

**STUDENTS' PERFORMANCE ON THE USE OF ADVERB PHRASE IN
WRITING ENGLISH TEXT**

(A Descriptive Study for the Fifth Semester Studentents of English Education

**Department in Muhammadiyah University of Makassar in Academic Year of
2021/2022)**



A THESIS

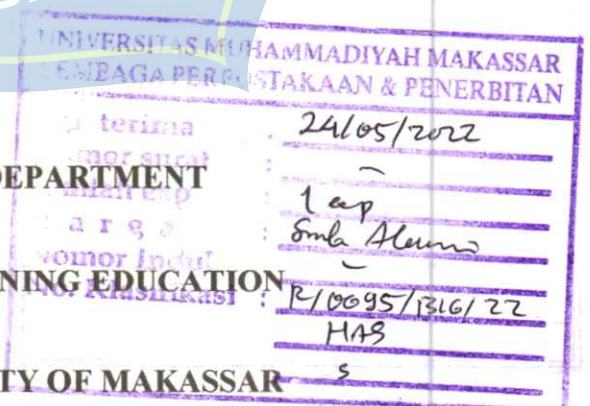
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2022



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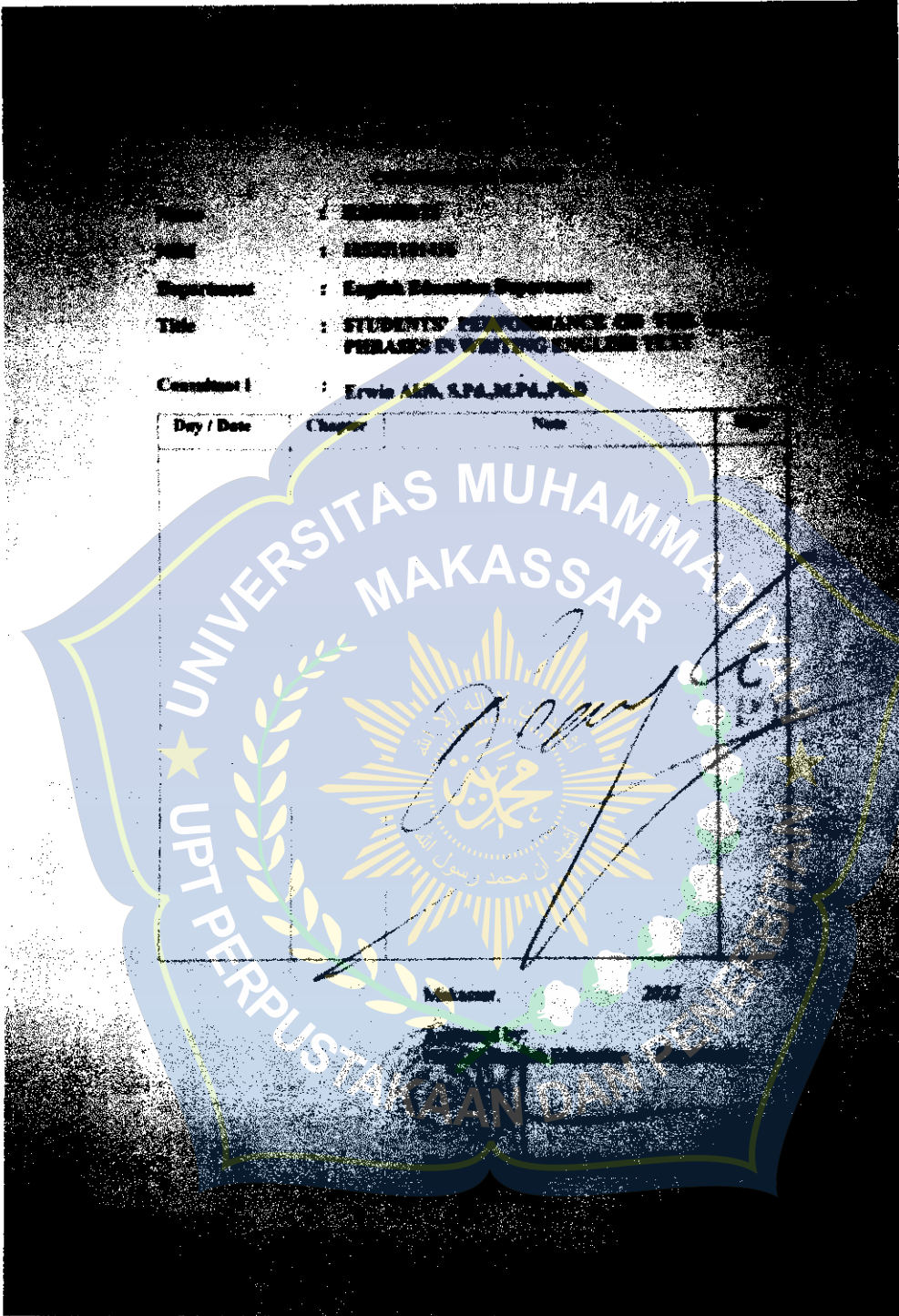

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HASMIATI

MOTTO AND DEDICATION

MOTTO

“Be as yourself as you want”

DEDICATION

From the bottom of my heart, I would like to dedicate this thesis to:

1. My beloved parents, Mr.Mising and Mrs.Hasmawati always pray and give me support in finishing this thesis.
2. My beloved brother Hasriadi Amnur who always give me support and motivation.
3. My beloved classmate of awesome who gives the best memories.
4. And the important one for myself.

