Identifying adverbs of place on descriptive text.	6,8,10,17,20,	4	20
3	Identifying adverbs of time on descriptive text	1,2,4,5,7,9,13,15,,18,19,21,22,23,24,25	4	60
	Total			100

D. Techniques of Collecting Data

There were some steps in collecting data which mentioned as follow:

- 1) Some instructions has been explained by the researcher.
- 2) The types and material of the text has been given by the researcher.

- 3) The schedule of the test must be set by the researcher.
- 4) Before doing the test, there is time that set by the researcher in order to make student focus answering the test.
- 5) The test done by the students because ask by the researcher. And there is time to checked it.
- 6) Collecting the answer by the researcher after the test has been collected.

E. Technique of Data Analysis

After collecting the data, researchers analyze student scores. Quantitative data is collected and analyzed by calculating test scores.

Techniques include:

- a. Data compilation means that data compilation becomes a systematic unit of sentences. Activities of researchers when processing data:
 - 1) The subject research which is the test checked and identify by the teacher.
 - 2) Analyzing the test by using mean score
 - 3) Then, when interpreted, the results should match the average score index.
 - 4) Then the results of the students with the mean are included in the classification quality. Then, to test the hypothesis, count how the average results of the student's calculations from the Z-test appear.

- 5) Draw conclusions from the test equipment. Be ready to end the discussion firmly and concisely.
- b. Data reduction, or full data review, looks for less data and removes irrelevant data.
 - c. Aggregation of data, i.e. evaluation of respondents' responses by data formulation and testing.

Table 3.4
Criteria Score Interpretation.⁴⁹

No	Score	Interpretation of The Value
1	0%-20%	Lowest
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	Good
5	81%-100%	Very Good

After the researcher found the mean score of all students, it has been presented to the criteria as follows:

- 1) Categorizing into the lowest ability when it has 0-20- score.
- 2) Categorizing into low category when it has 21-40 score.
- 3) Categorizing into enough category when it has 41-60 score.
- 4) Categorizing into good category, when it has 61-80 score.
- 5) Categorizing into very good category, when it has 81-100 score.

⁴⁹Riduwan, *Belajar Mudah Penelitian Untuk Guru - Guru, Karyawan Dan Peneliti Pemula*, Alfabeta, Bandung: 2005), p.89.

Then, to test the hypothesis, researcher used the formula as follows:

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

Notation

p = Proportion Hypothesis

x = total of Sample

n = Total of data

Z-tests can be used to test research hypotheses in treatment using stratified criteria with percentage caps in each stratum. However, due to the predictability, estimation, and generalization properties of inferential statistics, one of the data distribution normality requirements must be exceeded in order to satisfy some measurement requirements.

When $Z_{\text{count}} > Z_{\text{table}}$ the hypothesis accepted.

Knowing the mean of the students' score can be seen by applying this formulation.

$$\bar{X} = \frac{\sum X}{\sum N} \times 100\%$$

Where : X: the mean of students

$\sum X$: the total score

$\sum N$: the number of students.

CHAPTER 1V

RESULT OF THE RESEARCH

Assess the student's proficiency in identifying adverbs in the description of the class VIII Pesantren Al-Ansor Padangsidimpuan as mentioned in the previous chapter. Researchers applied quantitative and descriptive analyzes to calculate students' scores on this research title. This quantitative analysis uses descriptive data or categorical descriptions to describe the score, and then the descriptive analysis uses descriptive data or categorical descriptions to describe the score, which is a very good score. a good score or a fair score. Then, to test the hypothesis, the researchers used her Ztest formula.

A. Description of students' Mastery in Identifying Adverbs on Descriptive Text at Grade VIII Pesantren Al- Ansor Padangsidimpuan.

Based on their findings, the researchers gave the students a test. The data consist of her 25 of her 32 students. The researchers were giving the students an identification test. They are a type of adverb. There are adverbs of kind, adverbs of place, and adverbs of time. Adverb of manner consist in number 3,11,12,14,16. Adverb of place consist in number 6,8,10,17,20. Then adverb of time consist in number 1,2,4,5,7,9,13,15,18,19,21,22,23,24,25. The steps the researchers took during the study were the introduction of the first researcher, the second researcher explaining the test, and answering the test. A third researcher gave a test that the students answered. A fourth researcher sets aside time for students.

Based on the student test score that the student answered the question. Of the scores found, one student scored 40, one student she scored 44, three students scored 52 and seven students scored 56. So 3 students scored her 52 points. So 7 students scored her 56. It was 1 point 60 points. So 6 students got 64 points. It was 2 points 68 points. Two students scored his 72. Two students scored his 84. That is, one student scored her 80 and one student scored her 92. From the student results, he finds that the student scores range from 40 to 92. This means that the student's highest score was his lowest score of 92.

