

CHAPTER I

INTRODUCTION

This chapter is divided into six parts. The first part discusses about the background of the research. The second part is about the identification of the research. The third part is the limitation of research. The fourth part is formulation of research. The fifth part is about the purpose of research. The next part explains about the significance of research and finally the last part explains about definition of key term.

A. Background of the Research

In education, English language learning emphasizes the mastery of various text types as a means of developing students' writing skills. Writing is an essential language skill that enables students to express ideas, convey information, and communicate meaning effectively in written form. One type of text that plays an important role in English language learning is descriptive text. This type of text is taught at various levels of education because it trains students to describe people, places, or objects clearly, in detail, and concretely. Students are expected to use descriptive text to inform readers in a factual manner so that they can visualise the object of description clearly.

In the teaching of English as a Foreign Language (EFL), descriptive text is commonly used as a basic genre to introduce students to text structure and linguistic features. Sipayung et al., (2021) explain that descriptive text has a simple structure consisting of identification, which introduces the object, and

description, which explains its characteristics. This structure helps students to improve their writing in a systematic and logical manner. Descriptive writing is regarded as an effective way to introduce students to the academic writing because of its simple structure.

According to Li et al., (2019), genre-based learning, such as descriptive text, helps students understand how language is used functionally in specific social contexts. The descriptive texts teach not only text structure but also students' ability to organise ideas, select suitable vocabulary and construct communicative sentences. Genre-based learning helps students realise that language choices are influenced by communicative purposes and social functions. Descriptive text aims at giving a clear and detailed description of an object by stating its characteristics, features and conditions. Noprianto (2017) state that descriptive text focuses on representing specific characteristics of an object through detailed and precise language.

This view is supported by Khairina Anggun (2016), who emphasize that descriptive text serves to “bring a subject to life” through sensory details and appropriate word choice. Therefore, the effectiveness of descriptive text largely depends on how linguistic elements are used to create vivid and concrete descriptions. Genre-based learning helps students understand the social purpose of texts and how structure and linguistic features work together to achieve that purpose. This, descriptive text plays an important role in developing students' academic literacy from an early stage.

Linguistically, descriptive text is characterized by the dominant use of adjectives and adverbs. These elements play an important role in enriching meaning and clarifying descriptions. Hikmah & Supeno (2021) state that adjectives provide additional information about the quality, size, shape, color, and condition of an object, while adverbs describe manner, time, place, and degree. In descriptive text, the use of adjectives and adverbs allows writers to produce more vivid and detailed descriptions.

According to Hamid et al., (2022), adjectives function as the main elements in constructing visual images in the reader's mind, while adverbs help clarify actions or conditions being described. For example, phrases such as *a beautiful old house* or *very slowly* provide a more concrete image than simply *a house* or *slowly*. Without the appropriate use of adjectives and adverbs, descriptive texts tend to be general and less effective in presenting meaningful details. Thus, it is important to learn these language elements to produce effective descriptions.

However, some studies reveal that students have problems in using adjectives and adverbs properly in descriptive texts. Syafira et al., (2021) state that foreign language learners frequently face challenges in distinguishing the functions and forms of word classes, including adjectives and adverbs. These problems include small vocabulary, wrong choice of words and wrong placement in sentences. Therefore, the descriptive texts of students are often vague and detail. Most prior studies have used quantitative approaches to examine the frequency of linguistic features. However, Liu et al., (2024) argues

that quantitative approaches are less capable of explaining linguistic phenomena in depth, whereas qualitative research allows for a more contextual and comprehensive analysis of language use. Therefore, research needs to be carried out on how students use adjectives and adverbs in authentic writing contexts.

The choice of text type in language learning research is an important issue and should be guided by theoretical, pedagogical and empirical considerations. Descriptive text is in the basic position in developing students' language competence in junior secondary education. Therefore, the selection of descriptive text as the focus of this research is strongly justified academically and relevant to the learning needs. From the curriculum perspective, descriptive text is one of the basic competencies that students should master in junior secondary level. It is a relatively simple and systematic structure which consists of identification and description, therefore it is an essential early genre before students are introduced to more complex texts such as narrative, recount and exposition. This mastery of descriptive text forms the basis for developing students' communicative competence.

