



**THE ABILITY OF THE STUDENTS IN READING  
DESCRIPTIVE TEXT OF THE VIII GRADE  
SMP NEGERI 7 SIABU**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidempuan  
as a Partial Fulfillment of the Requirement for Graduate Degree of Education  
(S.Pd) in English*

Written by:

**UMMI KALSUM LUBIS**  
Reg. Number. 12 340 0076

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2019**



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Padangsidempuan, June 2019  
To:  
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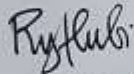
Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Ummi Kalsum Lubis**, entitled "*The Ability of the Students in Reading Descriptive Text of the VIII grade SMP Negeri 7 Siabu*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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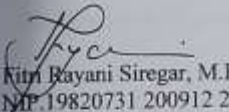
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LEGALIZATION

**Thesis** : THE ABILITY OF THE STUDENTS IN READING  
DESCRIPTIVE TEXT OF THE VIII GRADE SMP  
NEGERI 7 SIABU.

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### **ABSTRACT**

The aims of the research are to find out how the ability, the difficulties and the efforts of VIII grade students and English teacher of SMP Negeri 7 Siabu in reading descriptive text.

The research was conducted by descriptive analysis and quantitative approach. The population of the research is the students of VIII grade. While, the sample of the research is from the population itself, they are 25 students. Then, the instruments are test and interview. Data was processed and analysed with descriptive analysis and quantitative process. Descriptive analysis was used to analyze the interview from the students and the English teacher and quantitative process was used to analyze students' mean score after doing the test, it was multiple choices test.

After doing the research to students, it could be concluded that the ability of the VIII grade students of SMP Negeri 7 Siabu in reading descriptive text based on the test was categorized into enough category. It was 50.24 mean score. After interviewing the students, the researcher found out that the students' main problem in reading descriptive text was in vocabulary mastery, the grammar point became essential because low of understanding of present tense sentences and verb form, lack of text understanding and the last is less understanding of generic structure of text especially about descriptive text. While, the efforts were done by the English teacher were always keeping the students to learn, review, and explain detailed about the difficulties that the students got, and the last is always ask students to practice studying about texts especially descriptive text.

***Key words; Ability, Students, Reading Descriptive Text***

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The writer realizes that this thesis cannot be considered perfectly without critiques and suggestions from the readers. Therefore, it is such a pleasure for her to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan,      Juni 2019  
Writer

**Ummi Kalsum Lubis**  
**Reg. No. 12 340 0076**

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Appendix 5 :Description Data





# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

English is very important for us, because English is an international language. It is used for communicating among nation in the world. It plays very significant roles in many aspects of international affairs as a means of international communication. In this global era, human being is this faced by many problems. One way of anticipating, the problems is by changing the education system should be designed based on the four basic goals namely learning to know, learning to do, learning to live and learning to be self owner.

Indonesia as one of developing countries realizes that it is a necessity for students to master English both in spoken and written form. In education, English is used to communicate between teachers and students to give and get information and knowledge. That is way the education institution in Indonesia has made it is a compulsory subject to be taught at any level of education: from elementary school up to university.

There are four skills in English language; listening, speaking, reading and writing. The first listening, listening is a process to hear for verbal symbols and catch the message of communication. The second speaking, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Next reading is a receptive skills, it is a transactional

between a reader and writer. The last, reading is one of the four language skill that is the way its native speaker to organize a piece of both spoken and written information. All of these are foundation to master English. By mastering four skills above will success automatically in English learning.

Each of those four language skills can not be apart from text, because the component among those four language skill certainly study about text. Text classified on the basis of the intention of the communicator. Based on its communicative purposes, text varies in the course of its function, generic structure, language feature.

To communicate purpose, ones may constuct texts in specific structures and use certain linguistic features in conjunction with particular vocabularies. Types of text including narrative, recount, prcedure, report, anecdote, hortatory, spoof, explanation, discussion, news item, review, analytical exposition and descriptive text. in this research, the researcher focuses on descriptive text.

