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The Eighth Grade Students' Ability of Using Adverbs in Descriptive Writing

Agri Yublina Tafuli¹, Anselmus Sahan^{2*}, Maria W. Wisrance³

^{1, 2, 3}) English Study Program, Timor University, Indonesia

*anselsahan@gmail.com

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Abstract

This study aims to find out whether or not the students able to use adverbs, their level of mastery and the difficult types of adverbs in writing descriptive text. To attain the goals of this research, it employed a qualitative research method, 14 eighth grade students of SMP Negeri Tublopo chosen as its samples, and a writing test. To get the data needed, it explained its aims, kinds of adverbs and ways of writing descriptive text, and asked them to write at least 3 paragraphs of descriptive text by using the prepared topic. The worksheets were counted and cored by the right answers divided with the total number of students times 100% in order to categorize and identify their ability. Their scores were then ranged from 46-100 in order to categorize their level of ability (from poor to excellent). The results show that they have mastered the use of kinds of adverbs in their writing since they got 80 average score, above the maximum mastery criteria. However, adverb of degree is still the most difficult type for them to master. Therefore, their level of mastery is categorized excellent since eight students (57.14%) got scores ranged from 80-100. It implies that teachers should develop their students' ability by forcing them to use adverbs in writing.

Keywords: The eighth-grade students, ability, using adverbs, descriptive writing

1. INTRODUCTION

Writing is an activity of expressing ideas in papers which appear in word constructions (Baso, 2016). It transforms our thought into language (Kartika, 2017). It is a way of communication by transforming observations, information, thought or ideas into language, and relaying to the process of reading and revising our writing.

As a tool of communication, it is a skill that requires its writer to master its aims and/or contents. It means that he/she should be able to describe the aims and/or contents that attract and arouse the readers' interest to read.

The skill that can describe an object is usually found in some types of text called genre. In curriculum 2013, one of the genres that can meet this expectation is descriptive text. Descriptive text is

^{1*} Corresponding author, email: anselsahan@gmail.com

kind of text which is aimed to describe a particular person, place or things (Pramoedya, Mandarani & Megawati, 2022). Adverbs are words modify verbs, adjective, adverb, noun and also whole phrases or clauses in order to indicate the various relationship (time, manner, place, quantity etc). They are modified verbs, adjectives, and other adverbs person (Christina & Putri, 2021). It indicates that adverbs show objects, adjectives, or adverbs (Quansah & Tetteh, 2017).

When students master the use of adverbs, they will easily write descriptive text. The statements' writer is related to the previous researches taken to determine the students' ability to write a descriptive text (Jayanti, 2019). For the above definitions of description text, the writer concludes that descriptive means describe particular person, place, or thing details. The descriptive text deals with action (verbs) and sensation (adverbs and adjectives). It is formed through grammar rules and right punctuation in writing descriptive text.

In the syllabus of Curriculum 2013, the eighth-grade class of SMP are expected be able to understand and apply knowledge related to phenomena they experience in real life and to write short and simple descriptive texts about people, animals, and objects, and correct generic structure & linguistic elements (Zega, Telaumbanu, Harefa & Zega, 2023).

Writing as one subject of teaching English in Indonesia has been defined from many perspectives. It expresses all the ideas in writers' mind in the paper realized in words to sentence, sentence to paragraph, and paragraph to essay (Baso, 2016). Furthermore, it transforms our thought into language (Kartika, 2017). It is seen as a way of communication by transforming observations, information, thought or ideas into language, also it relays to the process of rereading and revising our writing. It is a skill to put the ideas into written form (Subekti, 2022). So, writing conveys ideas, gives instructions, shares and preserves knowledge. It is one kind of expression in language which is created by particular set of symbols, having conventional values for representing the wordings of particular language which is drawn up visually (Fitri, 2017). It is a process in which sentences are arranged into paragraph to state ideas.