ABSTRACT

Hasmiati.2022. The students' Performance on the Use Adverb Phrases in Writing English Text. A thesis of English Department, Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Supervised by Erwin Akib and Ardiana

This study aimed to determine how the students' performance in use adverb phrases in writing English texts in Muhammadiyah university of Makassar . The researcher focused on the students' performance in used adverb phrase of place, adverb phrase of time, adverb phrase of frequency and adverb phrase of manner. This research method is a quantitative descriptive method. Research data collection was carried out through a written test as a data collection tool. The subjects of this study were students of 5 semester in Muhammadiyah university of Makassar.

Based on the research results, the researcher found that students got mean score in the used adverb phrase of place was 89 with very good category. Meanwhile for adverb phrases of time students got mean score 69 with fairly poor category. Then for adverb phrase of frequency students got mean score 59 with fair category. Furthermore for adverb phrases of manner students got mean score 50 with poor category.

Keywords: *Students performance, Writing Test, Adverb Phrases*

ABSTRAK

Hasmiati. 2022. Kemampuan Siswa dalam Penggunaan Adverb Phrases dalam Menulis Teks Bahasa Inggris. Tesis Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib dan Ardiana.

Penelitian ini bertujuan untuk mengetahui bagaimana kinerja mahasiswa dalam menggunakan frase adverbial dalam menulis teks bahasa Inggris di universitas Muhammadiyah Makassar. Peneliti memfokuskan pada kinerja siswa dalam menggunakan frasa adverbial of place, frasa adverbial of time, frasa adverbial of frequency, dan frasa adverbial of manner. Metode penelitian ini adalah metode deskriptif kuantitatif. Pengumpulan data penelitian dilakukan melalui tes tertulis sebagai alat pengumpulan data. Subjek penelitian ini adalah mahasiswa semester 5 Universitas Muhammadiyah Makassar.

Berdasarkan hasil penelitian, peneliti menemukan bahwa siswa mendapat nilai rata-rata dalam penggunaan frase kata keterangan tempat adalah 89 dengan kategori sangat baik. Sedangkan untuk adverb phrase of time siswa mendapat nilai rata-rata 69 dengan kategori kurang baik. Kemudian untuk frekuensi adverbial siswa mendapat nilai rata-rata 59 dengan kategori sedang. Selanjutnya untuk adverb phrase of manner siswa mendapat nilai rata-rata 50 dengan kategori kurang baik.

Kata kunci: Kemampuan siswa, Tes Menulis, Adverb Phrases

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Makassar, February 2022

Researcher

HASMIATI



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CHAPTER I

INTRODUCTION

This chapter serves as an introduction to the research and explains the overall premise. These are the study's background, the reason for picking the issue, the problem statement, the study's objectives, the study's importance, and the study's scope.

A. Background

English as a universal language makes many people believe that it is important for students to learn. In many countries, secondary school and university courses taught in English. English is also one of the most important international languages; English also give access to important sectors, for example, in the areas of science and technology. Students who are fluent in English can have the opportunity to contribute their country development. It is one of the instructional objectives of the teaching English in Indonesia school system.

Listening, speaking, reading, and writing are the four abilities that are taught in schools so that pupils can master them. According to Harmer (2007), humans use language in four ways: reading, writing, speaking, and listening. These are frequently classified into two categories. Reading and listening are examples of receptive abilities, which involve extracting meaning from the speech. Speaking and writing skills that require students to develop language themselves are referred to as productive skills.

Writing is one of the important language skills to enhance in academic life. cited in Mundriyah and Parmawati (2016), Writing can help us to deepen understanding. It can help to make the sense of the information. . Writing has been considered as “the most difficult skill in learning a language for language learners since it is a productive skill. Grammar or structure is the most significant aspect of English in writing. Students find writing the most difficult to learn, particularly English students, because it is more complex than Indonesian. When writing words, phrases, sentences, or paragraphs, students must use correct English grammar. The rules that govern English sentences, phrases, and words are known as grammar.

Expert opinions on the knowledge of grammar are as follows: According to Muhammad et al (2017) state that grammar is one of the important aspects of teaching and learning English. Every student has to understand English grammar because grammar has the core position in learning the English language. Without learning grammar, the students can't write well belonging writing sentences. Ur (2009:75) in Dewi (2017) defines ‘grammar as the way words are put together to make the correct sentences’. it can be stated that grammar is needed to arrange words into the right sentences. Besides, grammar is necessary to build grammar sentences effectively.. According to the preceding definition, grammar is a set of rules that governs a piece of a composition or is altered to suit a variety of meanings and sentence structures.

Grammar includes the use of adverb phrases. Adverb phrases are groups of words made up of adverbs with qualifiers (too, very, so, enough, etc.)

or groupings of words that function as adverbs, such as a prepositional phrase or an infinitive phrase. There are various adverbs, and there are various types and examples of adverb phrases. An adverb phrase can be one word (an adverb alone), as in *She hits the ball hard*, or two words, as in *She hits the ball extremely hard* (where *hard* is modified by another adverb, *extremely*), or a longer sequence of words, as in *Success had not come as easily as they had hoped*, according to Leech (2006).

Based on my experience and some information from students on the requirements for composing adverb phrases, there are still many students who struggle, are confused, and challenged, even at the level of students majoring in English.

Based on all these facts, the researcher is interested to investigate the students' performance on the use adverb phrase in writing English text made by the third semester English Department Students Faculty of Teacher Training Education Muhammadiyah University of Makassar.

B. Problem statement

Based on the background above, the researcher formulates the following question : how is the students' performance in the use of adverb phrases in writing English text ?

C. Objective of the study

Based on the problem statement above, the objective of this research is to describe the students' performance in the use of adverb phrase in writing English text.