Descriptive text is a kind of texts which the content contains a description of a case being described clearly. Reading descriptive text contains two component, they are identification and description. The identification is to identify the object to describe. Description is to describe parts, qualities, and characteristics of the parts of the object.

Descriptive text is the text which identifies the object which can be a person / people, place, things and sometimes a concrete or abstract that must be

described. It contains also a group of sentences, concludes one central idea and constructs a text.

According to the English teacher of SMP Negeri 7 Siabu, Mrs. Novita Dewi S.Pd, she said that most of students' ability in reading is still low, they could not differ each generic structure of texts and they find difficulties in constructing sentences because lack of vocabularies.<sup>1</sup> In addition, they were monoton in looking dictionary. They wrote descriptive text manually from the dictionary. It was not based on the text structure and could not according to the dominant grammatical aspect of descriptive texts; such as focus on the specific participants, uses of attributive, identifies processes and uses simple present tense.

Furthermore, structure and grammar are also requisite that must be fulfilled in reading. The teacher also said that the students do not interested in practice reading English. So, it is important to the English teacher to introduce the steps of descriptive text in correct forms in teaching learning and process in the school to develop students' ability in mastering reading English, especially in mastering reading descriptive text.

Based on explanation above and problems existed in SMP N 7 Siabu about students' ability in reading descriptive text. The researcher interest to conduct a research about **“The Ability of the Students in Reading Descriptive Text of the VIII Grade SMP Negeri 7 Siabu”**.

---

<sup>1</sup>Novita Dewi S.Pd as English Teacher, *Private Interview*, ( SMP N 7 Siabu: January 10<sup>th</sup>, 2018 at 10.30 a.m).

## **B. Focus of the Problem**

Based on the background problem above, this research was dealing with analysis of the ability of the students in reading descriptive text of the VIII grade SMP Negeri 7 Siabu.

## **C. Formulation of the Problem**

From the explanation above, the researcher formulated the problem as:

1. How was the ability of the students in reading descriptive text of the VIII grade SMP Negeri 7 Siabu?
2. What were the difficulties of the students in reading descriptive text of the VIII grade SMP Negeri 7 Siabu?
3. What were the efforts of the English teacher to overcome the difficulties of the students in reading descriptive text of the VIII grade SMP Negeri 7 Siabu?

## **D. Aim of the Research**

Based on the above formulation of the problem, the aims of this research is:

1. To know the ability of the students in reading descriptive text of the VIII grade SMP Negeri 7 Siabu?
2. To know the difficulties of the students in reading descriptive text of the VIII grade SMP Negeri 7 Siabu?
3. To know the efforts of the English teacher to overcome the difficulties of the students in reading descriptive text of the VIII grade SMP Negeri 7 Siabu?

## **E. Significances of the Research**

The significances of this research are as follows:

1. As an input for headmaster in guiding English Teacher.
2. As an Input for English teachers to teaching reading skill, especially teaching to write descriptive text.
3. As input other researchers; Being a contribution to find out the review of related finding for the next research.

## **F. Defenition of the Key Terms**

According to the topic of this research “The Ability of the Students in Reading Descriptive Text of the VIII Grade SMP Negeri7 Siabu”. The researcher used some terminologies on it. To be clearly the researcher wanted to introduce the key terms, they are:

### **1. Ability**

Ability is a mental or physical capacity, power of skill required to do. Means that we do something consist of physical or mental achievement. It is also can be determined as a skills, expertness, or talent. Ability is also means the quality or capacity of being able to do something well.<sup>2</sup> The ability of students are intended in this research is the ability of the students in reading descriptive text of the VIII grade SMP Negeri 7 Siabu.

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<sup>2</sup>A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press),p. 859.