Table 4.5

The Students' Total in Kinds of Adverb

No	Student' Initial	Total Score
1	MF	56
2	HF	68
3	PT	84
4	PR	76
5	RS	80
6	LS	84
7	AA	76
8	HD	76
9	SB	64
10	DH	76
11	FM	76
12	IM	72
13	FJ	64
14	DY	68
15	AJ	64
16	RP	72
17	HS	64
18	AN	64
19	RY	64
20	RR	56
21	FI	52
22	AK	60
23	PS	92
24	AG	56

25	AD	56
26	AH	56
27	MR	44
28	RR	56
29	RF	52
30	MS	84
31	TW	40
32	AS	52
Total		2068

Knowing the quality of the students' score in answering the descriptive text presented below:

Table 4.6

THE QUALITY OF THE VIII GRADE STUDENTS OF PESANTREN AL-ANSHOR PADANGSIDIMPUAN SUGGESTION TEST

No	Students' Initials	Total Score	Quality score
1	MF	56	Enough
2	HF	68	Good
3	PT	84	Very Good
4	PR	76	Good
5	RS	80	Good
6	LS	84	Good
7	AA	76	Good
8	HD	76	Good
9	SB	64	Good
10	DH	76	Good
11	FM	76	Good
12	IM	72	Good
13	FJ	64	Good
14	DY	68	Good
15	AJ	64	Good
16	RP	72	Good
17	HS	64	Good
18	AN	64	Good
19	RY	64	Good
20	RR	56	Enough
21	FI	52	Enough

22	AK	60	Good
23	PS	92	Good
24	AG	56	Enough
25	AD	56	Enough
26	AH	56	Enough
27	MR	44	Low
28	RR	56	Enough
29	RF	52	Enough
30	MS	55	Enough
31	TW	40	Low
32	AS	52	Enough
Total		2068	

It is clear that students score low, fair, good, and very good at identifying adverbs. His implication that his ability in the test results became the data required for testing in his Pesantren Al-Ansor Padangsimpuan in Class VIII is the hypothesis that the data are aggregated as follows:

Table 4.7

The Resume of Variable Score Adverb Mastery

No	Statistic	Variable
1	High score	92
2	Low score	40
3	Range	52
4	Mean score	64,62
5	Median	59,3
6	Total of Class	6
7	Interval	9
8	Modus	54,98

From the table above, we can see that the high scores for the adverb variable in the descriptive text were obtained by 32 students based on the total number of sample studies, with a high score of 92 and a low score of 40, with an average score of 64.62, median 59.3, mode 54.98. Based on our calculations, the

average score was 64.62. The application in adverbs was good. To know the rescoring of the data, the variable scores of finding adverbs in the explanatory text were grouped.

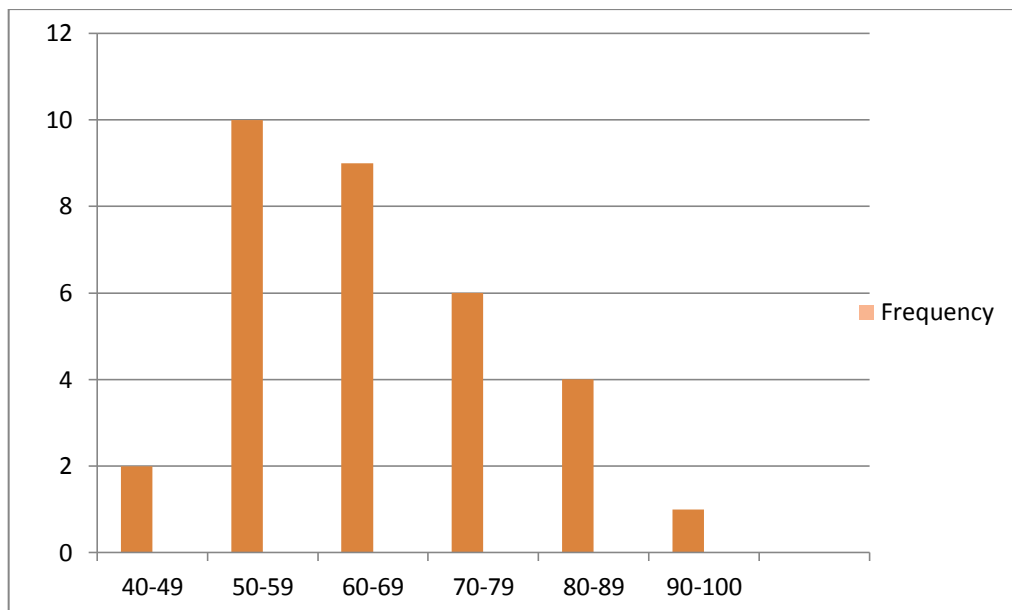
Table 4.8

Frequency distribution of adverbs

Interval class	Frequency	Percentage
40-48	2	6.25%
44-57	10	31.25%
58-66	7	21,875%
67-75	4	12,5%
76-84	8	25%
85-93	1	3.125%
I=9	32	100%

Based on the above table, rescoring of variables when finding adverbs in the description sentence was 2 students (6.25%) from 40-48 students and 10 students from 44-57 students. (31.25%) were found to be between 58 and 66 students. 7 (21,875), 67-75 7 (12.5%), 76-84 4 (25%), 85-93 1 (3.125%). statistics count. Data were aggregated from the above test results. Continuing with the distribution data, the researchers explain the following histogram figures.