This approach would allow the researcher to examine the students' writing for the organization of ideas, vocabulary accuracy and grammatical accuracy. It also made possible the assessment of the students' ability to systematically identify and elaborate characteristics. Thus not only the written product but also the processes involved in construction of ideas were the subject of the research. This research employed qualitative research design to

investigate the use of adjectives and adverbs in the descriptive texts of students, particularly in terms of meaning, function, and appropriateness. The data took the form of students' written texts. The data were analysed contextually in an effort to find kinds of language use. Such an approach is expected to give a deep understanding of linguistic phenomena rather than just statistical generalisation.

From these considerations, this research entitled "Exploring Adjective and Adverb Usage in Students' Descriptive Texts" aims to analyse the kinds of adjective and adverb used in students' descriptive writing. The results of this study were expected to contribute theoretically to the field of Applied Linguistics and practically to the improvement of the English language teaching especially in writing instruction at SMP Negeri 7 Rambah.

From a pedagogical standpoint, descriptive text is less complex than other text types and thus enables investigators to analyse students' basic language ability more efficiently. Descriptive writing allows for a more systematic observation of linguistic aspects like mastery of vocabulary, grammatical accuracy, and sentence construction. Descriptive text is text that is contextually related to the students' real life experiences. Descriptive text usually describes something that is already familiar to students, such as people, places or things in their environment. Such familiarity enables students to construct meaning more easily and express ideas more authentically, and therefore supports meaningful learning. The descriptive text in this research focuses on the description of a person, i.e. their physical appearance, their

character and their behaviour. This is a kind of text is selected because it is related to students' daily experiences. SMP Negeri 7 Rambah is located in Rokan Hulu Regency, Riau Province which was established based on Decree No. 421.3/DISDIKPORA/57 dated December 27, 2012 and was officially opened on December 6, 2012. The school is currently C accredited based on the National Accreditation Board for Schools (BAN-SM) Decree No. 188/BAN-SM/KP-04/X/2018 which shows that the school needs to improve the educational facilities, quality of instruction, and institutional management. The school has a relatively small student population of 53 students. This can potentially allow for implementation of more personalised and adaptive learning strategies. But the problems of improving the quality of education as a whole are still evident.

Looking at the bigger picture, equitable and quality education provision remains a major concern of the national development agenda of Indonesia, especially in rural areas. In this regard, studies that result in the enhancement of teaching practices and student learning outcomes are of significant importance. The current research was focused on descriptive text. This kind of text is close to the students' daily life experience and therefore is suitable and accessible for learners. The research was conducted at SMP Negeri 7 Rambah and was involve eighth-grade students as the research participants. The students was be assigned to write descriptive texts about their classmates in order to facilitate idea generation through direct observation.

B. Identification of the Research

Based on the background, the researcher identified a problem that focuses on students using adjectives and adverbs in descriptive texts. By addressing this problem, the researcher hopes that teachers can better understand students' linguistic challenges and provide guidance to support their understanding of descriptive texts.

C. Limitation of Research

In this research, the researcher focuses on students' use of adjectives and adverbs in descriptive texts. The researcher was analyze the kinds of adjectives and adverbs in students' writing by examining descriptive texts produced by students of SMP Negeri 7 Rambah.

D. Formulation of Research

In this research, based on the limitation of the research, the formulation of the research is as in the following questions: What kinds of adjectives and adverbs are used by students in descriptive texts?

E. Purpose of Research

This research is conducted based on the formulation of the research problem. The purpose of this research are expected to provide insights into students' use of descriptive language and to support the development of more effective strategies for teaching descriptive writing.

F. Significance of Research

There are two types of significance in this research, they are theoretical significance and practical significance:

1. Theoretical Significance

This research is expected to contribute theoretically to the study of English language education, particularly regarding kinds of adjectives and adverbs in students' descriptive texts. The results of this research can be used as a reference for further research discussing kinds of adjectives and adverbs in descriptive texts.