## 2. Reading

Reading is transactional between a reader and writer; it is an interactive process between a reader and the text. The reader will get much information through reading. By reading, people get knowledge and information as much as possible as long as the reader read. Reading is an important language skill either for education purpose or daily life demands. It means that reading is the commonest way of learning beside listening, practicing, and other ways modeled by the scientist of education. “Reading is one of the principal means of obtaining information. The information may be in printed form, such us a book magazine, or in electronic form on a computer screen. Reading is an efficient way to learn because it allows you to control the flow of information”.<sup>3</sup>

## 3. Descriptive Text

Descriptive text is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.<sup>4</sup> It means that descriptive text is composition that describes people, thing, place and animal.

---

<sup>3</sup>Sue C. Camp. Marilyn L. Satterwhite, *Collage and English Communication*, (New York: Mc. Green- Hill, 2003), p. 68.

<sup>4</sup>Sanggam Siahaan dan Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008),p.89.



So, descriptive text is the text to identify the object which can be a person/ people, place, things and sometimes a concrete and abstract that must be described. It contains also a group of sentences, concludes one central idea and constructs a text.

So, students' ability in mastering reading descriptive text means the quality or capacity or capability of being able by the students to create, organize, and to identify the object which can be a person/ people, place thing and sometimes a concrete or abstract that must be described according to grammatical rules of the descriptive text at grade VIII SMP Negeri 7 Siabu.

#### **G. Outline of the Research**

The systematic of this research divided into five chapters. Each chapter consist of many sub chapters with detail as follow:

Chapter one consists about introduction, they are: Background of the Problem, Focus of the problem, Formulation of the Problem, Aim of the Research, Significances of the Research, Defenition of the Key Terms, and Outline of the Research.

Chapter two is consisted of the Theoretical Description, which explained about the Theoretical Review, Related Finding.

Chapter three consists of Methodology of the Research : Place and Time of the Research, Instruments of Collecting Data, and Technique of Data Analysis.

Chapter four, it consists of Result of the Research: Description of the Data and Threats of the Research. Chapter five discusses about conclusions and suggestions.

## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Description of Theories

##### 1. The Ability of the Students

The ability of the students' points are ability and students. According to A. S. Hornby that the ability is: 1.(possible) capacity of power (to do something physical or mental), 2. Cleverness, intelligence, 3. Mental Power, talent.<sup>1</sup> Ability is physical mental or legal to perform ( he has ability to accomplish whatever he sets his mind to.<sup>2</sup> The ability means the quality or capacity of being able to do something well.

While, Students according to Oxford dictionary, "Person who is studying at a collage of university, person studying at secondary school, any person interested in a particular subject".<sup>3</sup> A student is a learner, or someone who attends an educational institution. So, here students is included to part of person which must understand about text.

Based on the definition above, the researcher concludes that students' ability is a person who has a level of skill or intelligence in mastering descriptive text. The ability means the power of the students mastering in descriptive text.

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<sup>1</sup>*Ibid.*, 2.

<sup>2</sup>A. Marriam Webster, *Webster's Collegiate The Saurus*, (USA: Masa Chusetts, 1976), p. 33.

<sup>3</sup>A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press), p. 502.

## 2. Reading Descriptive Text

Reading is transactional between a reader and writer; it is an interactive process between a reader and the text. The reader will get much information through reading. By reading, people get knowledge and information as much as possible as long as the reader read. Reading is an important language skill either for education purpose or daily life demands. It means that reading is the commonest way of learning beside listening, practicing, and other ways modeled by the scientist of education.

Then, according to Douglas Brown that reading is a process negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it is take the product of that interaction.<sup>4</sup> Marilyn considers also, “Reading is one of the principal means of obtaining information. The information may be in printed form, such us a book magazine, or in electronic form on a computer screen. Reading is an efficient way to learn because it allows you to control the flow of information”.<sup>5</sup> It can be said that reading as the printed material that is efficient way to learn because the reader can control the flow of information in it.

Furthermore, David Nunan states “Reading is a fluent process of readers combining information from a text and their own background

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<sup>4</sup>H. Douglas Brown, *Language Assessment*, (USA: Longman, 2004), p. 189.

