

**STUDENTS' MASTERY IN IDENTIFYING ADVERBS
AT GRADE VIII SMP N 2 BATANG TORUTAPANULI SELATAN**

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ABSTRACT

Penelitian ini membahas tentang penguasaan siswa dalam mengidentifikasi *adverb* di kelas VIII SMP N 2 Batang Toru Tapanuli Selatan yaitu *adverb of place*, *adverb of time*, *adverb of manner* dan *adverb of degree*. Berdasarkan penjelasan di atas, peneliti tahu bahwa ada banyak faktor yang berkaitan dengan penguasaan siswa dalam mengidentifikasi *adverb*. Namun, di sini, peneliti hanya berfokus untuk mengetahui penguasaan siswa dalam mengidentifikasi *adverb* berdasarkan tes. Oleh karena itu, peneliti merumuskan masalah pada pertanyaan spesifik sebagai berikut: “Bagaimana penguasaan siswa dalam mengidentifikasi *adverb* di kelas VIII SMP N 2 Batang Toru Tapanuli Selatan. Penelitian ini bertujuan untuk mengetahui deskripsi penguasaan siswa dalam mengidentifikasi *adverb*. Metode penelitian dengan menggunakan deskriptif kuantitatif. Instrumen yang digunakan adalah tes, jenis tesnya adalah tes pilihan ganda A, B, C, dan D. Siswa diperintahkan untuk memilih jawaban terbaik dari pilihan ganda. Maka sampel penelitian ini adalah 25 siswa, yaitu 4 kelas, kelas VIII-1, VIII-2, VIII-3, dan VIII-4. Untuk menganalisis data, peneliti menilai rata-rata untuk mengetahui kategori penguasaan siswa dan Z test adalah untuk menemukan pengujian hipotesis untuk mengetahui apakah hipotesis diterima atau tidak. Setelah menghitung data ditemukan bahwa penguasaan siswa dalam mengidentifikasi *adverb* pada siswa kelas VIII SMP N 2 Batang Toru Tapanuli Selatan adalah skor 32,98 masuk dalam kategori rendah, karena nilai skor rata-rata adalah 21% - 40%. Itu dapat dikategorikan ke dalam kategori rendah. Kemudian, hipotesis yang ditemukan adalah “penguasaan siswa dalam mengidentifikasi kata keterangan di kelas VIII SMP N 2 Batang Toru Tapanuli Selatan sampai dengan kategori rendah”. Dari hasil pengujian hipotesis, peneliti menemukan bahwa hipotesis diterima. Hal ini dapat dibuktikan dari $Z_{count} = -77,77 < Z_{table} = 0,05$ dengan tingkat signifikan 0,05 atau 5%. Jadi, dari hasil di atas, peneliti menyimpulkan bahwa hipotesis diterima. Oleh karena itu, penguasaan siswa dalam mengidentifikasi kata keterangan di kelas VIII SMP N 2 Batang Toru Tapanuli Selatan adalah kategori rendah.

Key words: *adverb of place*, *adverb of time*, *adverb of manner* and also *adverb of degree*.

A. INTRODUCTION

Language is a medium for communication, and it can be used for establishing social relationship and conveying information. Everyone needs instrument for communication. Now days, English is as an international language has known around people in the world. In Indonesia, English is important lesson which learned by the students. It is learned from elementary school up to university level.

English has four major aspects categorized into main ways are receptive competence and productive competence. Receptive competence consists of two different modes of language behavior are listening and reading, which also obviously includes interpretation of context and relation tasks. Productive competence consists of two modes are speaking and writing it included using of non-verbal signs and cues, and writing. In turn the four types of competence could be organized two other ways, as oral competence (listening and speaking) and as written competence (reading and writing)¹. In teaching process, especially in teaching writing and reading are important as medium to know all of knowledge.