2. Practical Significance

In addition to providing theoretical benefits, this research is also expected to provide practical benefits for students, teachers, and readers.

a) For the Students

The result of this research is expected to help learners understand the kinds of adjectives and adverbs and their correct usage in descriptive texts so that students can produce clearer, more detailed and more effective descriptive texts.

b) For the Teachers

This research is expected to provide information for English teachers regarding the kinds of adjectives and adverbs used by students in descriptive texts. The findings of this research can be used as a basis for designing more effective learning strategies, teaching materials, and feedback techniques for students' mastery of grammar and descriptive writing skills.

c) For the Readers

This research provides readers with insight into the kinds of adjectives and adverbs that appear in students' descriptive texts. Readers can gain an overview of students' language skills and the challenges they face in learning to write in English.

G. Definition of Key Term

To make this research easier to understand and to avoid misunderstanding, the researcher defined the term used in this research as follows.

1. Descriptive Text

Descriptive text is a type of text that describes a particular object in detail. The object being described may include a person, animal, place, or thing. Generally, the aspects described include shape, size, parts, color, smell, as well as other characteristics or physical features (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024).

2. Adjective

Adjectives are word categories that describe more specifically the noun word class. Adjectives have variations based on aspects of meaning, form and transposition process from other word classes. In sentences, adjectives are able to occupy predicate functions with various clause construction patterns (Pendidikan & Indonesia, 2020).

3. Adverb

An adverb is a word or a group of words that functions to modify a verb, an adjective, another adverb, a noun phrase, or even an entire

sentence, providing additional information about manner, time, place, frequency, degree, or reason (Mujahidah et al., 2020).

CHAPTER II

LITERATURE REVIEW

This chapter outlines the theories related to this research. It presents an overview of theoretical concepts and previous studies concerning the use of adjectives and adverbs in students' descriptive texts. This chapter discusses the concept of descriptive text, the definitions and types of adjectives and adverbs, the functions of adjectives and adverbs in descriptive writing, and the structure of descriptive text. Furthermore, this chapter presents the conceptual framework and reviews relevant previous studies that support the research.

A. Review of Literature

1. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a type of factual text that aims to describe an object in detail and concretely. According to Nazla Asyifa et al., (2024), description is the explanation or depiction of an object in clear and detailed words. The objects described are usually things, places, living things, or events that can be captured by the five senses. Conceptually, descriptive text is text that presents a detailed description of the characteristics of an object through the writer's direct observation, so that the reader can almost see, hear, feel, or experience the object being described for themselves. This, descriptive texts emphasize clarity of detail and accuracy in word choice in order to build a complete image in the reader's mind (Dhuha Balqis Syahida Adira et al., 2025).

The main purpose of writing descriptive texts is to describe objects concretely, specifically, and in detail by relying on the results of sensory observations. Fuadah & Sukowati (2024) states that descriptive texts aim to describe the shape, nature, taste, and characteristics of an object systematically. In the context of Indonesian language learning, the purpose of descriptive texts is not only informative but also educational, namely to train students' abilities in: Carefully observing objects, Expressing the results of observations in a coherent manner, Using appropriate and varied vocabulary, Developing writing skills based on empirical experience Masruroh (2018). Functionally, descriptive text has several important functions, including:

1. Informative function, which provides readers with a detailed description of an object.
2. Imaginative function, which is to stimulate the reader's imagination and sensory experiences.
3. Educational function, which is to train language skills, especially writing and reading comprehension.
4. Expressive function, which is a means for writers to express their impressions and perspectives on a particular object (Priyatni, 2020).

According to Sipayung et al., (2021) description text structure consists of several main parts as follows:

- a. Identification

Identification is the opening part that contains a general introduction to the object. This part contains basic information such as the name of the

object, location, origin, or general description that serves to provide context to the reader.

b. Part Description

Part description is the core of the descriptive text. In this part, the writer describes the object in detail based on sensory observations. The description may include the shape, color, size, atmosphere, physical condition, and special characteristics of the object.

c. Conclusion/Impression (Optional)

The conclusion or impression section contains the author's reflections, assessments, or subjective impressions of the object being described. This section is optional, but it is often used to reinforce the meaning and appeal of the text.