<sup>5</sup>Sue C. Camp. Marilyn L. Satterwhite, *Collage and English Communication*, (New York: Mc. Green- Hill, 2003), p. 68.

knowledge to build meaning”.<sup>6</sup> He explains more that reading is an essential skill for learners of English as a second language.<sup>7</sup>

The last, the researcher concludes that reading is the process of cognition, interpretation and perception of a written or printed material. It is a fluent process of readers combining information from a text and their own background knowledge to build meaning that happens in human minds to reconstruct the meaning for what they have read.

While, the detail overview about descriptive text is below, but the first thing that the researcher wanted to tell is about text definition:

A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a phrase or a clause or a sentence. According to American Heritage Dictionary, text is a subject refers to a topic and is a noun refers to:

- a. The original words of something written or printed, as opposed to a paraphrase, translation, revision, or condensation.
- b. The words of a speech appearing in print.
- c. Words, as of a libretto, that are set to music in a composition.
- d. Words treated as data by a computer.
- e. The body of a printed work as distinct from headings and illustrative matter on a page or from front and back matter in a book.

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68. <sup>6</sup>David Nunan, *Practical English Language Teaching*, (New York: Mc.Graw Hill, 2003), p.

<sup>7</sup>*Ibid.*,p. 69.

- f. One of the editions or forms of a written work: *After examining all three manuscripts, he published a new text of the poem.*
- g. Something, such as a literary work or other cultural product, regarded as an object of critical analysis.
- h. A passage from the Scriptures or another authoritative source chosen for the subject of a discourse or cited for support in argument.
- i. A passage from a written work used as the starting point of a discussion.
- j. A textbook.<sup>8</sup>

So, the text is the printed form or written which is a passage form written work or a passage or a textbook, the body of a printed work, manuscript, computer data and literary work. In this research, text is the written form from the textbook of VIII grade students of SMP Negeri 7 Siabu.

Descriptive text or in terms of writing only known as “description” is one of English lessons that should be mastered not only by junior high school students but also by senior high school students, college students and anyone who loves English. Because after all, descriptive material is very necessary for the increasing of our English proficiency. Some of the most famous authors, especially fiction writers, have good skill in writing of descriptive text so that their writing is very readable and easy to understand.

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<sup>8</sup>Gugun Rimansyah, “What Is Text” taken from <http://www.answers.com/topic/text> accessed at June 7, 2013 retrieved on 2 p.m.

Therefore, if we were able to master this lesson well, we might be able to become a great writer in the future.

Furthermore, explanations and examples of this descriptive text can help a friend who is or still a long journey to learn English. Do not hesitate to read the descriptive text below, the more often we read we will be able to understand it more. And it would be nice if we do not only understand mere, but also can write descriptive text ourself.

More, descriptive text is type of written text, which has specific function to give description about an object.<sup>9</sup> Stanley mentions that description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities.<sup>10</sup> In this kind of text, the students are required to list the characteristics of something and usually deals with the physical appearance of the described thing.<sup>11</sup> In other words, a particular person, place or thing is described in details in this composition.

The description tells the object as the way it is without being affected by the writers' personal opinion. Before telling what they have caught through their sensory system, a mental activity is involved. They firstly identify certain imagery or real object which is located somewhere. Through the words, then they describe the thing they have in mind. In short, writing a

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<sup>9</sup>Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Andi Offest, 2007), p. 34.

<sup>10</sup>Stanley, L, *Ways to Writing*, (New York: Macmillan, 1998).

<sup>11</sup>Smalley, R. L., Ruetten, M.K., and Kozyrev, J. R., *Refining Composition Skills: Rhetoric and Grammar*, (Boston, MA: Heinle & Heinle, 2001).

descriptive text is “A way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern”.<sup>12</sup> By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. Thus, in writing a descriptive text the writers should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch.