Students must have the four basic English skills, they are: speaking, listening, reading and writing. They are integrated skills and they cannot be separated one to others. Actually, there are many students have difficulties to master the skill still they can not to use English completely. The difficulties of the students can be known from their unable to communicate or to give information to a reader or group of readers in written language of the reality of a subject of discussion.

Writing is one of the four language skills that is very important to possess. Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In senior high school, the basic competency that should be achieved in the writing English subject is the students have ability to develop and procedure written simple functional text in therecount text, narrative text, descriptive text, procedure text, explanation text and report text. They can use right diction, punctuation, spelling,

¹Nirmala Sari, *An Intruction to Linguistics* (Jakarta: debdikbud, 1998), p. 11.

organization and grammar. Cause the reason above writing text is important to understanding English language.

Grammar is one of the important element that influence on a product of writing, the other reason that grammar is important because it is system of language and is the rules that make it possible for us to talk about language. To talk about how sentence built, understand grammar is first step to make sentences. Not only writing, in learning language people have to concern with its grammar because it will help them to perform better in speaking, reading, and listening. It is clear that grammar part of language. And grammar is very important aspect written language beside unity, coherence and mechanic.

Parts of speech is one of present in structure and grammar, and also basic must be understand in language learning. Parts of speech is the meaning of a word and the way it is used in a sentence.² It means that every words in the English can be assigned to at least one of only eight categories called parts of speech. It is know as the basic parts of sentence constructing and as a small unit of sentence constructing. There are 8 parts of speech with different functions in a sentence. Parts of speech include nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections. Without these parts of speech a sentence cannot be formed or completed.

Hotben says that “Parts of Speech is a type or class of words consisting of eight types of noun, adjectives, pronouns, verbs, prepositions, conjunctions, interjections and adverbs.³ In other words, it can be stated that parts of speech is kind or class of words which is divided into eight basic kinds; noun, adjective, pronoun, verb, preposition, conjunction, interjection and adverbs. Adverbs is one of part of speech that have special function in sentece to give information about where occur (place), when (time), how (manner), degree (intensity) etc.

Adverbs are word modifiers that modify verbs, adjectives or another adverb. They are words that answer the questions when the action is done, where the action is done, how the action is done, and how often the action is done. Discuss

²Joice Amstrong Carrel, *Writing and Grammar* (New Jersey: Prentice Hall, 2001), p. 366.

³Lingga Hotben D, *Intisari Tata Bahasa Inggris Kontemporer* (Jakarta: Kesaint Blanc, 2003), p.2

about adverbs, its mean discuss about role adverbs in sentence. Each adverbs have a role in sentence, suspended kinds of adverbs. In mastering adverbs in the sentences, especially adverb of time, adverb of place, adverb of manner and also adverb of degree the students at grade VIII SMP N 2 Batang Toru Tapanuli Selatan are so weakly.⁴ Cause, the students can not differentiate where is adverb of place, manner, adverb of time and also degree.

Here, the researcher will discuss about adverb. It is about adverb one of basic knowledge in english learning, it is adverb of time, adverb of place, adverb of manner and also adverb of degree. Hopefully, by mastering adverb of time, adverb of place, adverb of manner and also adverb of degree can improve students' mastery in writing skill.

Based on the explanation above, the researcher wants to do a research about *"Students' Mastery in identifying adverbs at Grade VIII SMP N 2 Batang Toru Tapanuli Selatan"*.

B. THEORITICAL DESCRIPTION

1. Adverbs

Murthy says that "adverb is a word which modifies the meaning of a verb, an adjective or another adverb is known as an adverb".⁵ Adverbs is a word that tells more about a verb. Adverbs can tells where, when, or how an action takes place.⁶ An adverb is a word that adds meaning to any other word, except a noun or pronoun (that being the job of an adjective).⁷ There are some kinds adverb in english learning, kinds adverbs are adverb of time, adverb of place, adverb of manner, adverb of degree, adverb of frequency, certainty, interrogative, relative adverb, viewpoint and commenting adverb.⁸

⁴Trimortiwiryaningsih, S.Pd, The English Teacher of SMP N 2 Batang Toru Tapanuli Selatan, *Interview* at Dec 2nd 2017.

