

THE STUDENTS' ABILITY ON IDENTIFYING ADVERBS IN WRITING DESCRIPTIVE TEXT

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ABSTRACT

This study aims to determine the extent to which students' ability to apply adverbs to stories using descriptive text as the basis for learning English at SMA Puteri Sion Medan. The method used in this research is the descriptive qualitative method. Researchers made observations at school, then gave tests and interviews to students as data collection instruments needed in this study. The results of research that researchers have obtained show that most students can only understand adverbs of time and place, while other adverbs are still rarely used. In conclusion, the ability of Puteri Sion Medan high school students to write descriptive text using the adverb type is in a good category.

Keywords: Adverbs, Descriptive Text, Identifying, Writing

INTRODUCTION

Based on the 2013 curriculum, English has a center position in developing technology and information. Learning English, which was still very minimal, has become an obligation because it has become comprehensive by adjusting its own needs and challenging educators to improve student skills to become competent individuals (Quansah & Tetteh, 2017). Writing is the language skill most individuals use least (Supiani, 2017). It is also a skill that is generally formally learned at college and that many individuals do not handle well. In line with the curriculum, teaching English at the school level improve student's language skills.

Based on the 2013 curriculum, there are several teaching materials English that students must master. Four language skills must be possessed taught to junior high school students: reading, listening, speaking, and writing (Anggraini & Kusniarti, 2017). Writing is an excellent complement to other skills and activities as well can be usefully prepared for work (Dewi et al., 2020).

Before doing the research last June, the researcher also followed the field observation (Praktik Kerja Lapangan/PKL) at SMA Puteri Sion Medan. One of the themes of learning was adverbs. As the impermanent educator around, the researcher saw that the students hard to group the adverbs into adverbs. As the impermanent teacher, the researcher also asked the students about their favorite text in English learning and the students answered it is descriptive text. From that point onward, the researcher takes this issue into an analyst. The students' fundamental problem at SMA Puteri Sion Medan is that they lack information about the topics they learned, especially adverbs.

There are likewise a few issues that researcher found from the students at SMA Puteri Sion Medan when learning adverbs as the learning subject were: the students didn't know sorts of adverbs, they lack information about adverbs, they hard to find the differences from each kind of adverbs, and also the students are still lacking in comprehending the descriptive text. Before doing the test to get the data for the research, the researcher also explains the kinds of adverbs. After being given a brief explanation, the students' ability increased slightly, especially about the Adverb of time and place. It shows from the result of the students' test. From the reasons above, the researcher wants to find out the students' ability to identify adverbs in writing descriptive text at the eleventh grade of SMA Puteri Sion Medan. The focus of this study was to analyze the students' ability to identify adverbs in writing descriptive texts and focus on the types of words that the students mastered.

LITERATURE REVIEW

One of comprehension in English is Writing. Writing is the language skill most individuals use least (Supiani, 2017). It is also a skill that is generally formally learned at college and that many individuals do not handle well. Further, writing is regarded as the most challenging skill because the right grammar and the coherence of the sentence must be combined in writing (Wijaya, 2017). Writing skill is one of the English skills that are still difficult to master by students. There are a few angles that the aspects ought to figure out how to do decent writing. However, the students have to master the writing skill since this skill has consistently been viewed as a significant ability in English language learning (Syarofi et al., 2018).

Writing has an essential role in our life. In English, there are so many kinds of texts that we learned English. Descriptive text is one of the primary texts that we must master. In Indonesia's national curriculum, the descriptive text has been taught since the junior high school. According to its word, the descriptive text has a role in describing things that can be described. According to Noprianto (2017), descriptive text is one of the text types requested to master by secondary schools in Indonesia. However, this type of text is the most difficult for students. Fitriani et al., (2019) reveal that the most challenging text is the descriptive text. Therefore, teachers should avoid a monotonous way of teaching writing. They should find out a good strategy in teaching writing to make students interest. The teacher should be able to promote successful learning content as a facilitator and maintain the class always enjoyable (Zainuddin, 2015).

Descriptive text is always in around us when we want to describe something or someone. Descriptive is also an English text to describe objects of living things that we describe either the appearance or texture (Halim et al., 2019). According to British course.com, the descriptive text says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or something." From the definition above, descriptive text is a valuable text because it helps us show our opinions. To write a descriptive text, we need good grammatical. According to Ismayanti & Kholiq (2020), in this research, they state that the students showed that they have some difficulties in writing descriptive text. They are: 1) generic; 2) grammar; 3) spelling. The difficulties on the generic structure of descriptive text consist of describing an object in detail. The students have to organize their ideas into good paragraphs. The students have to make their writing readable.