Anderson adds that descriptive text is different from information reports because they described a specific subject rather than general group.<sup>13</sup> Meanwhile, according to Friedman descriptive details mean to grab the reader’s attention.<sup>14</sup> Then, it allows students to share interesting impressions of a person, a place, or an object surrounding them.<sup>15</sup>

Next, Wardiman, et. al. Specify,

The generic structure of descriptive text into two parts, that the introduction is the part of paragraph that introduces the character; and the description is the part of paragraph that describes the character. This indicates that a descriptive text has two elements – an element to identify phenomenon (*identification*) and another one (*description*) to portray parts, qualities, or characteristics.<sup>16</sup>

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<sup>12</sup>D’Angelo, F.J., *Process and Thought in Composition*, (USA: Cambridge, Massachusetts: Winthrop Publishers, 2<sup>nd</sup> Ed, 1980).

<sup>13</sup>Anderson, M., and Anderson, K., *Text Types in English 3*, (South Yarra: Macmillan, 2003).

<sup>14</sup>Friedman, L. S., *Writing the Critical Essay: Euthanasia*, (Farmington Hills: Greenhaven Press, 2010).

<sup>15</sup>Troyka, L. Q., *Simon & Schuster Handbook for Writers*, (New York: Prentice-Hall, 1987).

<sup>16</sup>Wardiman, et. al., *English in Focus for Grade VII Junior High School*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008).



Then, the aim of description is to convey to the reader what something looks like. Johnston & Morrow states that the purpose of descriptive text is to describe objects or persons in which the writer is interested.<sup>17</sup> Therefore, the writer should know well what he wants to describe, starts by observing the objects carefully to take the significant details and brings clear picture to the readers and avoid ambiguities.

So, the researcher concludes that descriptive text is a kind of text which the content is a description of a case being described clearly. Descriptive text is a kiind of text in genre that gives description about things, living thing or non – living thing. Descriptive text describes much information about an object, the information about the parts, qualities, or characteristics of the object that is described.

### **3. Generic Structure of Descriptive Text**

The generic structure of descriptive text is identification and description. The detail as follows:

#### **a. Identification**

Identification intended of the topic which is wanted to describe, and identification intended of description is the kind of writing that tries to put picture in the reader's mind. Identifies phenomenon to be described.

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<sup>17</sup>Johnston, K., and Morrow, K., *Communication in the Classroom*, (London: Longman, 1981).

## b. Description

Description tells how something look and sounds or taste or smell or feel. Description describes part, qualities, and characteristics.

Lowes and Clark also explained that text structure of descriptive text consist of:

- 1) The function of descriptive text is to describe a particular person, place and thing.
- 2) Text structure
  - a) Identification : Identifies phenomenon to be described.
  - b) Description : describes part, qualities, and characteristics.
- 3) Dominant grammatical aspects
  - a) Focus on specific participants.
  - b) Use of attributive and identifying proces.s
  - c) Frequent use of epithets and classifiers in nominal groups.
  - d) Use of simple present tense.<sup>18</sup>

So, there are 3 points that must be considered in mastering descriptive text. they are the function of the text itself as the description of person, place and thing, the text structure (identification and description of the text itself) and the grammatical using (using specific participants and simple present tense).

According to Paridyono descriptive text is type of written text, which has the specific function to give description about an object (human on no

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<sup>18</sup>Sanggam Siahaan, *Op. Cit.*,p. 89-92.

human).<sup>19</sup> To write the descriptive text, some considerations should be care:

a. Text element

1) Identification

About statement with imagine about object will be described. The statement must interest, can influence to reader, so they interest to read descriptive completely.

2) Using objective or comparative degree.

For example “Refflesia Arnoldi is one of the rare plants in Indonesia” is on the most familiar.

3) Description

(1) Given the view about the condition of object which can see from some sides: location, means of transport, people, weather, size.

(2) Grammatical features

(a) Present Tense, Present Perfect Tense

Verb : be (is, am, are), have, linking verbs, (seem, look, sound, like)

(b) Using of objective which function is to describe or illustration condition of object.