D. Significance of study

The significance of the results of this study, namely :

1. For English teachers: the finding of this study provided feedback to an English Department instructor. Students who mau benefit understand students' challenges in creating adverb phrases and will pay closer attention to students' performance on the use of adverb phrase especially in writing adverb phrase of place, adverb phrase of time, adverb phrase of frequency and adverb phrase of manner.
2. This research is expected to improve students' writing skills, especially on adverb phrases and then as additional information for students in understand where the mistakes they usually make in writing, especially in writing adverb phrases in English text.
3. The benefit of other researcher : This research can be used as references by other researchers who want to do research on writing or adding information as part of the theory related to this research, especially writing adverb phrases in English text..

E. Scope of the study

The research focused on the students performance the use adverb phrase in writing English text especially adverb of place ,adverb of time, and adverb of manner, adverb of frequency. This research is conducted at the fifth in English Department Faculty of Teacher Training Education Muhammadiyah University of Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous discoveries, and several key concepts such as performance definition, adverb phrase concept, and writing definition, as well as conceptual frameworks..

A. Previous Related Findings

Poai (2015) discovered that the sixth semester students of Sintuwu Maroso University's English Education Study program utilized 191 adverbs in their writing text throughout the academic year 2013/2014. Adverbs of manner accounted for 68, adverbs of location for 62, adverbs of time for 5, adverbs of frequency for 25, adverbs of degrees for 29, and adverbs that made a statement for two. Adverbs of manner accounted for 68, adverbs of place for 62, adverbs of time for 5, adverbs of frequency for 25, adverbs of degree for 29, and adverbs that made a statement for 29. There were 27 students who served as data sources. Students' difficulties with using.

Simpan is a word that comes to mind when (2015) The following paper is on phrases and clauses in English, specifically adverbial phrases. The purpose of this study was to briefly introduce and explain the significance of phrases in the English language by showing its structure, meaning, types, and functions. We demonstrated how adverbial phrases might emerge in various types of discourses by displaying the results and conclusions of a research and dedicated work by a group of students and their professors. We chose literary discourse and an excerpt from Sherwood Anderson's novel *The Door of the Trap* (1921) for our investigation.

adjective phrase accounting for 10 percent (6,90 percent), and adverb phrase accounting for 2 percent (1,38 percent). It was due to the students' inability to form or arrange words or sentences based on Indonesian meaning, as well as their lack of knowledge of phrases.

According to Stokovi's (2015) research, the basis of the problem with understanding the concept of the adverb phrase is related to the adverb phrase's uncertain position.

As a result, the researcher wants to do research with a comparable scope of areas and differences in the form of title and research variables, but the findings of those studies still support the researchers' reasons for conducting a study under this title.

B. Some Pertinent Ideas

1. Definition of Performance

Husain and Shahiri (2015), In higher education institutions, students play an important role. This is because a great record of academic achievements is one of the prerequisites for a high-quality university. Predicting student performance, or even identifying pupils who are likely to have low performance, is, however, a difficult and complex undertaking. Furthermore, even if such identification is available, it is often too late to prevent students from failing. Analyzing the knowledge acquired by students' previous academic achievement is an useful strategy for preventing this trend. The acquisition of knowledge from students' academic work is at the heart of this study.

Guney, Y. (2009) The academic performance of students at universities has been an important topic for the higher education institutions (HEI). Discovering the possible determinants of academic success of students is vital to institutions and lecturers, as well as students themselves, in many respects. It could have various implications on admissions policies, teaching performance and modifications. The result

2. Concept of Adverb Phrase

a. Definition of Adverb Phrases

Adverb phrases are made up of adverbs with qualifiers (too, very, so, enough, etc.) or groupings of words that function as adverbs, such as prepositional phrases or infinitive phrases. There are various adverbs, and there are various types and examples of adverb phrases. An adverb phrase can be one word (an adverb alone), as in She hits the ball hard, or two words, as in She hits the ball extremely hard (where hard is modified by another adverb, extremely), or a longer sequence of words, as in Success had not come as easily as they had hoped (where hard is modified by another adverb, extremely).. (Refer to the adverb.) adverbial An aspect in a clause or sentence that gives additional meaning to the reported occurrence or state of events.

Adverbials are the least important of the clause elements, which include the subject (S), verb phrase (V), object (O), complement (C), and adverbial (A). Adverbs of time, manner, place, frequency, and purpose are

five of the most significant. Because it's being used as an adverb. These spaces can be filled with adverb phrases.

According to Delahunty and Garvey (2010: 279). The following are examples of adverb phrases: (4) a. adamantly (adverb alone) b. quite reluctantly (adverb modified by Intensifier) c. extremely clumsily (adverb modified by degree adverb) from a functional point of view, each adverb phrase must contain a head, which must be an adverb; this adverb may be modified by an intensifier, as in (4b), or by as in (4c). It means that adverb phrases can be modified by intensifiers.

b. Types of Adverb Phrases

The categories and instances of adverbial phrases based on their form are as follows, according to Rudy et al (2016)...

1. Adverb with qualifier

Adverb phrases that are a combination of adverbs with qualifiers can occupy the adverb of manner function. An example is as follows.

Example		Example adverb phrase sentences
Adverb	qualifier	
Slowly	extremely	He drives extremely slowly
quickly	enough	Every waitress should clean tables quickly enough .

In the house

And in general the adverb of place is located before the adverb of time or the end of a sentence, for example.

I'm on a flight **to Bandung**.

5. Adverb of frequency

Adverb of frequency (usually in the form of phrases) that states how often an activity is carried out or an event occurs.

I **almost never** visit my grandmother.

3. The Structure of Adverb Phrases

Gerald et.al (2002) cited in his book the main word in an adverb phrase is an adverb. The structure of the typical adverb phrase is similar to that of the typical adjective phrase, except for the class of the main word:

(pre-modifiers) - adverb (post-modifiers)

Here are some examples of possible structures of adverb phrases:

adverb

surprisingly

pre-modifier + adverb

very surprisingly

adverb + post-modifier

surprisingly for her

pre-modifier + adverb + post modifier very surprisingly indeed

4. Position of Adverb

According to elsworth (2000 :21) Adverbs of manner, place and time usually go to after an intransitive verb or after a transitive verb + object.