In writing descriptive text, the students need to develop the ideas into one paragraph, organizing the ideas by identifying the topic and give descriptions about the subject. Students must write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization (Siregar & Dongoran, 2020). The Adverb is one of the kinds of grammatical. An adverb refers to any element in a sentence used to modify a verb, adjective, another adverb, or even an entire clause. Liisa Berghal states that adverb functions as a modifier of constituents other than nouns are entirely usable for Mauwake. According to Quansah & Tetteh (2017), Adverbs are modified verbs, adjectives, and other adverbs. From that definition of the Adverb, the researcher concluded that adverbs are adverbs that show objects, adjectives, or adverbs. The Adverb is also an explanation in a sentence, and adverbs are also called adverbial words. Which are the means of adding or giving information to other words.

In writing descriptive text, there are several parts that students must master before starting to write descriptive paragraphs, namely as follows: the social function of writing descriptive text can describe a particular person, place, thing, or animal. In writing descriptive text, the students need to develop the ideas into one paragraph, organize the thoughts by identifying the topic, and describe the case. Students must write it in multiple issues such as content, organization, purpose, audience vocabularies, and mechanics such as punctuation, spelling and capitalization (Siregar & Dongoran, 2020). From the statement above, the students must be mastering the grammatical rules include adverbs, punctuation, spelling, develop the ideas into one paragraph so that the students can write a good descriptive text.

In summary, the writer can conclude, by mastery adverbs, the students will be more able to write a descriptive text. The statements' writer also related to the previous research taken to determine the students' ability to write a descriptive text, for example, the study from Jayanti (2019). The writer states that, in general, descriptive means describe particular person, place, or thing details. The descriptive text should concentrate on action (verbs) and sensation (adverbs and adjectives). The writer also states that students need to understand grammar rules and punctuation in writing descriptive text to analyze adverbs in sound and correct language, especially writing. From the results of the paper done by students, the level of difficulty and the use of grammar and punctuation marks will be evaluated whether it is good and correct in analyzing the adverbs in the descriptive text.

RESEARCH METHOD

Techniques of Analysis Data

This study will be used qualitative analysis. As the title of this proposal, the researcher presents the kind and the function of Adverb found from the students' writing on descriptive text. It means that this study's primary aim gives a detailed description of the kind and functions of adverbs in sentences. The analysis will show that adverbs may appear in different kinds and different functions in sentences.

The subject of the study is students at SMA Puteri Sion Medan. The object of the study is the students' ability to identify adverbs in writing descriptive text. The researchers will research SMA Puteri Sion Medan, located at Jl. Letjen Jamin Ginting km 9,5 No.160, Simpang Selayang, Kec. Medan Tuntungan, Kota Medan, Sumatera Utara 20131. In the technique of data collection, researchers used observation, tests and interviews.

The researcher will go to school to make the observation. The researcher will gather several students and conduct tests and interviews. Previously, the

researcher will provide a brief explanation of the Adverb. Like the test, the researcher will do the steps below: Ask the students to write a free discourse consist of adverb topic, Collect the answer from the students, Read the discourse clearly and underline the Adverb found, Write all adverbs found and identify them based on the kind and the function, Find out the Adverb which the most dominantly used. An interview will conduct after students complete the test. The researcher will ask students several questions about adverbs. Then the researcher will collect and analyze these answers into research data. This interview will help the researcher to find out students' abilities about adverbs.

In data analysis techniques, the data collected will be analyzed and interpreted using qualitative scores to get a summary. The data will be analyzed using the following table:

Table 1. The Number of Each Data

No	Kinds of Adverbs	Numbers	Percentage
1	Adverb of time		%
2	Adverb of place		%
3	Adverb of frequency		%
4	Adverb of manner		%
5	Adverb of degree		%
Total			

To find out the percentage of all adverbs found, the researchers use the formula below:

$$P = \frac{F}{N} \times 100$$

P is used for percentage, F is used for number and N is used for total items from the formula above.

FINDING

Based on the research that the researcher has already done. We found that the ability of the students to identify adverbs in writing descriptive text is still low. When the researcher asked the students to give an example of an adverb, only five students from thirty students can answer correctly. Their grades were still lowly. Because their ability is still low, the researcher tries to give a brief explanation about adverbs and the kinds of adverbs. After the concise clarification, the researcher asked the students back and they have a slight improvement. As the researcher knew, some students understand the adverbial words, but they don't know to identify kinds of an adverb.

In data collection, the researcher used descriptive writing test as the instrument data. The researcher asked every student in that class to write a

descriptive text. The researcher also interviews the students about their ability to identify adverbs and to write a descriptive text. Thirty students joined in this research. After the researcher checked the students' descriptive text, the researcher can see that students still don't understand adverbs. The students focus only on using of Adverb of time and the Adverb of place. The students still low on using an adverb of manner, Adverb of degree, and frequency. Below are the tables of the qualification for the students' test.