Frequency



Graph 1: The histogram Students' Adverb Mastery In Identifying adverbs on descriptive text at grade VIII Pesantren Al-Ansor Padangsidempuan

from the interval above, here were the mean score of the students and the categorization of it.

Table 4.9
Criteria Score Interpretation

No	Score	Interpretation of the Value
1	0%-20%	Lowest
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	Good
5	81%-100%	Very Good

The mean score of the students and the interpretation of it can be showed:

- 6) Categorizing into the lowest ability when it has 0-2- score.
- 7) Categorizing into low category when it has 21-40 score.
- 8) Categorizing into enough category when it has 41-60 score.

9) Categorizing into good category, when it has 61-80 score.

10) Categorizing into very good category when it has 81-100 score.

B. Hypothesis Testing

The hypothesis of research are Students' Mastery adverb on descriptive text at Grade VIII pesantren Al- Anzor padangsidimpuan was good. Then, Z-test was used applied in this research, it also used to answer the hypothesis.

The explanation below would show it:

The Z-test calculation:

$$\begin{aligned}
 Z &= \frac{\frac{x}{n} - p}{\frac{\sqrt{p(p-1)}}{n}} \\
 &= \frac{\frac{9}{30} - 0,76}{\frac{\sqrt{0,76(1-0,24)}}{32}} \\
 &= \frac{0,28 - 0,76}{\frac{\sqrt{0,824}}{32}} \\
 &= \frac{0,48}{\sqrt{0,0057}} \\
 &= \frac{-0,48}{0,075} \\
 &= 6,4
 \end{aligned}$$

Calculation Z_{table}

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

$$\alpha = 0,05$$

$$\alpha = \frac{1}{2} (0,05)$$

$$0,025 = 0,3264$$

$$\text{Jadi } Z_{\text{count}} > Z_{\text{table}}$$

$$= 6,4 > 0,3264$$

Based on calculation it can be concluded that $Z_{\text{count}} > Z_{\text{table}} = 6,4 > 0,3264$ was more than $Z_{\text{table}} = 0,3264 = Z_{\text{count}} = 6,4 > Z_{\text{table}} = 0,3264$. So from the result above the researcher that hypothesis accepted.

Therefore, the research hypothesis was that students found adverbs to master descriptive sentences in class VIII pesantren Al-Ansor padangsidimpuan after calculating the data. Students identified the description with an average score of 64.62%. Classify the student's ability to find adverbs in descriptive texts as excellent. Based on the results of a test that gave students proficiency in identifying adverbs in class VIII pesantren Al – Anzor padangsidimpuan descriptions, they are good.

Since students have the ability to identify adverbs in the description of grade VIII pesantren Al – Anzor padangsidimpuan, the mean classified them in the 'good' category and the hypothesis was accepted.

C. Discussion

In this study, researchers examined students' ability to identify adverbs in expository sentences for grade VIII pesantren Al – Anzor padangsidimpuan. Researchers wanted to know how to master adverbs such as adverbs of time,

adverbs of place, adverbs of art, and adverbs of degree. After analyzing the data, the researchers concluded that Class VIII pesantren Al – Ansor padangsidempuan is good.

The results of this study relate to the first discovered hatred. Hasana Sari HSB. In this case, intp can be classified as low, but the researchers found that classified students had high proficiency in adverbs. The results of his study differed greatly from those of the researchers, who found that the adverb proficiency of the students was well categorized. The average reaches 64.62%.

The second, Sherline it can be classified from good to poor as can be seen from the average score of 32.98%. The hypothesis was accepted, and the researchers found that the classified students had good adverbial fluency. It doesn't change much.

Third generation Miss Koiriya Chema. In this case, the student's average score is hypothesized to be 62.45% of his, so it can be classified as good or bad. Researchers found that classified students had good proficiency in adverbs, with an average score of 65.56%.

Fourth Umi Fadilla. In this case, we can classify very well. The hypothesis is accepted, so the average score is 82.37%. However, the researchers found that the classified students had good adverbial fluency. The average score is 65.56%.

The five Novi Suhartati based on test results and interviews conducted by researchers with adverbial clause students was 56.66%. can be categorized

well. Researchers found that classified students had high proficiency in adverbs, with an average score of 65.56%.

The final results of Lanisa's dissertation are underestimated. This can be seen from the value of her GPA percentage achieved by the student. It was 32.98%, and based on the results of hypothesis testing, the researchers found the hypothesis accepted. Researchers found that classified students had excellent adverbial skills, with an average score of 65.56%.