⁵Jayanthi Dakshina Murthy, *Op. Cit.*, p.151

⁶ Mc. GrawHill, *Grammar Practice Book*, (New york: Florida treasure 2005), p. 172.

⁷Barbara Dykes, *Grammar for Everyone*, (Australia: Acer Press 2007), p. 62

⁸John Eastwood, *Oxford Guide to English Grammar*, (Newyork: Oxford University Press 2002), p. 149

So, adverbs is a word which explanation or information about when the action is done, where the action is done, and how often the action is done. The researcher can give conclusion that kinds adverb in this research are adverb of time, adverb of place, adverb of manner and also adverb of degree.

2. Evaluation of Identifying Adverbs Mastery

Evaluation is the process of analysing assesment information and decisions based on the information collected.⁹ Assessment and evaluation are essential components of teaching and english language. Evaluation is the process of making judgement based on criteria and evidence, evaluation is an important of an aligned curriculum and overall teaching and learning strategy because it is part of feedback and development cycle that should be a part of any responsive. As the goal of grammar assessment is to provide as useful a measurement as possible of our students' grammatical ability, the researcher need to design testtasks in which the variability of our students' scores is attributed to the differences in their grammatical ability, and not to uncontrolled or irrelevant variability resulting from the types of tasks or the quality of the tests.¹⁰

C. RESEARCH METHODOLOGY

This research has been conducted at SMP N 2 Batang Toru Tapanuli Selatan at Jl. Merdeka Barat, sub-district of Batang Toru, Regency of Tapanuli Selatan and Province of North Sumatera, Indonesia. The schedule of the research is started on Nov 2017 until May 2018. This research uses quantitative descriptive. Where, quantitative research is based on the collection and analysis of numerical data, usually obtained from questionnaires, tests, cheklists and other formal paper and pencil instruments.¹¹ Quantitative descptive is aim to describe with systematically and accurate of fact about the population.

⁹Naeyc, *Assessing Young English Language Learners* (Newyork: National Association for the education of young children, 2009), p.59

¹⁰Sara Cushing Weigle, *Assesing Writing* (Cambridge: Cambridge University Press, 2002), p. 39

¹¹L. R Gay & Airasian, *Educational Research: Competent for Analysis & Application* (U.S.A: Prentice Hall, 2000), p. 8.

The population of this study is all of the student of VIII SMP N 2 Batang Toru Tapanuli Selatan, they are in 2017/2018 academic year. The consists of four classes, and the total of those classes is 93 students. From the population, researcher took 30% from each class. It means that the researcher took 25 students, 6 from VIII-1, 7 from VIII-2, 6 from VIII-3 and 6 from VIII-4. The researcher use test type multiple choice to analyze students' in adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan.

D. FINDINGS

Based the test result given for the grade VIII SMP N 2 Batang Toru Tapanuli Selatan, the researcher concluded that the students' mastery in identifying adverb was included into low category. It could be seen in the table below:

Table 1
The Grade VIII students' Score in Identifying adverbs' mastery

No	Students' Initial	Total Score
1	YSH	40
2	SWL	40
3	MS	40
4	AR	45
5	TAP	60
6	JE	60
7	ESR	55
8	HN	40
9	YL	45
10	AMG	45
11	RS	30
12	EHY	40
13	NZ	35
14	PRI	50
15	LRS	30
16	YRN	35
17	ALS	40
18	MF	20
19	EP	40
20	NTL	10
21	FDS	40
22	BML	15

23	LA	15
24	RP	20
25	PIS	35
Highest Score		60
Lowest Score		10
Sum		925
Mean Score		32.98
Mode		38.75
Median		37.86

So, based on the table above, it shows that the mean score of the students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan was categorized into "low" category; it was 32.98 score, the total score of all the students was 925, the highest score that the student of grade VIII gotten was 60, while the lowest score that the students of grade VIII gotten was 10. Then, mode score was 40 and median score 40. Next, the calculation of how to get it can be seen in the appendix 7: The Detailed Description of students' Mastery Identifying Adverb.