Language Features

Descriptive texts have specific language features that distinguish them from other types of texts, including:

a. Spelling and Punctuation

Descriptive texts must adhere to Indonesian spelling rules, including the correct use of capital letters and punctuation marks, such as periods and commas, so that the meaning of the sentence is conveyed clearly.

b. Use of Synonyms

Synonyms are used to avoid repetition and increase language variety so that the text is more interesting and less monotonous.

c. General Words and Specific Words

Descriptive texts use general words (hypernyms) followed by specific words (hyponyms) to provide clear and systematic details about an object.

d. Adjectives

Adjectives are used to describe the characteristics of an object, such as color, size, taste, and condition. Adjectives are often followed by intensity markers such as very, more or most.

e. Sentences in detail

Detailed sentences help to explain objects in detail slowly describing their components.

f. Sentences that appeal to the five senses

These sentences refer directly to sensory experiences. They include sight, hearing, smell, touch and taste, so as to make the description vivid and concrete (Nazla Asyifa et al., 2024).

2. Definition of Adjective

An adjective is a part of speech in English that describes or modifies a noun or pronoun by giving more information about its features. Adjectives are words that describe qualities like size, shape, color, of a noun more meaning, condition, quantity or opinion, thereby making the exact, and elaborate.

Mujahidah et al., (2020) describes that adjectives are used to describe nouns and restrict their meanings such as beautiful, big, old and interesting. Similarly, Pendidikan & Indonesia (2020) stated that adjectives play similarly a

crucial role in enriching sentence meaning since they provide descriptive details that allow for more straightforward interaction. Adjectives are extremely important in learning English as I was in junior high school. They help students to express their ideas more clearly. Especially in descriptive texts that need to describe people, places, or things in depth.

English adjectives can be divided into various types according to their functions and meanings:

1. Descriptive Adjectives

These adjectives describe the qualities or traits of a noun. such as beautiful, tall, clever etc. For example: She has a Beautiful dress.

2. Adjectives of Quantity

These adjectives describe the quantity of a noun, such as many, much, and some. Many students are members of the English club.

3. Demonstrative Adjectives

Demonstrative adjectives are adjectives that point out specific nouns such as this, that, these and those. E.g., This classroom is very tidy.

4. Possessive Pronouns

These are adjectives that show ownership or possession, like my, your, his, her and their. The bag is on the table.

5. Adjectives in comparatives and superlatives

These are the forms that we use to compare two or more nouns, for example bigger and the biggest. This book is more interesting than that one. (Mujahidah et al., 2020).

Adjectives play several important roles in English sentences. They change nouns or pronouns to make their meaning clearer and more specific to them, help the readers to visualise the objects described and enhance the quality of written expression. Adjectives are an important linguistic feature in descriptive texts and are used to make descriptions more clear and vivid. Without the right adjectives, descriptive writing is vague and uninspiring.

3. Definition of Adverb

An adverb is used to describe a verb , an adjective , another adverb , or an entire sentence . Its main job is to give more information relating to manner, time, place, frequency or degree. According to Thamrin & Sulhan (2023), adverbs are used to explain how, when, where, and to what extent an action occurs. Amin (2018) also notes that adverbs are essential for clarifying actions and situations within sentences, allowing messages to be conveyed more accurately. Adverbs are important for students at junior high school. It helps

them to construct more informative and well-organised sentences especially in descriptive and recount text.

The following are the common types of adverbs in English:

a. Adverbs of Manner

These adverbs describe the manner of an action, such as slowly, carefully, and politely. She answers the questions very carefully.

b. Adverbs of Time

These adverbs indicate when an action takes place, such as yesterday, today, and tomorrow. Example: They had an English test yesterday.

c. Adverbs of Place

These adverbs show where an action happens, including here, there, and outside. Example: The students are waiting outside.

d. Adverbs of Frequency

These adverbs explain how often an action occurs, such as always, often, and sometimes. Example: He always completes his homework.

e. Adverbs of Degree

These adverbs express the level or intensity of an action or condition, such as very, quite, and too. Example: The classroom is very tidy. (Amin, 2018).

The primary function of adverbs is to add clarity and detail to actions and conditions described in sentences. Adverbs help explain how actions are carried out, intensify or limit meanings, and support clearer interpretation of statements. Adverbs in descriptive writing make it possible to describe more

accurately and expressively, emphasising the manner and degree, making the text more lively and meaningful.