Therefore, the researchers concluded that the student-acquired adverbs previously performed by four (4) researchers fell into the categories of low, fair, and good. There are two categories that are low, two categories that are good enough, and then there are categories that are good. This survey falls into the good category. According to the title of this study, a score of 64.64 was the student's proficiency in identifying adverbs in grade VIII pesantren Al-Anshor expository sentences. Padang Si Ding Puan. That means the researchers found different ratings and categories among her four researchers above. This can be seen as follows.

No	Name of the research	Result of the research	Category of means score
1	Hasanah sari HSB	24.20	Low
2	Sherline T.posai	1.05	Low
3	Miss Khoiriyah	62.45	Enough
4	Ummi Fadilah	82.37	Good
5	Novi Suhartati	56.66	Enough
6	Ranisa	32.98	Low
7	This research	64,62	Good

D. Limitation of the Research

This study is still limited as it is far from perfect. Perhaps this study had a number of weaknesses, including: Researchers are still not good at grammar subjects and the rules of doing research, so it is wise to do research I don't know what students are doing Taking tests I don't think students are taking tests seriously What does that mean and how seriously do students take exams.

Research questions are then limited to English-language books (especially text-genre books or descriptive textbooks) within the research campus. There are many books on grammar, especially adverbs, on campus, but none on text genres. Therefore, it is difficult for researchers to complete it faster and better.

Researchers also lacked experience or knowledge of manuscripts and data handling. Researchers also had to enlist the help of people who did some research. This study is close to perfection.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the researcher's results and data conclusions, it can be concluded that students have the ability to identify adverbs in class VIII pesantren Al – Anshor padangsidimpuan expository sentences. From the tests the researchers took, the average score was 65.12% of the student tests. It is classified as good or good. Because $Z_{count} = 6.4$, it means that the hypothesis was accepted using Z-test.

B. Suggestions

Based on the conclusions and implications of the aforementioned study, the researchers would like to offer readers some suggestions as to who might benefit from the study.

1. For Grade 8 pesantren Al – Anshor padangsidimpuan, you need to improve your ability to find adverbs especially in counting texts. Students review material after teachers teach it in the classroom, and students review at home.
2. Recommended for English teachers, especially 8th grade English teachers, to:
 - a. Make sure you have a good understanding of all kinds of adverbs.
The more students practice, the more they understand adverbs.

- b. Make sure your students are familiar with the genre of the text, especially for adverbs. That's because the way you write sentences is related to the points of grammar.
 - c. Apply appropriate strategies, methods, methods or procedures to help students understand English, especially in relation to adverbs in sentences. Adverb subjects are not very familiar to students, so teachers need to build confidence in using adverbs with subjects, objects, possessive adjectives, etc.
3. Limiting the researcher's materials, knowledge, and experience is still far from a complete subject, so it is important for other researchers to do in-depth research on the subject of this study.
 4. It is also important for others to first discuss research related to the study with experts. This is because knowing about research design and topics is the driving force for researchers to make their research more complete and better.

REFERENCES

- Andersons, Mark, and Kathy Andersons. "Text Type in English. *Australia: MacMillan Education* 2003.
- Lukin, Annabelle. "What do texts do? The context-construing work of news." *Text & Talk* 2013.
- Apriyanti, Fitri. "Teaching Part Of Speech To Efl Students Through “The Tortoise And The Hare” Story." *Ed-Humanistics: Jurnal Ilmu Pendidikan* 2020: 686-690.
- Suharsimi, Arikunto. "Prosedur penelitian suatu pendekatan praktik. rev. ed." *Jakarta: PT. Rineka Cipta* 2010.
- Pendidikan, Kementrian, and Kebudayaan Republik Indonesia. "Buku Guru Kelas 4 Tema 2 Tematik Terpadu Kurikulum 2013 edisi revisi." 2017.
- Dakshina, Jayanti, Murthy. *Contemporary Education English Grammar*. New Delhi Ramesh Nagar, 1988.
- Puspitasari, Yunita Dewi. *A Contrastive Analysis Between English and Indonesian Adverbs of Time*. Diss. Universitas Negeri Semarang, 2010.
- Eugene, Ehrlich. "Teori dan Soal Latihan English Grammar." *Jakarta: Erlangga* 2004.
- Frank, Marcella. "Modern English: A practical reference guide." 1972.
- Gay, L. R., and Peter Airasian. "A. The Research Design." 2007.
- Martin, Hewings. *Advanced Grammar in Use*. Cambridge university, 2019.
- Husna, Lailatul. "An analysis of students' writing skill in descriptive text at grade X1 IPA 1 of MAN 2 Padang." *Jurnal Ilmiah Pendidikan Scholastic* 2017: 16-28.