V ADVERB

Adverbs of manner: The children sat quietly.

V O ADVERB

They did the work quickly

V ADVERB

Adverbs of place: They stayed in a hotel.

V O ADVERB

I bought these shoes in the market.

V ADVERB

Adverbs of time: They arrived this morning.

V O ADVERB

I say steve last night

Adverbs of manner sometimes at the beginning of a sentences for examples:

Slowly, the door started to open

In Crete, we stayed in a beautiful beach villa

Last weekend, I stayed in and did lots of work

Adverbs of frequency usually go after an auxiliary or the verb to be and before a full verb, for examples:

I am **usually** in bed before midnight.

I have **always** wanted to go there.

We sometimes meet for lunch.

5. The function of Adverb Phrases

Gerald et.al (2002) cited in his book Adverbs have two main functions, but particular adverbs may have only one of these:

1. modifier of an adjective or an adverb in phrase structure
2. adverbial in sentence structure

In sentence structure, adverbs are frequently employed as adverbials:

Fortunately, American automotive makers are now focusing on advances in economy and safety. Certainly, we should be grateful for the ways in which he accidentally and profoundly tested our ideas.

Some adverbials, such as She talked vigorously or She spoke her mind vigorously, appear to be intimately tied to the verb or perhaps

the predicate, but it is difficult to be clear about the scope of such adverbials. Adverbials have a wide range of meanings.

Many adverbs can function both as modifiers and as adverbials. The intensifier *entirely* is a modifier of an adjective in (1) and an adverbial in (2):

1. Michael's amendment is *entirely* acceptable.
2. I *entirely* agree with you

6. Writing

Here are some definition of writing described below:

Widdowson states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper.

Barli Bram defines that writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before we write we need to determine what to write should have something meaningful to convey.

A writer may write for his or her own pleasure or use, or for an audience of one or many people. The target audience may be known or unknown. Writing for one's own benefit is an example of writing for one's own benefit. Blogging in front of an audience you don't know is an example of writing for an unknown audience. Writing for a specific audience is seen in a letter to a friend. When

writing, it's just as vital to think about your audience as it is when speaking. There are numerous writing styles, ranging from informal to formal.

There are various elements that must be addressed when creating good writing. As Brown puts it, "to construct good sentences, a writer must grasp the components of language, such as spelling, vocabulary, punctuation, and grammar." "Writing, like any other ability, has its mechanics component," Harmer says. This covers things like spelling, punctuation, and creating well-formed phrases, paragraphs, and text." Writing can be defined as the process of transmitting a message utilizing mechanical components. According to the aforementioned definition, scholars believe that writing is the act of putting pen to paper and expressing one's feelings and ideas.. To make and arrange good sentences in writing.

According to Sartika, A.S (2017) there are aspects in writing contributions namely :

a. Content

Content is the essence of the writing and ideas illustrated in writing. This element is related to the author's knowledge in writing includes substance, thesis sentence development, and relevance in displaying topics.

b. Vocabulary

Consideration in choosing the right words in try the idea with an effort to make a series beautiful and commensurate sentences.

c. Grammar or use of language

In writing, the use of syntactic forms and grammars. The precision of sentence structures such as subject-verb agreement, tenses, and word order is frequently used to compute this component. Grammar is also significant in terms of meaning because it provides meaning according to rules; yet, it may alter the meaning of the reading that has been read, or in other words, what was said in the article may be misconstrued

C. Conceptual framework

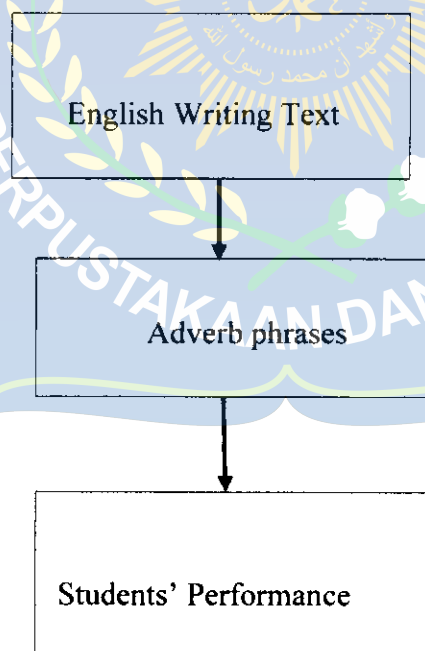


Figure 2.1 above describes the of the purpose of the research.

1. After collecting the students’ writing products, the researcher will separate the phases used by the students and only take the adverb phrases from the students’ writing result
2. The researcher was classify the adverb phrases to be correct and incorrect categories to see the students’ performance.
3. Scoring the students’ correct phrases at writing test by using formula from (depdiknas cited by Hermawan,2016) as follow:

Scoring= $\frac{\text{total correct subject}}{\text{total number subject}} \times 100$

4. Calculating mean score of result Gay (1981:298) :

$\bar{X} = \frac{\sum x}{N}$

where :

\bar{X} = average score

$\sum x$ = total score

N = total students

5. The researcher calculated the percentage of students’ score classifications. Into some classifications level, namely excellent, very good, good, fairy good, fair, poor and very poor. The will use the classification of Depdiknas cited in Hermawan (2016) as.

No	Grading criterions	Classification
1.	96 – 100	Excellent
2	86 – 95	Very good
3	76 – 85	Good
4	66 – 75	Fairly poor
5	56 – 65	Fair
6	36 – 55	Poor
7	0 – 35	Very poor

6. Drawing the conclusion the students' adverb phrase in writing English text.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the results of this study are presented. This chapter is divided into two main sections, they are findings and discussions of the research. The findings of this study related to the answers to questions about “How the students’ performance on the use adverb phrases in writing english text”. Discussions related to the interpretation of findings in research.