Based on the School based Curriculum that used in Junior High School, here are types of text which is taught at nine grade students of SMP N Tublopo. The necessity of teaching these texts is stated in Kemdikbud (2013). It is explained in that one of competences in learning English is writing and students are required to master types of texts in English. Each genre is different from the others based on the generic structure and language features. Based on the current curriculum (K-2013, 2013), students are required to learn all types of text and to be able to recognize each genre, including descriptive text.

Apart from generic structure, language features are the characteristics regarding certain types of grammatical rules and certain types of vocabulary (Emilia & Christie, 2013). Language features are the elements which make one text type different from the others. It means that language features are the attributes that should exist in a text so that readers can tell what type of text they are reading.

There are five types of text based on curriculum 2013 (Depdikbud, 2013) should be learned by junior high school students. It explains about procedure text, recount text, narrative text, report text, and descriptive text. Descriptive text describes a sequence of actions or steps to arrange its ideas. Recount text ingeminates the past events or experiences. Narrative text is a text which relates a series of logically, and chronologically related events that is caused or experienced by factors. Report Text is a type of document written by someone of group of people to announce the result of an investigation or announce something to the proper authorities. And descriptive text purposes to describe and reveal a particular person, place, or thing.

Descriptive text is a text that describes the perception of what is seen and heard (Mendale, Komariah & Fitriani, 2019). Likewise, it as a text which provides a description of an object (human or nonhuman). It is also seen as one of the texts which presents information about something specifically (Mendale, Komariah & Fitriani, 2019). It describes a particular person, thing or place which is always in around us. It describes about something or someone. Descriptive text is also an English text to describe objects of living things that describe either appearance or texture (Halim, Hartati & Lestari, 2019). In short, descriptive text is a text is text that gives description about something. It can be person, animal, place, or object physically.

The purposes of descriptive text are too certain, to express feeling, to relate experiences, to inform a reader unfamiliar with the subject and to persuade the things that describe in detail (Mendale,

Komariah & Fitriani, 2019). So, it is a genre which describes an object, a place, or a person in a way that allows readers to picture what is being portrayed. It is a type of text which tells about some objects in detail. It shows time and place for emphasis (Quansah & Tetteh, 2017).

There are several types of adverbs in English. It explains about adverb of time, adverb of manner, adverb of place, and adverb of frequency. Adverbs of time, also known as time adverbs, are employed in sentences to specify the time when an action or occurrence occurred. Adverb of manner is an adverb that describes how something is done or how something happens. An adverb of place can be used to describe the location of an action or event in a sentence. Adverb of frequency (usually in the form of phrases) that states how often an activity is carried out or an event occurs.

Based on the observation in the eighth-grade students of SMP Negeri Tublopo, Kefamenanu, East Nusa Tenggara Province in the 2023/2024 school year, they faced difficulties in using adverbs in writing descriptive text. Their only got 60. It was influenced by their low ability in using adverbs in their writing. This issue then becomes the reasons why the writer is triggered to conduct this study. It aims to find out whether or not the students able to use adverbs, their level of mastery and the difficult types of adverbs in writing descriptive text.

There have been many studies conducted on the same topic as follows: First, the research dealing with students' ability and difficulties in writing descriptive text (Yoandita, 2019) aimed to know the students' ability and difficulties in writing descriptive text, including how the teacher teaches descriptive text. It used qualitative research. It applied text analysis, observation and questionnaire to get the data needed. It analyzed the components of writing, namely developing the ideas, organizing of ideas, grammar, vocabulary and punctuation. The results illustrate that the students faced difficulties in organizing and developing ideas and writing descriptive texts by using the correct grammar, appropriate vocabulary. Therefore, teachers should pay attention to the teaching structure of descriptive text in the development of ideas, arrangement of ideas, grammar, vocabulary and punctuation, and provide examples and do many practices.