- Harahap, Robiatul Adawiyah. *Students' ability in identifying adjective in descriptive text at grade VII SMP Negeri Padangsidempuan*. Diss. IAIN Padangsidempuan, 2015.
- Pangaribuan, Jontra Jusat, and Carolina Pakpahan. "The Students' mastery Of Writing A Descriptive Text Through Roundtable Technique Text Of Eighth Grade Students At Smp Swasta Gkpi Pamen." *Jurnal Littera: Fakultas Sastra Darma Agung* 1.1 2020: 59-64.
- Kusumawardhani, Paramita. "Teaching Part Of Speech To Efl Through "Hansel And Gretel" Story To Efl." *Proceedings Universitas Pamulang* 2020.
- Mardhatillah, Riri. *An Analysis of Students' Writing Ability on Parts of Speech in Their Descriptive Text at Assalam Islamic Senior High School Naga Beralih Air Tiris Kampar Regency*. Diss. Universitas Islam Negeri Sultan Syarif Kasim Riau, 2020.
- Moeller, David. *Verbs and Adverbs*. 2021.
- Siregar, Sri Rahmadhani, and Nursahara Dongoran. "Students' Ability in Writing Descriptive Text." *English Education: English Journal for Teaching and Learning* 8.01 (2020): 81-90.
- Poi, Sherliane T. "Students' mastery In Using Adverbs At English Study Program Of Sintuwu Maroso University."
- Ranisa, Ranisa. *Students' Mastery in Identifying Adverbs At Grade VIII SMPN 2 Batang Toru Tapanuli Selatan*. Faculty of Tarbiyah and Teacher Training IAIN Padangsidempuan, 2018.
- Riduwan. *Belajar Mudah Penelitian Untuk Guru - Guru, Karyawan Dan Pemula*, Badung: Alfabeta, 2005
- Riyanto, Slamet, and Dkk. *English Grammar*. Jakarta: Pustaka Pelajar, 1995.
- Sari, Hasibuan, Hasanah. "Students' Ability in Identifying Adjective and Adverb in

Descriptive Text at Grade XI in SMA N 1 Barumun Tengah.”
Padangsidempuan: IAIN Padangsidempuan, 2017.

Poi, Sherliane T. "Students' mastery In Using Adverbs At English Study Program Of Sintuwu Maroso University.", 2016.

Syllabus, Students at Grade VIII Pondok Pesantren AI- Anzor Manunggang Julu, Padangsidempuan, Private Dokument, August 01th, 2021 on 14 PM.

English Teacher MA, "Private Interview" (Pondok Pesantren : AI- Anzor Manunggang Julu, Padangsidempuan,) August 01th, 2021 on 13 PM.

Trisnawati, Anggun. "Increasing Vocabulary Mastery." Pg 186 : (2018).

Creswell, John W. *Qualitative, quantitative and mixed methods approaches*. Sage, 2014.

Azizah, Indah Nur, Wahya Wahya, and Susi Machdalena. "Exploring the Use of Adverb 'Literally' in Corpus of Contemporary American English." *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya* 10.2 (2020): 250-262.

Wati, Parena. *Students' ability In Identifying Part Of Speech In Reading Descriptive Text At The Second Year Of Smpn 4 Rengat Regency Of Indragiri Hulu*. Diss. Universitas Islam Negeri Sultan Syarif Kasim Riau, 2010.

Watts, Franklin. *Verbs and Adverbs*. London: Creative Education, 2000

Wulandari, Sri, and Edi Trisno. "A Study on Writing Ability Differences between Male and Female Students in Describing People." *Journal of English Language Teaching* 9.4 (2020): 767-776.

1. Appendix

Instrument

Test

Name :

Class :

Time : 30 minutes

1. Please identifying kinds of the adverbs which is underlined in descriptive text on the table below

My Day

Sunday is the most tiring day for me. But I think that nothing is like Sunday. (1) I usually go to bed (2) late the night before which makes my body tired, and (3) have to get up slowly. as I have to jog to keep my body in shape. Jogging has become my routines on Sunday morning. (4) In the morning I usually jog for an hour (5) before swimming (6) in the swimming pool. , (7) it is not far from my house. (8) I spend an hour for swimming before I have to back home and eat a big breakfast. Around 10.00 a.m, a good friend of mine (9) always comes to pick up some window-shopping downtown unless visiting some best places (10) of interest in my town.

Everyday my friend and I always go to school on (11) foot quickly and look around the road (12) to make us carefully because my (13) school near my house. My friend usually (14) wait me patiently We go to school together (15) and we are happily arrive to school. After we inside the our class make sure if (16) we eat and beautifully at the break time (17) we are in canteen to eat some food. After that we (18) go to class happily my friend and (19) I go home at 15:00 o'clock before that (20) we read some book in library, I back to home with my friends by foot (21) in the afternoon after school (22) then go to friend's house to

do homework. My friends and I (23) often spend our times in his house and my friends and I (24) sometimes watching in movie and we (25) always together.

Validator

Dis email S.Pd.