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<sup>19</sup>Pardiyono, *Op. Cit.*, p. 34.

### c. Type of Descriptive Text

There are three types of descriptive writing namely:<sup>20</sup>

#### 1) Description of People

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, “What’s so-and-like?” in replying, you might resort to identification, an impression, or a character sketch, depending on the situation.<sup>21</sup>

The writer describes human being because he is fascinated by their personalities, value and motivation as well as by their looks and the sounds of their voices. When describing the physical characteristic of their subjects. You can start off by explaining something about you subject physical appearance, the clothes they wear, the sound of their voice, the language they use, or simply the way they walk. Such description might also help you introduce your subject personalities to your readers, for someone’s physical appearances can reveal a great deal about what he or she is like inside.

#### 2) Description of Time

Descriptions of units of time are often used to establish mood.

Literature is full of descriptions of seasons, day, and time of day.

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<sup>20</sup>Barbara Fine Clouse, *The Students Write*, (McGraw-Hill Companies, 2004), p. 143.

<sup>21</sup>Barbara Fine Clouse, *Log. Cit.*

### 3) Descriptive of Place

How places look, smell, and sound is important. Here are some ways to judge descriptions of places: are impressions other than sight included? Is the picture caught at a single moment in time? Are the details arranged in logical order? Is the same point of view kept throughout? Are the adjectives vivid, and are the noun and verbs specific and descriptive?<sup>22</sup>

### 4) Descriptive of Animal

Descriptive text about animal is connected to many kinds of animals, such as lion, elephant, tiger, chicken, pet, cat, etc. Based on Opera Web Browser, animal description means, “A living organism that feeds on organic matter, typically having specialized sense, organs and nervous system and able to respond rapidly to stimuli”.<sup>23</sup> An animal as opposed to a human being, a mammal, as opposed to a bird, reptile, fish, or insect.

Animals are generally distinguished from plants by being unable to synthesize organic molecules from inorganic ones, so that they have to feed on plants or on other animals. They are typically able to move about, though this ability is sometimes restricted to a particular stage in the life cycle. The great majority of animals are

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<sup>22</sup>George E. Wishon and Julia M. Burks, *Let's Write English Revised Edition* (US: America Book, 1980), p. 379 – 380.

<sup>23</sup>“Description of Animal Meaning”, retrieved on Monday, April 29<sup>th</sup>, 2019 at 9 o'clock from Opera Web Browser <https://en.oxforddictionaries.com/definition/animal>.

invertebrates, of which there are some thirty phyla; the vertebrates constitute but a single subphylum. See also higher animals, lower animals.

#### 5) Descriptive of Plant

Descriptive text about plant is related to a living thing that grows in earth, in water, or on other plants, usually has a stem, leaves, roots, and flowers, and produces seeds.<sup>24</sup> So, the description of plant in the descriptive text is telling about the plant types, leaves, roots, fruits, and the things connected to the plants characters.

#### d. The Example of Descriptive Text

There is an example of descriptive text in terms of the types of text is types of people like stated in the following:

##### **The Terrifying Headmaster**

Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

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<sup>24</sup>Cambridge Dictionary retrieved on Monday, April 29<sup>th</sup>, 2019 at 9 o'clock from <https://dictionary.cambridge.org/dictionary/english/plant>.

The divided of generic structure of the text above is like below:

### **The Terrifying Headmaster**

<b>Generic structure:</b>	<b>Paragraph</b>
Identification	Mr.Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.
Description	<p style="text-indent: 40px;">He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.</p> <p>No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us.He really terrifies me.</p>

Another example is below:

### **Barack Obama**

Barack Obama is the president of United States. He is an African American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face.