B. Review of Related Findings

In exploring adjective and adverb usage in students' descriptive texts, several previous studies have investigated students' grammatical competence and language features in descriptive writing. These studies provide important theoretical and empirical bases for current research.

The first relevant research was conducted by Suyatmi and Sulhan (2020) entitled "The Use of Adjective and Adverb in Students' Writing Descriptive Text (2020)". The objective of this study was to investigate the students' ability and errors in using adjective and adverb in descriptive writing. The results showed that students often made mistakes in the forms and placement of adjectives. The errors in the use of adverbs were mainly related to the incorrect choice of words and their position in the sentence. A poor understanding of grammar significantly impacted the quality of descriptive texts composed by students, the study demonstrated.

The second research was entitled "EFL Students' Grammatical Errors in Writing Descriptive Text (2021)" by Fitriani et al. (2021) which was conducted to find out grammatical errors found in students' descriptive texts. The results indicated that errors concerning adjectives were more common than errors concerning adverbs, particularly in misformation and omission. The study shows that adjectives and adverbs are crucial linguistic elements that significantly impact the clarity and accuracy of descriptive writing.

Another relevant research entitled “Students’ Ability in Using Adjectives in Writing Descriptive Text (2019)” conducted by Fauzi (2019) that investigated students’ mastery of adjectives in descriptive writing. The research revealed that students were able to handle basic adjectives but had difficulty with adjective variations, comparative and superlative forms and correct adjective order. Thus, a limited vocabulary and grammatical awareness restricted students’ performance in descriptive writing.

The students’ understanding and implementation of adverbs in descriptive texts were examined in a research by Sitompul et al. (2020) entitled “The Students’ Ability on Identifying Adverbs in Writing Descriptive Text (2020)”. The result showed that the adverb that most widely used by the students was adverb of time and place, while the other types of adverb such as: adverb of manner and adverb of degree were rarely used. So it proves that the usage of adverbs by students in descriptive texts was not varied and deep.

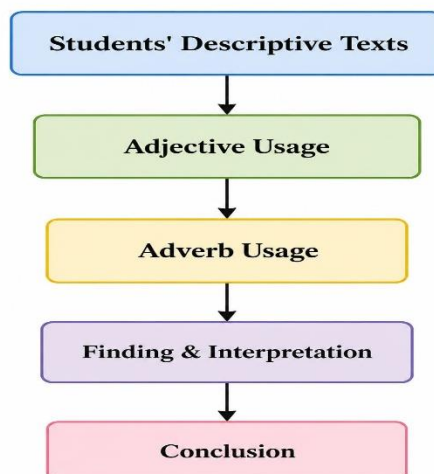
Furthermore, the research by Mustajib and Syafrizal (2022) entitled “Students’ Errors Found in Using Adjective and Adverb in Descriptive Writing (2022)” that students often confused adjectives and adverbs, especially when verbs and nouns changing. The research showed that first-language interference and inadequate grammar instruction led to these errors. Based on the findings of previous researchers, it can be concluded that adjectives and adverbs are important to judge the quality of students’ descriptive language. But many students still have difficulty using these language features correctly and appropriately. Most of previous researchers focused on identification of grammatical errors or measuring students’ ability in only using adjectives or

adverbs. Therefore, the current study aims to explore not only adjective usage but also adverb usage simultaneously in students' descriptive texts to gain a more comprehensive understanding of students' grammatical performance. In addition, the present study differs from previous studies in the context and focus of the research. Previous studies have largely focused on grammar but this study investigates kinds and use of adverb in students descriptive text. The study was conducted on the students of class VIII SMP Negeri 7 Rambah. In the 2026 academic year where this context has not been studied extensively in previous studies. It is hoped that this study will contribute a theoretical and practical contribution to English language teaching, especially to the learning on students' ability in descriptive writing.

C. Conceptual Framework

The research is based on the idea that the descriptive writing is an important form of written communication. In this research descriptive texts Students' writing is considered linguistic texts that describe people, places, objects and ideas. These texts represent the main source of data for the present research. The research is based on the theory of grammar of English, especially troubling adjectives and adverbs. Adjectives and adverbs are. Important linguistic units studied to describe and extend the meaning of descriptive language. Crossley (2020) states that the analysis of linguistic features, including adjectives and adverbs, helps to understand how learners construct meaning in written texts. This approach is especially true for qualitative research that explores students' use of language.

