

ANALYZING THE ABILITY OF USING ADVERBS IN WRITING DESCRIPTIVE TEXT

¹Agri Y. Tafuli*, ²Maria W. Wisrance, ³Anselmus Sahan

^{1,2,3}Universitas Timor

¹agritafuli5@gmail.com*, ²mariawihelminaw@gmail.com, ³anselsahan@gmail.com

Abstract

The research was conducted at SMPN Tublopo, involving eighth grade students. Applying a qualitative method, the study focused on assessing the students' proficiency in utilizing adverbs in descriptive writing. Additionally, it sought to identify the challenges they faced in using adverbs in their compositions. The research employed written tests and interviews as data collection tools. The findings revealed that the students achieved an average score of 80, indicating an excellent level of performance. The result of the interview revealed that majority of students possess a comprehension of adverbs related to time and place, whereas they struggle with the usage of other types of adverbs. This challenge arose due to their difficulty in distinguishing between these different categories of adverbs.

Keywords: *Ability, Adverbs, Analysis, Descriptive Text, Writing*

INTRODUCTION

Writing is an activity that allows individuals to convey their thoughts and ideas by transforming them into words, sentences, paragraphs, and essays (Baso 2016; Hasibuan & Handayani 2018). It serves as a means of communication, enabling us to express our observations, information, thoughts, and ideas through language. Additionally, writing involves the process of reading and revising our written work, ultimately transforming our thoughts into tangible written form (Kartika, 2017: 105).

Based on generic structure and language feature dominantly used, the written works or then we call texts are divided into several types. One of them is descriptive text. As stated by Gerot and Wignell in Pramoedya, et al. (2022), descriptive text is a form of writing that aims to depict a specific person, place, or thing. Meanwhile, according to Badger and White in Christina & Putri (2021), descriptive text falls under factual genres and serves to describe a particular thing, place, or person.

In writing descriptive text, we use adverbs to provide information about the manner, place, time, frequency, certainty, or other circumstances of the activity indicated by the verb. Adverbs used to modify verbs, adjectives, nouns, as well as entire phrases or clauses to indicate various

relationships such as time, manner, place, quantity, etc. (Holton et al., 2021; Quansah & Tetteh, 2017).

When students have a firm grasp on using adverbs, they will find it much easier to write descriptive texts. The author of the statements also made reference to previous research conducted to assess students' proficiency in writing descriptive texts (Jayanti, 2019). Based on the definitions provided for descriptive texts, the author concludes that descriptive writing involves detailing specific aspects of a person, place, or thing. Descriptive texts should focus on actions (verbs) and sensations (adverbs and adjectives). Furthermore, the author emphasizes the importance of students understanding grammar rules and punctuation when writing descriptive texts in order to effectively incorporate adverbs in a clear and accurate manner.

Based on the result of the preliminary research, the eighth-grade students encountered challenges when incorporating adverbs into their descriptive writing. This was evident from the outcomes of their writing assessment. Consequently, this matter prompted the researchers to investigate the students' proficiency level in utilizing adverbs in descriptive writing, as well as the factors contributing to their difficulties in doing so.

METHOD

In term of research design, this study employed a qualitative research design to examine the proficiency and challenges faced by students in using adverbs when writing descriptive texts. The subject of this study consisted of 14 second grade students from SMPN Tublopo. Data collection was carried out through tests and interviews. To identify students' level of ability, the writer used the ability classification as shown in the following table:

Table 1. The classification of students' level of ability

No	Grading criterions	Classification
1	80-100	Excellent
2	66-79	Good
3	56-65	Fair
4	46-55	Poor

Source: Sujiono (2016)

FINDINGS AND DISCUSSIONS

Fourteen students at SMPN Tublopo were subjected to a writing test by the researchers in order to ascertain the findings of the study. Upon analyzing the data, it was discovered that the students displayed a commendable aptitude in utilizing adverbs. The outcome of the test is presented in the subsequent tables:

Table 2. The Test Result

Students	Score	Pass/ Fail
S1	80	Pass
S2	90	Pass
S3	70	Pass
S4	90	Pass
S5	90	Pass
S6	70	Pass
S7	90	Pass
S8	70	Pass
S9	70	Pass
S10	70	Pass
S11	90	Pass
S12	80	Pass
S13	90	Pass
S14	70	Pass

The test result is indicated by the data presented in the table 2 above. Among 14 students, 6 achieved a score of 70, 2 obtained a score of 80, and 6 attained a score of 90. It is evident that all students have successfully passed the test.

Table 3. The students' average score on the use of adverbs

Number of students	Adverb of time (20)	Adverb of place (20)	Adverb of manner (20)	Adverb of degree (20)	Adverb of frequency (20)
S1	3	2	1	0	2
S2	3	2	3	0	1
S3	4	2	0	0	1
S4	4	3	1	0	1
S5	4	3	1	0	1
S6	2	3	0	0	2
S7	3	3	1	0	2
S8	2	2	2	0	1
S9	2	2	2	0	2
S10	3	2	1	0	1
S11	4	3	1	0	1
S12	3	2	1	0	2
S13	4	2	1	0	2

S14	1	3	1	0	2
Total	42	34	16	0	21

The frequency of using adverbs in writing descriptive text is illustrated in the table 3 above. It is evident that adverbs of time were frequently used, with a total of 42 instances, followed by adverbs of place with 34 occurrences. Adverbs of frequency were used 21 times, while adverbs of manner were present in 16 instances. Notably, no students utilized adverbs of degree.

Table 4. Students' Level of Ability in Using Adverbs

No	Range of score	Category	Frequency	Percentage (%)
1	80-100	Excellent	8	57.14%
2	66-79	Good	6	42.86%
3	56-65	Fair	0	0%
4	46-55	Poor	0	0%
		Total		100%

According to the information provided in table 4, it can be observed that 6 students fall under the category of good ability level, accounting for 42.86% of the total. On the other hand, the remaining 8 students are classified as having an excellent level of ability, representing 57.14% of the total. It is worth noting that no students are categorized as having fair or poor ability levels.

Based on the interview findings, it is evident that the majority of students expressed challenges in utilizing adverbs of frequency, degree, and manner. While they grasp the concept of adverbs of time and place, they struggle with incorporating other types of adverbs in their

descriptive writing. All students emphasized the necessity for additional support from their teacher, highlighting the importance of further learning and practice to effectively incorporate adverbs into their writing.

CONCLUSION

Upon analyzing the data and engaging in discussions, it has been determined that the eighth-grade students at SMPN Tublopo demonstrate differing levels of competence when it comes to using adverbs in their descriptive writing, with some falling into the good category while others excel in this aspect. Despite this, a few students continue to face challenges in effectively incorporating adverbs into their writing. It is observed that a majority of students tend to rely more on adverbs of time and place in their writing compared to the other three types of adverbs.

Based on the interview conducted regarding the challenges encountered by students when utilizing adverbs in descriptive writing, it can be inferred that a majority of students encounter difficulties with the application of adverbs of manner, degree, and frequency. All students conveyed their requirement for increased guidance from their teacher, underscoring the significance of supplementary learning and practice to improve their adverb usage in writing.

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