2. Appendix (II)

Table 1
Identifying kinds of adverb

No	The word	Adverb of time	Adverb of place	Adverb of manner
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

3. Appendix (I11)**KEY ANSWER**

1. adverb of manner
2. adverb of time
3. adverb of manner
4. adverb of time
5. adverb of time
6. adverb of place
7. adverb of time
8. adverb of place
9. adverb of time
10. adverb of place
11. adverb of manner
12. adverb of manner
13. adverb of place
14. adverb of manner
15. adverb of manner
16. adverb manner
17. adverb of place
18. adverb of manner
19. adverb of time
20. adverb of place
21. adverb of time
22. adverb of time
23. Adverb of time
24. Adverb of time
25. Adverb of time

4. Appendix(V1)

Table 2
The students total in kids of adverb

No	Students' Initials	Score			Total
		Manner	Place	Time	Score
1	MF	2	3	9	56
2	HF	4	3	9	68
3	PT	5	5	12	84
4	PR	2	5	12	76
5	RS	4	5	11	80
6	LS	4	5	12	84
7	AA	4	4	11	76
8	HD	4	5	10	76
9	SB	1	5	9	64
10	DH	5	3	11	76
11	FM	4	4	11	76
12	IM	5	3	10	72
13	FJ	4	4	8	64
14	DY	3	4	9	68
15	AJ	2	4	10	64
16	RP	3	5	10	72
17	HS	3	4	9	64
18	AN	2	4	10	64
19	RY	4	4	8	64
20	RR	2	3	9	56
21	FI	3	3	8	52
22	AK	2	3	9	60
23	PS	3	4	16	92
24	AG	2	2	10	56
25	AD	3	2	9	56
25	AH	3	1	10	56
27	MR	2	3	6	44
28	RR	2	2	10	56
29	RF	5	5	3	52
30	MS	4	5	12	84
31	TW	3	2	5	40
32	AS	1	2	10	52
	Total				2068

5. Appendix (V)

Table 3

**THE QUALITY OF THE VIII GRADE STUDENTS OF PESANTREN AL-
ANSHOR PADANGSIDIMPUAN SUGGESTION TEST**

No	Students' Initials	Total Score	Quality score
1	MF	56	Enough
2	HF	68	Good
3	PT	84	Very Good
4	PR	76	Good
5	RS	80	Good
6	LS	84	Good
7	AA	76	Good
8	HD	76	Good
9	SB	64	Good
10	DH	76	Good
11	FM	76	Good
12	IM	72	Good
13	FJ	64	Good
14	DY	68	Good
15	AJ	64	Good
16	RP	72	Good
17	HS	64	Good
18	AN	64	Good
19	RY	64	Good
20	RR	56	Enough
21	FI	52	Enough
22	AK	60	Good
23	PS	92	Enough
24	AG	56	Enough
25	AD	56	Enough
26	AH	56	Enough
27	MR	44	Low
28	RR	56	Enough
29	RF	52	Enough
30	MS	55	Enough
31	TW	40	Low
32	AS	52	Enough
Total		2068	

6. Appendix (VI)

1. The score of student' score from low score to high score.

40 56 64 76

44 56 64 76

52 56 64 76

52 56 68 76

52 60 68 80

56 64 72 84

56 64 72 84

56 64 76 92

2. High score
= 92

3. Low score
= 40

4. Range
High sore – low score

$$92 - 40 = 52$$

5. Total of class

$$= 1 + (3,3) \log 1.50$$

$$= 1 + 4,8$$

$$= 5,8$$

$$= 6$$

6. Length of the Class

$$P = \frac{\text{range}}{\text{Banyak kelas}}$$

$$= \frac{52}{5,8}$$

$$P = 8,96 \text{ or } 9$$

7. Means Score

$$M = \frac{\sum xi}{x}$$

$$= \frac{2068}{32}$$

$$= 64,62$$

8. Median

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 48,5 + 9 \left(\frac{\frac{1}{2}32 - 10}{9} \right) \\ &= 48,5 + 9 \left(\frac{\frac{1}{2}22}{9} \right) \\ &= 48,5 + 9 \left(\frac{11}{9} \right) \\ &= 48,5 + 9 (1,2) \\ &= 48,5 + 10,8 \\ &= 59,3 \end{aligned}$$

9. Modus

$$\begin{aligned} \text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\ &= 48,5 + 9 \left(\frac{8}{8+3} \right) \\ &= 48,5 + 9 \left(\frac{8}{11} \right) \\ &= 48,5 + 9 (0,72) \\ &= 48,5 + 6,48 \\ &= 54,98 \end{aligned}$$

8 Appendix (VIII)

A. Normality

Table of Normality Data Test with Chi Square Formula

Interval Class	f_o	Class Limit	Z- Score	Z- Table	Luas Proporsi	f_e	$\frac{f_o - f_e}{f_e}$
40-48	2	39,5-48,5	-2,20 dan -1,41	0,01390 dan 0,07927	-0,79	-25,28	21,43
49-57	10	48,5-57,5	-1,41 dan -0,62	0,07927 dan 0,26763	-0,79	-25,28	-49,23
58-66	7	57,5-66,5	-0,62 dan 0,16	0,26763 dan 0,0636	-0,78	-24,96	-40,92
67-75	4	66,5-75,5	0,16 dan 0,95	0,0636 dan 0,3289	-0,79	-25,28	-29,07
76-84	8	75,5-84,5	0,95 dan 1,74	0,3289 dan 0,4591	-0,79	-25,28	-48,52
85-93	1	84,5-93,5	1,74 dan 2,54	0,4591 dan 0,4945	-0,8	-25,6	19,56
							-165,87