Figure 1. Concept of the Research



This research takes descriptive texts of students as the main data. These texts are used to observe how students express ideas and describe objects in their written form. Then, the analysis is focused on two major aspects, that is, use of adverb and use of adjective. First, adverbs are analyzed to understand how students give additional information such as manner, time, place, and degree in their writing. After that, adjectives are examined to see how students describe the characteristics or qualities of objects in their descriptive texts.

The results of these analyses are then presented in findings and interpretation, where the researcher explains kinds in students' use of adjectives and adverbs. Finally, the research leads to conclusion and pedagogical implication. In this stage, conclusions are drawn based on the findings, and suggestions are provided for teachers to improve students' writing skills, especially in using adjectives and adverbs effectively.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter explains about the design of the research includes the place was be taken for doing the research, the population and sample of the research, and also the technique in collecting and analyzing the data was taken at of student in the eighth-grade students of SMP Negeri 7 Rambah. This chapter explains about the direction of this research and also the procedure was taken by the researcher in collecting data. The researcher also explains that in analyzing the data it was helped by the formula of determining students score and quality.

A. Research Design

This research uses a qualitative research design to gain an in depth understanding of the use of adjectives and adverbs in descriptive texts written by students. The qualitative approach allows researchers to examine language use naturally and contextually, emphasizing the kinds of adjective and adverb use in students' writing. Creswell (2014) states that qualitative research is appropriate for examining linguistic and educational phenomena in depth because it allows researchers to interpret meaning based on real contexts. Therefore, this research design is suitable for exploring the use of adjectives and adverbs in students' descriptive texts.

In the data collection process, observation was used as the main method to obtain detailed and comprehensive data. The researcher analyzed students' descriptive texts through systematic observation. According to

Wulandhari et al., (2025) state that qualitative research emphasizes careful observation and interpretation of text data to identify kinds. This method allows researchers to describe how adjectives and adverbs are used in students' descriptive texts.

B. Setting of the Research

This research was conducted at SMP 7 Negeri Rambah which is located on Jl. Tuanku Tambusai, Kec. Rambah, Kab. Rokan Hulu, Prov. Riau. This research conducted in Mei 2026. The subjects of this research were eighth-grade students of SMP Negeri 7 Rambah.

C. Population and Sample

Population refers to the entire group of individuals, objects, or subjects that share specific characteristics relevant to a research and from which data are collected or conclusions are drawn. The population represents all elements that become the focus of a research investigation. According to Creswell (2012), population refers to a group of individuals who have the same characteristic and from whom data are collected in a research study. In this research, the researcher chose eighth-grade students of SMP Negeri 7 Rambah in the 2026 academic year as the research population. The choice of eighth-grade students is justified and correct because students in this age have reached a relatively stable stage of cognitive and academic development and can better understand and respond to research instruments than lower grades.

Students in the eighth grade have already adjusted to the school environment, but are not yet preoccupied with the pressures of final examinations often seen in ninth grade. They are more available and focused during the research process. Furthermore, the researcher used a purposive sampling technique in the identification of the population; the selection was based on specific criteria relative to the objectives of the research. This method helps select participants who have the most suitable characteristics for the research needs, thus increasing the validity and reliability of the data collected.

D. Instrumentation

The main instrument in this research is a descriptive writing task to know the types of adjectives and adverbs used in descriptive texts of students. Qualitative data were mainly derived from the instrument itself, which elicited authentic samples of students' writing. Qualitative Research Instruments The instruments of descriptive research are not only instruments for data collection but also instruments for in-depth analysis of the linguistic characteristics displayed by the participants. In this research, the writing task supported by the document analysis sheet was used to identify and classify the types of adjectives and adverbs used in the students' descriptive texts.