Then, to know the description about classification or the criteria of mean score mastery in identifying adverb at grade VIII SMP N 2 Batang Toru Tapanuli Selatan in 2017/2018 academic year, it can be looked at the following table:

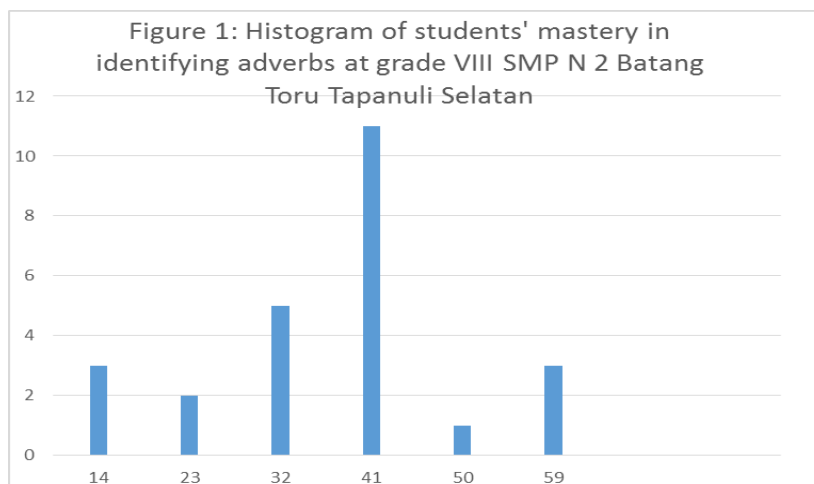
Table 2

The frequency distribution of the students' score in identifying adverbs

No	Interval	Middle Point (Median Point)	Frequency	Precentages
1	10 – 18	14	3	12 %
2	19– 27	23	2	8 %
3	28– 36	32	5	20 %
4	37 – 45	41	11	44 %
5	46 – 54	50	1	4%
6	55– 63	59	3	12%
Total			25	100

Based on the table above, from 25 students, the researcher found that there was 3 students got a student got 10-18 score with percentage 12 %, 2 students got 19-27 score with percentage on 8 %, 5 students got 28-36 score with percentage

20 %, 11 students got 37-45 score with percentage on 44 %, 1 student got 46-54 score with percentage 4 %, 3 students got 55-63 score with percentage 12 % .Based on the table above, it can be drawn at histogram as follows:



Based on the histogram above, the researcher can say that 3 students got 14 median score, 2 students got 23 median score, 5 students got 32 median score, 11 students got 41 median score, 1 students got 50 median score, 4 students got 48, 1 student got 50 median score, and 3 students got 59 median score.

Table 3
The Grade VIII students' Score in Identifying kinds of adverbs' mastery

No	Students' Initial	Adverb				Score
		Place	Time	Manner	Degree	
1	YSH	20	10	5	5	40
2	SWL	20	10	5	5	40
3	MS	20	10	5	5	40
4	AR	10	20	10	5	45
5	TAP	20	20	10	10	60
6	JE	15	20	10	15	60
7	ESR	15	15	20	5	55
8	HN	10	5	5	20	40
9	YL	10	5	15	15	45
10	AMG	10	5	15	15	45
11	RS	10	5	5	10	30
12	EHY	20	10	5	5	40
13	NZ	10	5	10	10	35

14	PRI	20	10	10	10	50
15	LRS	5	5	15	10	30
16	YRN	10	5	10	10	35
17	ALS	15	5	5	15	40
18	MF	5	5	5	5	20
19	EP	10	10	10	10	40
20	NTL	5	-	5	-	10
21	FDS	5	5	15	15	40
22	BML	-	5	5	5	15
23	LA	-	5	5	5	15
24	RP	5	5	-	10	20
25	PIS	10	10	10	5	35
	Total	280	210	215	220	925
	Highest Score	280				60
	Lowest Score	210				10
	Sum	925				925
	Mean Score	32.98				32.98

So, based on the table above, it shows that students' score in identifying adverb of place is 280 highest score and time is 210 score, manner is 215 score, degree is 220 score.