Perhitungan Zscore

$$Z \text{ score} = \frac{Bk-x}{SD}$$

$$Z \text{ score1} = \frac{39,5-64,62}{11,37} = \frac{-25,12}{11,37} = -2,20$$

$$Z \text{ score2} = \frac{48,5-64,62}{11,37} = \frac{-16,12}{11,37} = -1,41$$

$$Z \text{ score3} = \frac{57,5-64,62}{11,37} = \frac{-7,12}{11,37} = -0,62$$

$$Z_{\text{score}4} = \frac{66,5-64,62}{11,37} = \frac{1,88}{11,37} = 0,16$$

$$Z_{\text{score}5} = \frac{75,5-64,62}{11,37} = \frac{14,38}{14,24} = 0,95$$

$$Z_{\text{score}6} = \frac{84,5-64,62}{11,37} = \frac{19,88}{11,37} = 1,74$$

$$Z_{\text{score}7} = \frac{93,5-64,62}{11,37} = \frac{28,88}{11,37} = 2,54$$

A. Normality

Untuk mencari Dk

$$= 6 - 3 = 3$$

$$= 7,185$$

$$Z_{\text{count}} > Z_{\text{table}}$$

$$= -165,87 > 7,815$$

= hasilnya normal

B. Uji Z

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

$$= \frac{\frac{9}{30} - 0,76}{\frac{\sqrt{0,76(1-0,24)}}{32}}$$

$$= \frac{0,28 - 0,76}{\frac{\sqrt{0,824}}{32}}$$

$$= \frac{0,48}{\sqrt{0,0057}}$$

$$= \frac{-0.48}{0.075}$$

$$= 6.4$$

Jadi $Z_{\text{count}} > Z_{\text{table}}$

$$= 6,4 > 0,3264$$

Test

Name : PUTRA SANDI

Class : VIII

Time : 30 minutes

1. Please identifying kinds of the adverbs which is underlined in descriptive text on the table below.

My Day

Sunday is the most tiring day for me. But I think that nothing is like Sunday. (1) I usually go to bed (2) late the night before which makes my body tired, and (3) have to get up slowly. as I have to jog to keep my body in shape. Jogging has become my routines on Sunday morning. (4) In the morning I usually jog for an hour (5) before swimming (6) in the swimming pool. , (7) it is not far from my house. (8) I spend an hour for swimming before I have to back home and eat a big breakfast. Around 10.00 a.m, a good friend of mine (9) always comes to pick up some window-shopping downtown unless visiting some best places (10) of interest in my town.

Everyday my friend and I always go to school on (11) foot quickly and look around the road (12) to make us carefully because my (13) school near my house. My friend usually (14) wait me patiently We go to school together (15) and we are happily arrive to school. After we inside the our class make sure if (16) we neat and beautifully at the break time (17) we are in canteen to eat some food. After that we (18) go to class happily my friend and (19) I go home at 15:00 o'clock before that (20) we read some book in library. I back to home with my friends by foot (21) in the afternoon after school (22) then go to friend's house to do homework. My friends and I (23) often spend our times in his house and my friends and I (24) sometimes watching in movie and we (25) always together.

Validator

Dis email S.Pd.

No	The word	Adverb of time	Adverb of place	Adverb of manner
1	Usually	✓		
2	Late	✓		
3	slowly			✓
4	In the morning	✓		
5	Before	✓		
6	In the swimming pool		✓	
7	Far from	✓		
8	Back	✓	✓	
9	Always	✓		
10	In the Town		✓	
11	Quickly		✓	
12	Carefully			✓
13	Very	✓		
14	patiently		✓	
15	so	✓		
16	Beautifully			✓
17	in canteen		✓	
18	soon	✓		
19	15:00 o'clock	✓		
20	In library		✓	
21	In the afternoon	✓		
22	than	✓		
23	often	✓		
24	sometimes	✓		
25	always	✓		

$$\begin{array}{r} 23 \\ 4 \times \\ \hline 92 \end{array}$$

Test

Name : Taufiq Wahyudi

Class : VII

Time : 30 minutes

1. Please identifying kinds of the adverbs which is underlined in descriptive text on the table below.

My Day

Sunday is the most tiring day for me. But I think that nothing is like Sunday. (1) I usually go to bed (2) late the night before which makes my body tired, and (3) have to get up slowly. as I have to jog to keep my body in shape. Jogging has become my routines on Sunday morning. (4) In the morning I usually jog for an hour (5) before swimming (6) in the swimming pool. , (7) it is not far from my house. (8) I spend an hour for swimming before I have to back home and eat a big breakfast. Around 10.00 a.m, a good friend of mine (9) always comes to pick up some window-shopping downtown unless visiting some best places (10) of interest in my town.