A. Writing Task Design

The writing task required students to produce a descriptive text in English on the subject "People." This activity asked students to describe a person such as a family member, friend, teacher, idol or someone they knew

well. They were expected to describe their physical appearance, personality, hobbies, daily habits and other distinguishing characteristics. The task was intended to elicit the natural and appropriate use of adjectives and adverbs in a meaningful writing context by students what we said to students was:

Write a descriptive text in English about a person (People) you can choose a family member, a friend, a teacher, an idol, or someone else that you know. Use your own ideas to describe his or her physical appearance, personality, hobbies, daily habits, and other characteristics. In the English lesson the writing task was done individually. Once all students had submitted their descriptive texts, the researcher analyzed each text to determine what types of adjectives and adverbs students had used. The analysis was conducted on six groups present in the data: descriptive adjectives, possessive adjectives, comparative adjectives, quantitative adjectives, adverbs of degree and adverbs of frequency.

B. Writing Task Form (Student Worksheet)

To systematically direct the writing activity, the researcher designed a student worksheet that contained clear instructions and gave students enough space to finish their writing. The worksheet was simple, easy to understand and appropriate for the students' level of English language proficiency.

RESEARCH INSTRUMENT

WRITING TASK

Exploring Adjective and Adverb Usage in Students' Descriptive Texts.

Dear Students,

Thank you for your willingness to participate in this study. This writing task aims to know the types of adjectives and adverbs in students' descriptive texts. Tell in English in your own words. There are no right or wrong answers as the researcher wants to analyse the language features you used in your writing. Please be advised as follows:

1. All responses will be treated confidentially.
2. The assignment should be written by you on your own, without copying from other sources.
3. Data collected will be used for academic research purposes only.

Thanks for your cooperation.

A. Student Identity

Name : _____

Class : _____

Date : _____

C. Writing Instructions

Please read the following instructions carefully before beginning the task.

1. Write a descriptive text based on the topic “People.”
2. Choose one person to describe, such as a family member, a friend, a teacher, an idol, or another person you know.
3. Describe the person’s physical appearance, personality, hobbies, daily habits, and other characteristics.
4. Write your descriptive text in English using your own ideas.
5. Your composition should contain approximately 100–150 words.
6. Pay attention to the appropriate use of grammar, vocabulary, adjectives, and adverbs.
7. Complete the task individually without using dictionaries, translation applications, or other reference materials.

D. Writing Prompt

Topic: People

Write a descriptive text about a person you know. You may choose one of the following: A family member, a friend, a teacher, an idol, a favorite public

figure, and another person you know. Your description may include: Physical appearance, personality, hobbies or interests, daily habits, reasons why the person is important or special to you.

E. Documentation

Documentation was used as a supporting instrument in this research. According to FA (2017), Documentation is a method of data collection in which data is gathered from the written records, documents or other relevant sources related to the research. Documentation in this research is students' descriptive writing assignments, observation sheets, and related academic records. These documents were used to support the observation data and to assist the researcher in analysing the students' adjective and adverb usage in a more systematic way, and to ensure the credibility and accuracy of the research findings. The following table illustrates the design of the research instrument.

E. Technique of Collecting the Data

The main instrument used by the researcher to collect data for this research was observation. The observation was done in the form of document observation especially on students descriptive texts. The data collection process was carried out in the following steps:

1. The subject of the study was taken from the eighth grade students of SMP Negeri 7 Rambah.
2. Ask the students to write a description of a topic.
3. Collecting the students' description texts as the research data.

4. Identification and classification of the use of adjectives and adverbs in the students' texts.
5. Analysis of the results of the observations and drawing conclusions based on the analysis.

F. Technique of Analyzing the Data

Data analysis in this research was based on the model by Miles and Huberman. This method is chosen because it allows the researcher to describe the data in detail and systematically according to the characteristics of qualitative research. The data analysis process is carried out in three stages as follows:

1. Data processing

At this point the researcher chooses , focuses , simplifies and organizes the data gathered thru observation and documentation . This process helps to make the data more manageable and relevant to the research objectives.

2. Data presentation

The reduced data are presented in terms of narrative descriptions, tables or diagrams. The presentation enables the researcher to see relationships and patterns in the data.

3. Conclusion Drawing and Verification

In this phase, the researcher draws conclusions from the analysed data and performs verification to check the validity of the findings. This

process is critical to ensure that the research results are trustworthy and defensible.