Second, the research about the students' ability in using the language features (grammar and vocabulary) in writing descriptive text (Mendale, Komariah & Fitriani, 2019) applied quantitative research designed. It involved 20 students taken as its samples. To get the data, it used writing test by asking them to write the language features in a descriptive text based on the picture given. The results of data analysis showed that in grammar, 20% of the students score is ranged from 22-25, 60% score is ranged from 19-21, and 20% score is ranged from 11-17. In vocabulary, 75% score is ranged from 18-20 and 25% score is ranged from 14-17. Therefore, their level of category in vocabulary is 75% and it is excellent while 25% is good. Furthermore, their level of mastery in grammar is 20% and categorized excellent while 60% is good and 20% is fair. So, the students' ability in using the language features is good.

And third, the study about the students' ability in applying adverbs in descriptive text (Sitompul, Purba & Simanjuntak, 2021) used the descriptive qualitative method. To get the data, it made observations at school, gave tests and interviews to students. The results show that most students can only understand adverbs of time and place, while other adverbs are still rarely used. Therefore, their level of mastery is categorized good.

The results of the previous studies show that learning descriptive text is still a difficult element of teaching English. It means that teachers of English should pay more attention to help their students to master descriptive text. Therefore, this study aims to find the students' ability, their level of mastery and their difficulties in using adverbs in writing descriptive text.

2. METHODS

In this study, the researcher applied qualitative method. Qualitative research is research which explores the phenomenon of study (Novita, 2017). Qualitative research was conducted in natural setting and in normal situation in which the condition is not manipulated. Qualitative research is chosen as it allows for an in-depth exploration of students' experiences, perceptions, and behaviors, related to the use of adverbs in writing descriptive text.

The population of this research was the eighth-grade students of SMP Negeri Tublopo at the eighth grade. It consists of two classes. Total number of populations of the research is 32 students.

In choosing sample, this study chose the sample randomly by involving one class of the eighth grade namely VIII A which consists of 14. They have the same level of ability.

To get the data needed, this study used a writing test. The students were asked to write descriptive text by using adverbs phrases based on the topics provided.

Before doing the field research, the students were explained about this research, kinds of adverbs and ways to write descriptive text. After completing the test, their worksheets were scored. It focused on their ability to use adverb of time, place, frequency, manner, and degree.

To find out the percentage, the following simple formula was used:

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

Where:

P = percentage

F = right answer

N = total items

To identify students' level of ability, it applied the ability classification as shown in the following table:

Table 1. The classification of students' level of ability

No	Range of Scores	Level of Mastery
1	80-100	Excellent
2	66-79	Good
3	56-65	Fair
4	46-55	Poor

Source: Sujiono (2016)

3. RESULTS AND DISCUSSION

To find out the result of this research, the researcher has done in giving a writing test to the students at the SMPN Tublopo prepare which consist of fourteen students. The result of data analysis found that students have demonstrated a good level of understanding in adverbs usage with a high pass. It was indicated by the total score 80-90 which could be categorized excellent. The data above was derived from analysis of students' writing test, the students were given writing test in using adverbs in writing descriptive text. For the clear explanation about the students' ability in using adverbs in writing descriptive text could be seen in the following figure:

$$\frac{2,160}{28} = 77$$

Figure 1. The students' average score

Figure 1 presents the fact that the total number of the students' score 1.120. It is then divided with the total number of the students (14) to get their average score (80). The result of this count shows that students' average score is 80. It indicates that their average ability is above the maximum mastery criteria, that is, 75. In other words, they have mastered the use of adverbs in writing descriptive text.

The students' average score above is then analyzed on the basis five types of adverbs. The result of the count will be seen in the following figure.