Everyday my friend and I always go to school on (11) foot quickly and look around the road (12) to make us carefully because my (13) school near my house. My friend usually (14) wait me patiently. We go to school together (15) and we are happily arrive to school. After we inside the our class make sure if (16) we neat and beautifully at the break time (17) we are in canteen to eat some food. After that we (18) go to class happily my friend and (19) I go home at 15:00 o'clock before that (20) we read some book in library. I back to home with my friends by foot (21) in the afternoon after school (22) then go to friend's house to do homework. My friends and I (23) often spend our times in his house and my friends and I (24) sometimes watching in movie and we (25) always together.

Validator

Dis email S.Pd.

Test

Name : Taufiq Wahyudi

Class : VII

Time : 30 minutes

1. Please identifying kinds of the adverbs which is underlined in descriptive text on the table below.

My Day

Sunday is the most tiring day for me. But I think that nothing is like Sunday. (1) I usually go to bed (2) late the night before which makes my body tired, and (3) have to get up slowly. as I have to jog to keep my body in shape. Jogging has become my routines on Sunday morning. (4) In the morning I usually jog for an hour (5) before swimming (6) in the swimming pool. , (7) it is not far from my house. (8) I spend an hour for swimming before I have to back home and eat a big breakfast. Around 10.00 a.m, a good friend of mine (9) always comes to pick up some window-shopping downtown unless visiting some best places (10) of interest in my town.

Everyday my friend and I always go to school on (11) foot quickly and look around the road (12) to make us carefully because my (13) school near my house. My friend usually (14) wait me patiently. We go to school together (15) and we are happily arrive to school. After we inside the our class make sure if (16) we neat and beautifully at the break time (17) we are in canteen to eat some food. After that we (18) go to class happily my friend and (19) I go home at 15:00 o'clock before that (20) we read some book in library. I back to home with my friends by foot (21) in the afternoon after school (22) then go to friend's house to do homework. My friends and I (23) often spend our times in his house and my friends and I (24) sometimes watching in movie and we (25) always together.

Validator

Dis email S.Pd.

Test

Name : Taufiq Wahyudi

Class : VII

Time : 30 minutes

1. Please identifying kinds of the adverbs which is underlined in descriptive text on the table below.

My Day

Sunday is the most tiring day for me. But I think that nothing is like Sunday. (1) I usually go to bed (2) late the night before which makes my body tired, and (3) have to get up slowly. as I have to jog to keep my body in shape. Jogging has become my routines on Sunday morning. (4) In the morning I usually jog for an hour (5) before swimming (6) in the swimming pool. , (7) it is not far from my house. (8) I spend an hour for swimming before I have to back home and eat a big breakfast. Around 10.00 a.m, a good friend of mine (9) always comes to pick up some window-shopping downtown unless visiting some best places (10) of interest in my town.

Everyday my friend and I always go to school on (11) foot quickly and look around the road (12) to make us carefully because my (13) school near my house. My friend usually (14) wait me patiently. We go to school together (15) and we are happily arrive to school. After we inside the our class make sure if (16) we neat and beautifully at the break time (17) we are in canteen to eat some food. After that we (18) go to class happily my friend and (19) I go home at 15:00 o'clock before that (20) we read some book in library, I back to home with my friends by foot (21) in the afternoon after school (22) then go to friend's house to do homework. My friends and I (23) often spend our times in his house and my friends and I (24) sometimes watching in movie and we (25) always together.

Validator

Dis email S.Pd.

Taufiq walijudi

No	The word	Adverb of time	Adverb of place	Adverb of manner
1	Madamly	✓		
2	late			✓
3	slowly		✓	
4	in the morning	✓		
5	before			
6	in the summer		✓	
7	far from	✓		
8	back		✓	
9	always			✓
10	in the house		✓	
11	quickly	✓		
12	Carefully	✓		
13	very	✓		
14	intently	✓		
15	so		✓	
16	Beautifully			✓
17	in can been		✓	
18	soon	✓		
19	15.00 o'clock	✓		
20	in library	✓		
21	in the afternoon	✓		
22	then			
23	often	✓		
24	something	✓		
25	always	✓		

$$\begin{array}{r} 10 \\ 4 \times \\ \hline 40 \end{array}$$

9.Appendix(IX)

Introduction





Given the test





Done The Test





CURRICULUM VITAE



A. Identify

Name : Sry Wahyuni Pohan
place/ Birth : Simatohir, 11th of April 1999
Religio : Islam
Address : Simatohir, Angkola Julu, Padangsidempuan

B. Education Background

1. Elementary School : SDN 101307 Rimbasoping
2. Junior High School : MTS. YPKS Padangsidempuan
3. Senior High School : SMN 6 Padangsidempuan
4. Institute : UIN Syekh Ali Hasan Ahmad Addary
Padangsidimpu

C. PARENTS

1. Father's Name : Abdul Syukur Pohan
2. Mother's Name : Agustina Harahap