From the data above, it could be found that the formula of mean score as below:

$$\text{Mean} = x = \frac{\sum x}{N'} = \frac{824.5}{25} = 32,98$$

Thus, the value of mean score could be categorized into low category. It could be said that the students' mastery in identifying adverbs was low. In addition, the description data of the students' mastery in identifying adverbs could be applied into the distribution frequency as follows:¹²

$$\text{Range} = \text{High score} - \text{low score} = 60 - 10 = 50$$

a. Total of Classes = $1 + 3,3 \log 25$

$$1 + 3,3 (1,39)$$

$$1 + 4,58$$

$$= 6$$

¹²Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana 2014), p. 37

b. Interval (i)

$$i = \frac{50}{BK} = \frac{50}{6} = 8,33 = 9$$

Next, the computed of the frequency distribution of the students' score distribution as follows:

Table 4
The Criteria Score Interpretation of Mean Score

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

After the researcher found the mean score of all students', it will consult to the criteria as following:

- 1) If the value of means score 0-20, it can be categorized into very low mastery.
- 2) If the value of mean scores 21-40, it can be categorized in low mastery.
- 3) If the value of mean scores 41-60, it can be categorized in enough mastery.
- 4) If the value of mean scores 61-80, it can be categorized in high mastery.
- 5) If the value of mean scores 81-100, it can be categorized in very high mastery.

Based on the explanation above, the researcher is deal with the statement that if the value 21- 40, it can be categorized into low. Here the researcher found 32.98 of mean score. So, it can be concluded that students' mastery in identifying adverb at grade VIII SMP N 2 Batang Toru Tapanuli Selatan was categorized into low category.

The hypothesis of research was" The students' mastery in identifying adverb at grade VIII SMP N 2 Batang Toru Tapanuli Selatan low score category". Based on data analysis, the researcher found that the students got the score is low category. It was proved by the score that they gotten. It was 32.98 score or can be

categorized into low category score. Then, the proof of hypothesis testing would be analyzed into the Z- test formula. It can be seen as follows:

$$\begin{aligned}
 Z &= \frac{\frac{x}{n} - p}{\sqrt{\frac{p(p-1)}{n}}} \\
 Z &= \frac{\frac{2}{25} - 0.92}{\sqrt{\frac{0.92(0.92-1)}{25}}} \\
 Z &= \frac{0.08 - 0.92}{\sqrt{\frac{0.92(-0.08)}{25}}} \\
 Z &= \frac{0.08 - 0.92}{\sqrt{\frac{0.073}{25}}} \\
 Z &= \frac{-0.84}{0.27} \\
 Z &= \frac{-0.84}{0.0108} \\
 Z &= -77.77
 \end{aligned}$$

Based on calculating above, it can be conclude that $Z_{\text{count}} = -77.77 < Z_{\text{table}} 0.05$. So, from the result above, the researcher concludes that the hypothesis is accepted. Therefore, the students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan are low category.

E. CONCLUSION

Based on the result of the research and calculations of the data, the researcher got the conclusion that students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru Tapanuli Selatan was categorized into low category. It can be seen from the value of the precentage from mean score gotten by students, that is 21% - 41%. Then, the hypothesis was "students' mastery in identifying adverbs at grade VIII SMP N 2 Batang Toru is low" and also from the result of the result of the hypothesis testing, the researcher found that the hypothesis was accepted. It can be proved from $Z_{\text{count}} = -77.77 < Z_{\text{table}} 0.05$.

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