A. Findings

The researcher conducted a study about adverb phrases towards English Department students at Muhammadiyah University of Makassar. The sample was the fifth semester of English department students. The findings of the research based on the results of the writing test.

1. The students’ performance in the use of adverb phrases in writing english text

Based on the results, the researcher found that the students’ performance in writing adverb phrase of place were good, this can be seen in the table below:

Table 4.1
Students’ score in writing Adverb Phrase of Place

Score	Grading Criterion	Students’ score in writing adverb phrase of place
96-100	Excellent	11
86-95	Very Good	0
76-85	Good	3
66-75	Fairly Poor	0
56-65	Fair	1
36-55	Poor	1
0-35	Very poor	0

From this it can be seen that a half students is good in used adverb phrase of place. This is evidenced by the fact that there were 11 students' score excellent category, there were 3 students' score good category, there was only 1 students' score fair, 1 students got poor category. Meanwhile there was none of student got medium category and Its means that almost all the the students were able to used adverb phrase of place correctly. While the table below shows the adverb phrases of time:

Table 4.2
Students' Score in Adverb Phrase of Time

Score	Grading Criterion	Students' score in writing adverb phrase of time
96-100	Excellent	4
86-95	Very Good	0
76-85	Good	5
66-75	Fairly Poor	0
56-65	Fair	4
36-55	Poor	1
0-35	Very poor	2

from the table above we can see that a half students is good in used adverb phrase of time. This is evidenced by the fact that there were 4 students' score got excellent category, there were 5 students got good category, there were 4 students' score fair category, there were 3 students' score got lower category namely poor and very poor. Meanwhile there was none of student got medium category and Its means that almost all the the students was able to used adverb phrase of time correctly. While the table below shows the adverb phrases of frequency:

Table 4.3
Students’ Score in Adverb Phrase of Frequency

Score	Grading Criterion	Students’ score in writing adverb phrase of frequency
96-100	Excellent	4
86-95	Very Good	0
76-85	Good	1
66-75	Fairly Poor	0
56-65	Fair	2
36-55	Poor	8
0-35	Very poor	1

from the table above we can see that almost of all the students is not too good used adverb phrase of frequency. This is evidenced by the fact that there were 4 students got excellent category, there was only 1 students’ score good category, there were 2 students’ score fair category, there were 9 students’ score lower category namely poor and very poor. Meanwhile there was none of student got medium category and Its means that almost all the students was unable to used adverb phrase of frequency correctly. While the table below shows the adverb phrases of manner:

Table 4.4
Students’ Score in Adverb Phrase of Manner

Score	Grading Criterion	Students’ score in writing adverb phrase of manner
96-100	Excellent	3
86-95	Very Good	0
76-85	Good	1
66-75	Fairly Poor	0
56-65	Fair	5
36-55	Poor	1
0-35	Very poor	6

from the table above we can see that almost of all the students is good used adverb phrase of manner. This is evidenced by the fact that there were 3 students got excellent category, there was only 1 students' score good category, there were 5 students' score fair category. Besides 7 students'score lower category namely poor and very poor. Meanwhile there was none of student got medium category and Its means that almost all the students was able to used adverb phrase of manner correctly

2. The students' average score on the use of adverb phrases

The table of students' scores can be seen in the table below:

Mean score of students

No	Adverb phrase of place	Adverb phrase of time	Adverb phrase of Frequency	Adverb phrase of Manner
1	100	100	40	20
2	100	80	40	60
3	80	60	40	60
4	100	100	100	20
5	100	40	100	100
6	100	80	80	80
7	100	100	40	100
8	100	80	40	20
9	60	100	40	60
10	80	60	60	0
11	100	80	40	0
12	80	80	60	100
13	100	20	20	60
14	80	60	40	60
15	100	60	100	40
16	40	0	100	20
Σ	1.420	1.100	940	800

According to the average value of students calculated using the previous formula, the average value for the adverb phrase of place was 89, the average value for the adverb phrase of time was 69, the average value for the adverb phrase of frequency was 59, and the average value for the adverb phrase of manner was 50. According to the above explanation, the adverb phrase of place has a higher value than the adverb phrases of time, frequency, and manner. We can see on the table below:

No	Type of adverb phrases	score	Grading criterion
1.	Adverb Phrase of Place (mean Score)	89	Very Good
2.	Adverb Phrase of Time (mean Score)	69	Fairly Poor
3.	Adverb Phrase of Frequency (mean Score)	59	Fair
4.	Adverb Phrase of Manner (mean Score)	50	Poor
Σ	Average score	66	Fairly poor

B. Discussion

The result of the study above has collected some important information. In this section the researcher explains the details of the answer to the test that has been given to the student. Based on the results of an average score of students' abilities in the use of adverb phrases in writing text, it is still in the fairly poor category, but based on the results of scoring the four types of adverb phrases namely adverb phrase of place, adverb phrases of time, adverb phrases of manner, adverb phrases of frequency. More students understand the use adverb phrases of place and adverb phrases of time in writing skill. Most

of them get lower scores in using the adverb phrase of manner and adverb phrases of frequency.

The students have different ability in using adverb phrases. In writing looking at the obtained , students got the highest scores in using adverb of place. The second place is adverb of time with the average score of 69. Meanwhile for adverb phrase of frequency and adverb phrase of frequency students got lower category, getting the mean score 59 and 50 (fair category and poor category).