Table 2. The Category Mastery of the Students

Score	Category
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Enough
50-59	Bad
Less than 50	Very Bad

Table 3. The Students' Result

No	Name	Score/Value	Grade
1	A.Pjtn	62	Enough
2	PA.Gtg	79	Good
3	P.Nnggln	65	Enough
4	F. Sr	66	Enough
5	A.Trgn	67	Enough
6	R.Srggr	66	Enough
7	K.Angls	65	Enough
8	M.Stnjtk	81	Very Good
9	J.Tarigan	67	Enough
10	D.Stp	55	Bad
11	J.Smrgkr	66	Enough
12	A.Trgn	62	Enough
13	S.Smjtk	60	Enough
14	E.Strs	76	Good
15	F.Sng	78	Good
16	J.Stmpl	58	Bad
17	G.Hsbn	85	Very Good
18	D.Sng	86	Very Good
19	R.Dmnk	87	Very Good
20	C.Fs.Dmnk	84	Very Good
21	N.Srggr	66	Enough
22	W.Shn	79	Good
23	P, Ds. Gtg	87	Very Good
24	Y, Brs	65	Enough
25	L.Btbr	85	Very Good
26	J.Smbrg	65	Enough
27	N.Ftmh	100	Excellent
28	Adz.F	79	Good
29	M.Hsymn	62	Enough
30	D.Shmbng	78	Good

Table 4. The Percentage of Using the Kinds of Adverbs

No	Category	Frequency	Percentage (%)
1	Excellent	1	3,33
2	Very good	7	23,33
3	Good	6	20
4	Enough	14	46,67
5	Bad	2	6,67
Total			100

The Students' Difficulties in Adverb Material and Descriptive Text

After the students finish working on the tests that the author has made in the form of a descriptive text, the next writer conducted interviews with six students about the author's questions students about using adverb types in the descriptive text in Puteri Sion Senior High School, Medan. To find out what difficulties students have and understanding the use of adverb types affecting descriptive texts. To get data from the interview results, the writer asked the students several questions and recorded the interview results. The following are the results of the interview conversations between researchers and students:

Conversation 1

- Researcher : What do you think about English?
 Student 1 : I think English exciting
 Researcher : What do you know about adverbs?
 Student 1 : I know Adverb is one of the parts English lesson
 Researcher : What do you know about descriptive text?
 Student 1 : To describe something or someone
 Researcher : What Adverb are used most often in the descriptive text?
 Student 1 : Adverb of place and time
 Researcher : What are the least used Adverb in the descriptive text?
 Student 1 : I think it's an Adverb of manner
 Researcher : How many kinds of Adverbs do you know?
 Student 1 : I know five kinds of adverbs. But I know the most is only 2. It is an Adverb of time and place.

Conversation 2

- Researcher : What do you think about English?
 Student 2 : English is one of the most complicated subjects in school
 Researcher : What do you know about adverbs?

- Student 2 : I don't know adverbs. Because I don't like English subject
- Researcher : What do you know about descriptive text?
- Student 2 : To describe something
- Researcher : What Adverb is used most often in the descriptive text?
- Student 2 : I don't know.
- Researcher : What are the least used Adverb in the descriptive text?
- Student 2 : I don't know
- Researcher : How many kinds of Adverbs do you know?
- Student 2 : I don't know.

Conversation 3

- Researcher : What do you think about English?
- Student 3 : English is one of my favorite subjects
- Researcher : What do you know about adverbs?
- Student 3 : Adverb is a part of element in a sentence used to modify a verb or adjective
- Researcher : What do you know about descriptive text?
- Student 3 : Descriptive text is a text which says what a person or a thing is like.
- Researcher : What Adverb is used most often in the descriptive text?
- Student 3 : Maybe the most used is Adverb of time, frequency and place
- Researcher : What are the least used Adverb in the descriptive text?
- Student 3 : I think it is Adverb of degree
- Researcher : How many kinds of Adverbs do you know?
- Student 3 : I only know five kinds of adverbs.

Conversation 4

- Researcher : What do you think about English?
- Student 4 : As I know, English is the essential language in the world. But it is tough to learn.
- Researcher : What do you know about adverbs?
- Student 4 : Adverb is a topic in English subject
- Researcher : What do you know about descriptive text?
- Student 4 : To tell about the past story

- Researcher : What Adverb is used most often in the descriptive text?
Student 4 : Adverb of Time
Researcher : What are the least used Adverb in the descriptive text?
Student 4 : I don't know
Researcher : How many kinds of Adverbs do you know?
Student 4 : Only one. It is an Adverb of time.