He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

### **Barack Obama**

<b>Generic</b>	<b>Paragraph</b>
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<b>structure:</b>	
Identification	Barack Obama is the president of United States. He is an African American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face.
Description	He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

#### e. Reading Descriptive Text Evaluation

After giving the lesson to the students, it is necessary to know how far their ability/ comprehension about the lesson they read and learnt, to know their mastery the teacher gives the test to the students, because testing is tool to measure. There some techniques to evaluate test based on Barbara Gross Davis, they are: multiple choice, true – false, conclusion, clozed procedure, matching test and essay tests.<sup>25</sup> The detailed as follows:

##### 1) *Multiple choice*

Arthur Hughes explains that a multiple choice is the candidate provides evidence of successful reading by making a mark against one out of a number of alternatives, the superficial attraction of his technique is out weighed in institutional testing by various problem enumerated.<sup>26</sup>

Then, Multiple - choice items can be used to measure both

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<sup>25</sup>Barbara Gross Davis, *Tools for Teaching*, (USA: Jossey Bass, 2000), p. 365- 366.

<sup>26</sup>Arthur Hughes, *Testing for Language Teacher*, (New York: Cambridge University Press, 1989), p. 120.



simple knowledge and complex concepts. Since students can answer multiple – choice questions quickly, the teacher can assess their mastery of many topics on a fifty – minute exam. In addition, the items can be easily and reliably scored.

So, the researcher concludes that multiple choice are a form of evaluation in which respondents are asked to select the best possible answer out of the choices from a list of alternative.

## 2) *True - false*

Athur Hughes explains also;

“Because guessing will produce the correct answer half the time, true -false tests are likely to produce high scores. Place true - false items in a separate section, not interspersed with other types of items. Some faculty adds an “explain” column in which students write a sentence or two justifying their response”.<sup>27</sup>

So, true-false is there are 2 section of true-false, first, students must read the text first, then, place true - false items in a separate section, not interspersed with other types of items or this true-false is said by justifying the response.

## 3) *Cloze procedure*

Cloze procedure test seem to offer the students the ideal indirect but integrative testing item. They can be prepared quickly and if the claims made for them are true, they are an extremely cost effective way of

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<sup>27</sup>*Ibid.*, hal. 121.

finding out about a testee's overall knowledge. "Cloze, in its purest form, is the deletion of every certain word in a text (somewhere between every fifth or tenth word)".<sup>28</sup>

So, Because the procedure is random, it avoids test designer failings. This test is useful for reading test, because after they read, the students have to fill the cloze tests or the missing word that the teacher provide.

#### 4) *Matching tests*

Barbara Gross states that the matching format is an effective way to test students' recognition of the relationships between words and definitions, events and dates, categories and examples, and so on.<sup>29</sup> So, matching test is the students match the words and definitions, events and dates, categories and examples, and so on after the students read a text.

#### 5) *Conclusion*

One of the reading evaluation that is used by the teacher is conclusion. "Conclusion is choosing the best summary of the paragraph of the whole text".<sup>30</sup> so, it is used for analyzing the reading score of the students by asking them by reading first than summarizing or conclusion of what the text tells about.

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<sup>28</sup>Arthur Hughes, *Loc. Cit.*

<sup>29</sup>Barbara Gross Davis, *Op. Cit.*, p. 365.

<sup>30</sup>Barbara Gross Davis, *Loc. Cit.*

#### 6) *Essay tests*

Essay tests require students to organize, integrate, and interpret material, and to express themselves. In Barbara Gross book, "Tools for Teaching";

"Research indicates that students study more efficiently for essay exams than for multiple - choice tests: students preparing for essay tests focus on broad issues, general concepts, and interrelationships rather than on specific details, and this approach results in somewhat better test performance on all types of exam questions. Essay tests also give instructors an opportunity to comment on students' progress, the quality of their thinking, the depth of their understanding, and the difficulties they are having. However, because essay tests pose only a few questions, their content validity may be low".<sup>31</sup>

In addition, the reliability of essay tests can be compromised by subjectivity or inconsistencies in grading. A variation of an essay test asks students to correct sample essay answers. One faculty member uses the following technique: Two weeks before the exam, he distributes ten to twelve essay questions, which he discusses with students in class. For the exam, he selects four of the questions and prepares well - written but intellectually flawed answers for the students to edit, correct, expand, and refute. The sample essays contain common misunderstandings, correct but incomplete responses, and illogical inferences.