From the data, it is clear that those is a tendency that students are better in using adverb phrase of place and adverb phrases of time. Adverb phrase of place and time are two adverb which are very commonly used in daily conversation and that is why it is probably more familiar to students. Students generally are those adverb phrases in their daily life even in Indonesian language so that students understand adverb phrase of place and adverb of time as the basic knowledge of writing that students should know. For example the sentence adverb prases *i'm on a flight to bandung*, students can immediately understand that the example sentence is adverb phrases of place because **to bandung** shows a location or place while the example of used the adverb of time *she came at around 7.30 am* the word **7.30 am** shows the time so that students are already familiar with the use of adverb of place and adverb phrases of time. Therefore that it easier to understand and to use in english. It is in line with Sitompul et al (2021) the results of his research show that most of students can only understand adverbs of time and place,

while other adverbs are still rarely used because the students still used their native language as the concept and then translate it in English. The process of writing the sentence with grammatical structure in the sametime, will interfered by the use of mother language of the students, especially the use of adverb phrase of place and adverb phrase of time because from adverbs in English and Indonesian language are different.

Meanwile Poai (2015) have different findings with the study where they found the results showed discovered that the sixth semester students of Sintuwu Maroso University's English Education Study program utilized 191 adverbs in their writing text throughout the academic year 2013/2014. Adverbs of manner accounted for 68, adverbs of location for 62, adverbs of time for 5, adverbs of frequency for 25, adverbs of degrees for 29, and adverbs that made a statement for two. Adverbs of manner accounted for 68, adverbs of place for 62, adverbs of time for 5, adverbs of frequency for 25, adverbs of degree for 29, and adverbs that made a statement for 29. There were 27 students who served as data sources. The problems faced by the students in using adverb phrases were students have very limited knowledge of the use of adverb phrases, the function of adverb phrases, the placement and the importance of adverb phrases in the sentence. It was found in their process of writing and based on the interview and test the students know clearly the use of adverb phrases of manner and adverb phrase of place be compared adverb of frequency and time.

From the all above explanation we can concluded that,most of all students very good at writing adverb of place because 11 students received excellent category and 3 students received a good category 2 students received a lower category, for performance in writing adverb phrases of time most of students really good in writing it because 4 students got an excellent category, 5 students good category, 4 students got fair category and 3 students got the lower category. For students performance in writing adverb phrases of frequency a half of students very bad in writing it because 8 students good poor category an 1 student very poor and 7 student got higher category. For students performance in writing adverb phrases of manner a half student good enough because 3 students got good category,1 student got good category,5 students fair category and 7 students fair category and 7 students lower category.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher wants to conclude the results of this study based on the data analysis described in chapter four.

A. Conclusion

Based on the data it can be concluded that the students' performance in writing adverb phrases at the fifth semester in Muhammadiyah university of Makassar was fairly poor. As the average mean score obtained by the students was 66. However, the students' ability in each type of the adverb phrases was different. The students showed the best performance in using adverb phrase of place, followed by adverb phrase of time, getting the mean score 89 and 69 or (excellent and good category), respectively. Meanwhile for adverb phrase of frequency and adverb phrase of frequency students got lower category, getting the mean score 59 and 50 (fairly category and poor category).

B. Suggestion

Based on these recommendations, the researcher wants to propose recommendations that will be useful for students and other researchers.

1. Students should learn more about using adverb phrases. They must be able to understand the type of adverb phrases. If they have a good understanding it will be easier for them to master adverb phrases.
2. Students should learn more about the type of adverb phrases itself, so that they are able to put the correct adverb phrases according to the context of the writing skill.

3. For the lecturers of English Department prepare the proper teaching material, method or technique in teaching adverb of phrases from the fifth semester students, to make them interested the topic, and study intensively in teaching and learning process. Give more attention also to give more assignment for the students to use adverb of phrases in their writing text.
4. The researcher realizes that there are still many weaknesses in this study, so it is hoped that other researchers can carry out further investigations, so that they can find other research findings related to this problem.



T.poi 2015 students'mastery in using adverbs at English study program of sintuwumaroso university.



APPENDIX 1

Test Instrument

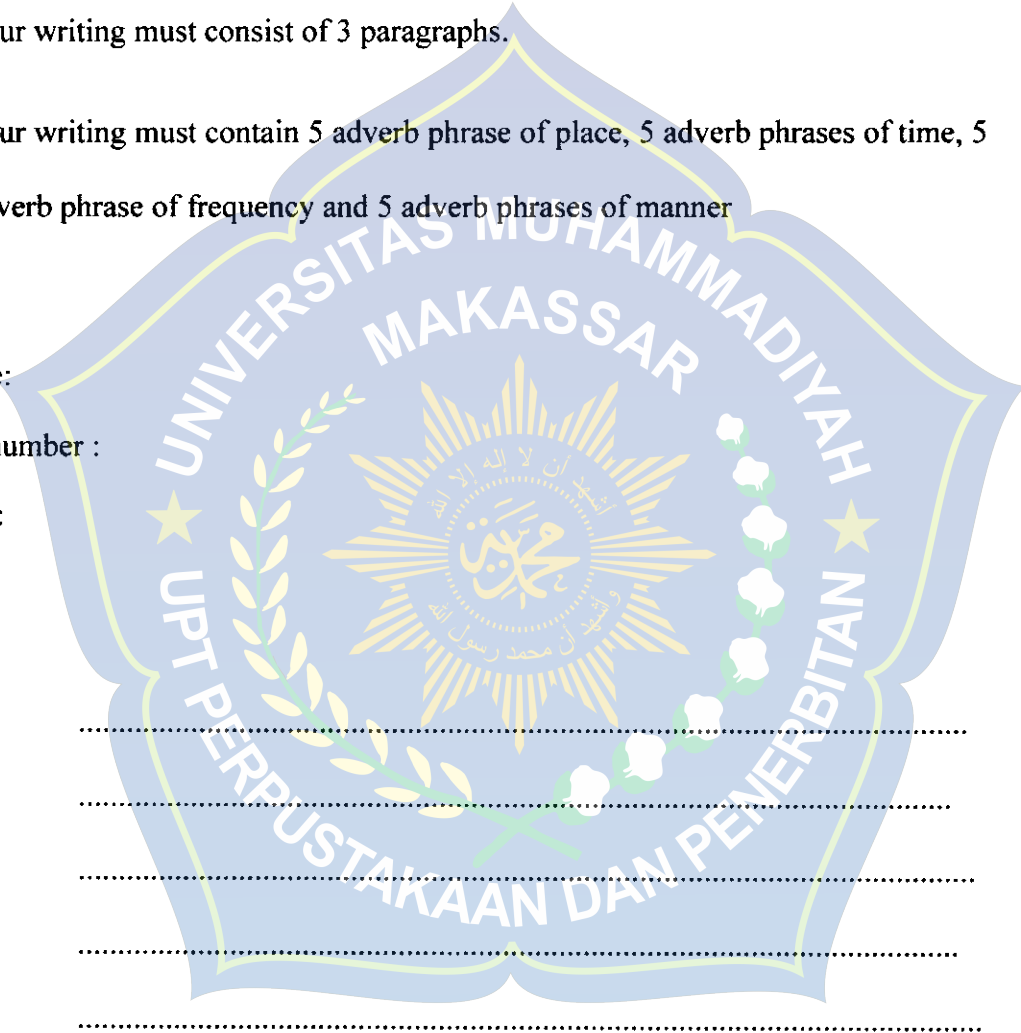
Please refer instruction:

- 1. Write an experience of yours (free topic).
- 2. Your writing must consist of 3 paragraphs.
- 3. Your writing must contain 5 adverb phrase of place, 5 adverb phrases of time, 5 adverb phrase of frequency and 5 adverb phrases of manner

Name:

Reg.number :

Class:



APPENDIX 2

The students calculation of adverb phrase

Note :

AFT : adverb phrase of time

AFF : adverb phrase of frequency

AFM: adverb phrase of Manner

AFP : adverb phrase of Place

1. Scoring $\frac{\text{total correct subject}}{\text{total number subject}} \times 100$

Siti Anita

$$\text{AFP} = \frac{5}{5} \times 100 = 100$$

$$\text{AFT} = \frac{5}{5} \times 100 = 100$$

$$\text{AFF} = \frac{2}{5} \times 100 = 40$$

$$\text{AFM} = \frac{1}{5} \times 100 = 20$$

2. Scoring $\frac{\text{total correct subject}}{\text{total number subject}} \times 100$

Anisa Amelia Putri

$$\text{AFP} = \frac{5}{5} \times 100 = 100$$

$$\text{AFT} = \frac{4}{5} \times 100 = 80$$

$$\text{AFF} = \frac{2}{5} \times 100 = 40$$

$$\text{AFM} = \frac{3}{5} \times 100 = 60$$

3. Scoring $\frac{\text{total correct subject}}{\text{total number subject}} \times 100$

Madania

Nur Atika

$$AFP = \frac{4}{5} \times 100 = 80$$

$$AFT = \frac{3}{5} \times 100 = 60$$

$$AFF = \frac{3}{5} \times 100 = 60$$

$$AFM = \frac{0}{5} \times 100 = 0$$

11. Scoring $= \frac{\text{total correct subject}}{\text{total number subject}} \times 100$

Ainun Tsaqifah

$$AFP = \frac{5}{5} \times 100 = 100$$

$$AFT = \frac{4}{5} \times 100 = 80$$

$$AFF = \frac{2}{5} \times 100 = 40$$

$$AFM = \frac{0}{5} \times 100 = 0$$

12. Scoring $= \frac{\text{total correct subject}}{\text{total number subject}} \times 100$

Rina Yuniar Frida

$$AFP = \frac{4}{5} \times 100 = 80$$

$$AFT = \frac{4}{5} \times 100 = 80$$

$$AFF = \frac{3}{5} \times 100 = 60$$

$$AFM = \frac{5}{5} \times 100 = 100$$

13. Scoring $= \frac{\text{total correct subject}}{\text{total number subject}} \times 100$

Muh, Rafli s

$$AFP = \frac{5}{5} \times 100 = 100$$

$$AFF = \frac{5}{5} \times 100 = 100$$

$$AFM = \frac{1}{5} \times 100 = 20$$

APPENDIX 3

Adverb Phrase of Place

Score	Grading Criterion	Students' score in writing adverb phrase of place
96-100	Excellent	11
86-95	Very Good	0
76-85	Good	3
66-75	Fairly Poor	0
56-65	Fair	1
36-55	Poor	1
0-35	Very poor	0

Adverb Phrase of Time

Score	Grading Criterion	Students' score in writing adverb phrase of time
96-100	Excellent	4
86-95	Very Good	0
76-85	Good	5
66-75	Fairly Poor	0
56-65	Fair	4
36-55	Poor	1
0-35	Very poor	2

Adverb Phrase of Frequency

Score	Grading Criterion	Students' score in writing adverb phrase of frequency
96-100	Excellent	4
86-95	Very Good	0
76-85	Good	1
66-75	Fairly Poor	0
56-65	Fair	2

36-55	Poor	8
0-35	Very poor	1

Adverb Phrase of Manner

Score	Grading Criterion	Students' score in writing adverb phrase of manner
96-100	Excellent	3
86-95	Very Good	0
76-85	Good	1
66-75	Fairly Poor	0
56-65	Fair	5
36-55	Poor	1
0-35	Very poor	6