Conversation 5

- Researcher : What do you think about English?
Student : English is bad
Researcher : What do you know about adverbs?
Student 5 : Adverb of place
Researcher : What do you know about descriptive text?
Student 5 : Describing
Researcher : What Adverb is used most often in the descriptive text?
Student 5 : Adverb of place
Researcher : What are the least used Adverb in the descriptive text?
Student 5 : I don't know
Researcher : How many kinds of Adverbs do you know?
Student 5 : I only know the Adverb of place.

Conversation 6

- Researcher : What do you think about English?
Student 6 : English is a famous language
Researcher : What do you know about adverbs?
Student 6 : I just know the name. But I don't understand about it.
Researcher : What do you know about descriptive text?
Student 6 : A text to describe something
Researcher : What Adverb is used most often in the descriptive text?
Student 6 : Adverb of time and place
Researcher : What are the least used Adverb in the descriptive text?
Student 6 : I don't know
Researcher : How many kinds of Adverbs do you know?

Student 6 : I know 3, Adverb of time, place and manner. But I don't understand about the Adverb of manner. I just know the name.

After interviewing the students, the researcher can conclude that the SMA Puteri Sion Medan students still need a lot of practice and explanation about identifying adverbs in writing descriptive text.

Data Analysis

Following are the results of data analysis and the percentage of students that the author will explain. Students who get the excellent category are at number 27 with the use of this formula to produce 3.33% percentage of the data, students who get the outstanding category are in numbers 8,17,18,19,20,23 and 25. and after applying the result of formula, the percentage data obtained is 23.33%, while students who get the good category are at the number 2,14,15,22,28,20. After using the procedure, the percentage data is obtained as much as 20%. Whereas students who got the good type were in numbers 1,3,7,9,11,12,13, 21,24,26 and 29 and after applying the data formula, the percentage was 46.67% and students who got the lousy category were the numbers 10 and 16 after using the recipe for a percentage yield of 6.67%.

Tabel 5. The Final Result of the Students

No	Category	Score	Frequency	Percentage (%)
1	Excellent	90-100	1	3,33
2	Very good	80-89	7	23,33
3	Good	70-79	6	20
4	Enough	60-69	14	46,67
5	Bad	50-59	2	6,67
6	Very bad	Less than 50	-	-
Total			30	100

DISCUSSION

After the research was done, the first question is "How is students' ability to identify adverbs in the descriptive text? To answer this question, the researcher already analyzes the data and make it into some tables. And from the data above, 30 students passed the test, where one student is included in the excellent category (3.33%), seven students are in the "Very good" category (23.33%), six students are in a "Good" category (20%), 14 students are included in the I enough category (46.67%) and two students are in "Bad" category (6.67%). So it can be concluded that SMA Puteri Sion Medan students are still in the "Enough" category in using adverbs in descriptive text. The researcher also found the most of the students in this school mainly using Adverb of time and place. The researcher found that the

students seldom using other kinds of adverbs, especially on using Adverb of frequency.

The researcher found that almost all students use frequency words, making students less understanding of these types of comments so that the student's ability to identify frequency words is in the sufficient category. The result is also in line with Riani (2017) findings that the power of first-year students at SMA N 7 Padang in using frequency adverbs in the simple present tense is moderate.

Moreover, Halim et al., (2020) found the results show that students' ability in using adverb clauses of time is categorized as generally where 50% of the students can use adverb clauses of time correctly. Specifically, students' knowledge in using adverb clauses of time refers to past time being categorized well with 74%. In comparison, students' ability in using adverb clauses of time refers to the present time is classified low since only 50% of students answered correctly. Thus, the percentage of students' ability to use adverb clauses of time, which refers to a future time, is categorized low because only 47% of students can answer the test correctly. From this research, the researcher can conclude that students have a good ability in understanding Adverb of time. It is the same for the students at SMA Puteri Sion Medan.

Based on the results from the previous research above, the researcher can conclude that there were still many students who had difficulty identifying Adverb, mainly Adverb of frequency. So students need to find out more information about adverbs to write the descriptive text correctly and adequately. According to Husain & Adam (2020), there are several efforts that teachers can do in learning activities for slow learners, including (a) presentation of learning in a concrete and actual manner; (b) the use of various media and methods that prioritize audio and visual concepts; (c) provide remedial learning and repetition of each material; (d) provide counseling services; (e) provide motivation; (f) individual approach; (g) flexible curriculum.

CONCLUSION

The ability of the students of SMA Puteri Sion Medan to write descriptive texts using the type of Adverb is in the sufficient category. Students make descriptive text essays using adverbs, after which the researcher also conducts interviews with students by giving several questions about these adverbs. Puteri Sion Medan high school students mostly understand the types of adverbs of time and place. Meanwhile, other descriptive words are still poorly understood because they are less often used in writing descriptive texts.

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