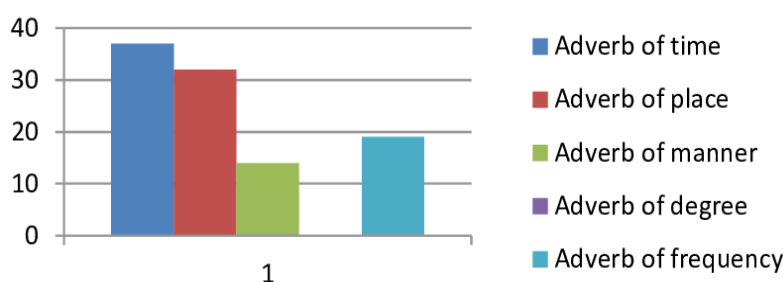


Figure 2. Students' answers on the types of adverbs

Figure 2 shows that adverb of degree is the difficult type for the students to master. It is based on the data that they did not use adverbs of degree. On the other hand, the easy one is adverb of time. In this type of adverb, they did not use wrong adverb.

After knowing their average score and the difficult type of adverbs, their individual score is then compared with the range of score in order to categorize their level of mastery as seen in the following figure.

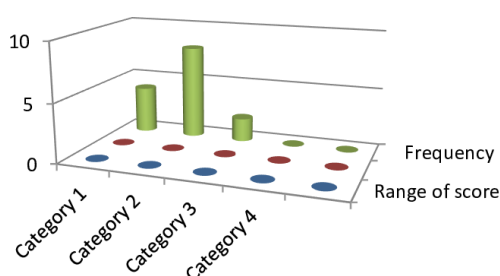


Figure 3. Students' answers on the types of adverbs

The data on Figure 3 shows that 14 students passed the test. However, eight students (57.14%) are excellent, six students (42.86%) are very good, there were nobody students were categorized fair and poor. So, they are categorized "excellent" in using adverbs in writing descriptive test.

The results of the present study show that the students have mastered the use of adverbs in writing descriptive text. Therefore, their level of mastery is categorized excellent. However, they still faced difficulties in three types of adverbs.

If compared with the previous studies, it can be stated the results of the present study expose a novelty. Since there is no study before that researched specifically on the students' ability, their level of mastery and their difficulties in using adverbs in writing descriptive text. There is only one study that is almost the same with the previous one, that is, done by (Sitompul, Purba & Simanjuntak, 2021). Their study took data from observations at school, gave tests and interviews to students. The results show that most students can only understand adverbs of time and place, while other adverbs are still rarely used.

The results of the present study are almost the same with the previous ones. They differ in the difficult part the students faced when writing the text. Therefore, this difficult part is the novelty of the present study. It is not researched by many researches before.

Writing is one language skill that allows the writer to explore thoughts and ideas and make them visible and concrete (Kefi, Sahan & Bouk, 2021). It is a mental work of inventing ideas, thinking about how to express them in to statements and paragraph that will be cleared to the reader. Writing is a highly complex form of communication and means of self expression. This means that writing language integrates abilities and is a major means of communication.

Learning English, as a new language, in a formal condition is not an easy task. It needs a special technique and skill to master it (Sahan, 2022). Some best ways to master it are by doing exercises every time, memorizing the grammar patterns and using it in daily communication. To be able to

master English, many students still find difficulties realize in the forms of errors. There are many experts of foreign and second language learning who view that making errors is a sign of learning. It means that no learning is without any errors. Therefore, they should view it as a chance to learn. Hence, it should be done in order to remind them about their progress, and teachers about the best techniques to help their students learning English correctly.

4. CONCLUSION

Based on the results the analysis, the writer can be concluded as follows: The eighth-grade students of SMP Negeri Tublopo have mastered the use of adverbs in their writing. It can be proved by the data that their average is 80. They still found adverb of degree as the difficult part to use in their writing. In this type of adverb, they made 0 score or nobody used the adverb of degree in their writing.

While the easy one is adverb of time. In this type of adverb, they made 42 score. The students' level of mastery is categorized excellent. The data show that 8 of 14 students have excellent scores while six are good, there were nobody students were categorized fair and poor. So, their mastery is in two different levels. Therefore, the teacher must help, guide and motivate students to practice more the use of adverbs in writing descriptive text.

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