Mean score of students

No	Adverb phrase of place	Adverb phrase of time	Adverb phrase of Frequency	Adverb phrase of Manner
1	100	100	40	20
2	100	80	40	60
3	80	60	40	60
4	100	100	100	20
5	100	40	100	100
6	100	80	80	80
7	100	100	40	100
8	100	80	40	20
9	60	100	40	60
10	80	60	60	0
11	100	80	40	0
12	80	80	60	100
13	100	20	20	60
14	80	60	40	60
15	100	60	100	40
16	40	0	100	20
Σ	1.420	1.100	940	800

• Adverb Phrase of Place (mean Score) $\bar{X} = \frac{\sum x}{N}$

$$= \frac{1.420}{16} = 89$$

• Adverb Phrase of Time (mean Score) $\bar{X} = \frac{\sum x}{N}$

$$= \frac{1.100}{16} = 69$$

• Adverb Phrase of Frequency (mean Score) $\bar{X} = \frac{\sum x}{N}$

$$= \frac{940}{16} = 59$$

• Adverb Phrase of Manner (mean Score) $\bar{X} = \frac{\sum x}{N}$

$$= \frac{800}{16} = 50$$

No	Type of adverb phrases	score	Grading Criterion
1.	Adverb Phrase of Place (mean Score)	89	Very Good
2.	Adverb Phrase of Time (mean Score)	69	Fairly Poor
3.	Adverb Phrase of Frequency (mean Score)	59	Fair
4.	Adverb Phrase of Manner (mean Score)	50	Poor

APPENDIX 4

STUDENTS WORK











Name: Siti Fatma Fatmahan Yurnas

Reg number: 1033 5111 3119

Class: BG5F

Yesterday, I met my high school friend again after a long time. It was very happy to meet again, initially it was not planned to meet, but because God did, we met at the proposal seminar of our classmates. Before meeting, I left the house from home around 11.00 pm. My other friends and I went by motorbike, and some of my friends drove by car. Luckily the weather was sunny, a bit cloudy, not too hot, so riding a motorbike was more comfortable.

Thank God, I arrived at the place, met some of my friends. It's really happy that we met after a long time, but the meeting place wasn't very suitable because people were on campus, but we were still feel happy. After a while, finally everyone has arrived, even though we are not complete in the same class, but we got together again, joked together, shared, prayed, ate too, and didn't forget to document it. Rarely do we do it, because each of us is busy, there are also those who have done kkn, internship, phi, and are on a study tour, so they haven't had time to come.

The last time we gathered together and it was almost complete, a year ago, it opened with our class. That's why we were excited to meet again, yesterday, and finally we met. I hope that they will always be facilitated in their steps in achieving their dreams, and always in the protection of Allah.

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
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 NIM : 105351101416
 Program Studi : Pendidikan Bahasa Inggris

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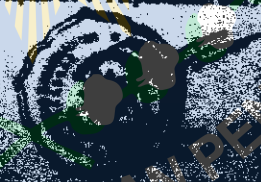
No	Bab	Nilai	Ambang Batas
1	Bab 1	6 %	10 %
2	Bab 2	18 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	6 %	10 %
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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
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Makassar, 9 Februari 2022
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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : RASMIATI
NIM : 105351109416
Judul Penelitian : STUDENTS' PERFORMANCE ON THE USE ADVERB PHRASES IN WRITING ENGLISH TEXT
Tanggal Ujian Proposal : 14 DESEMBER 2021
Tempat/Lokasi Penelitian : UNIVERSITAS MUHAMMADIYAH MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru Doorn	Paraf Guru Doorn
1	Senin/4-01-2022	Pengajuan izin Penelitian	Ardiana, S. Pd., M. Pd.	
2	Senin/10-01-2022	Meminta data penelitian mahasiswa	Ardiana, S. Pd., M. Pd.	
3	Babu/11-01-2022	Meminta data Penelitian Mahasiswa	Ardiana, S. Pd., M. Pd.	
4	Kamis/13-01-2022	Pengambilan data hasil penelitian pada mahasiswa	Ardiana, S. Pd., M. Pd.	
5				
6				

Makassar, February, 2022

Mengetahui,

Ketua Program Studi



Panglima FKIP Universitas Muhammadiyah Makassar



Surat Keterangan Penelitian
Universitas Muhammadiyah Makassar

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tercantum di bawah ini :

Nama : **Hasniani**
 No. Stambuk : **105351101416**
 Prodi : **Pendidikan Bahasa Inggris**
 Fakultas : **Keguruan dan Ilmu Pendidikan**

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2021/2022 terhitung sejak 04 Januari 2022 s.d 13 Januari 2022 dalam rangka penyusunan skripsi dengan judul:

"Students' Performance on The Use Adverb Phrases in Writing English Text".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

9 Rajab 1443 H

Makassar

10 Februari 2022 M

Dekan,
 FKIP Unismuh Makassar,



AMH M.Pd. Ph.D.
 868 934



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0429/BG-FKIP/LOA/B/II/1443/2022

Dear HASMIATI

It is our pleasure to inform you that, after reviewing your paper:
THE STUDENTS' PERFORMANCE ON THE USE ADVERB PHRASES IN WRITING ENGLISH TEXT

The manuscript ID: 660

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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16 Rajab 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

CURRICULUM VITAE



The researcher, Hasmiati was born on July 18, 1998. She is the second daughter of Mr.Mising and Mrs. Hasmawati. She started her education at SDN 9 Bantimurung. Then she took further education at SMPN 1 Tondong Tallasa and graduated in 2013.

Afterward, she continued her education at SMAN 1 Tondong Tallasa and graduated in 2016. In 2016, she enrolled as a student in the English Department of Teacher Training and Education Faculty of University Muhammadiyah Makassar. At the end of her study, she was able to complete her thesis entitled The Students' Performance On The Use Adverb phrases in writing English Text (A Descriptive Study for the Fifth Semester Students of English Department in Muhammadiyah University of Makassar in Academic Year of 2021/2022)