#### 7) *Short - answer tests*

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<sup>31</sup>*Ibid.*, p. 366.

Short - answer questions can call for one or two sentences or a long paragraph. Short - answer tests are easier to write than multiple - choice tests, but they take longer to score.<sup>32</sup> In conclusion, short – answer questions is more than one questions that must be answered by the researcher after reading long paragraph and the teacher take longer time to score of short – answer questions.

Here, the researcher wanted to analyze students' mastery of descriptive text achievement at VIII grade of SMP Negeri 7Siabu by using multiple test. It is based on Barbara Gross Davis' suggestion that firstly, multiple choices test is suitable to be used in mastering descriptive text. It means that the step test was the multiple choices test, students have to choose the correct answer they think among A, B, C, and D.

## **B. Review of Related Finding**

There are some researches that are similar with this research.

The first, research done by Nur Robiah's script,<sup>33</sup> the result of this research, there is a positive correlation between adverbs mastery and writingdescriotive text mastey to the grade students of SMP Negeri 1 Angkola Barat.

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<sup>32</sup>*Ibid.*, p. 120-122.

<sup>33</sup>Nur Robiah Harahap, "The Correlation between Adverbs Mastery and Writing Descriptive Text Mastery to the VIII Grade Students of SMP Negeri Angkola Barat."(*Unpublished Thesis*, Padangsidimpuan: STAIN Padangsidimpuan, 2009), p. 28.

The second, Nelpi Simamora had been done the study about “An Analysis on Students’ Ability to Identify Complex Sentences in Descriptive Text at Madrasah AliyahNegeri Nagasaribu”.<sup>34</sup> She found thatthe result of this research was categorized in to good (61,25%).

Thirdly, Arnisyah Nasution did the research “Improving Students’ Writing Descriptive Text Ability through Content Based Approach (CBA) at Ten Grade of MAN Panyabungan”<sup>35</sup>that the research result saw the progressive mean of the students. It was seen from the improvement mean score in pretest up to first cycle was 32.66 (6.66%) improved to 59,00 (60.00%). In second cycle improved to 70.66 (86.66%).The mean in the second cycle was higher than the first cycle.In conclusion, content based approach could improve students’ writing ability at X grade of Man Panyabungan.

More, “A Study on Teaching Learning Reading Skill of Descriptive Text on the Eighth Grade Students of SMPN 1 Gemolong in Academic Year 2016/2017” was written by Sasa Ismiyastuti”.<sup>36</sup>After doing the research, the researcher found that the teaching descriptive text on reading skill at the eighth grade students of SMPN 1 Gemolong is run well, the student can understand the

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<sup>34</sup>Nelpi Simamora, “An Analysis on Students’ Ability to Identify Complex Sentences in Descriptive Text at Madrasah AliyahNegeri Nagasaribu”, (*Unpublished Thesis*, Padangsidimpuan: IAIN Padangsidimpuan, 2014), p. 44.

<sup>35</sup>Arnisyah Nasution, “Improving Students’ Writing Descriptive Text Ability through Content Based Approach (CBA) at Ten Grade of MAN Panyabungan”, (*Unpublished Thesis*, Padangsidimpuan: STAIN Padangsidimpuan, 2013), p. viii.

<sup>36</sup>Sasa Ismiyastuti, “A Study on Teaching Learning Reading Skill of Descriptive Text on the Eighth Grade Students of SMPN 1 Gemolong in Academic Year 2016/2017” was written by Sasa Ismiyastuti”, (Surakarta: IAIN Surakarta, 2017), p.9.

material clearly. The grammar translation and direct methods the most appropriate method to the students, it was proven by the students's score. In the teaching descriptive text, English teacher used a descriptive text about animal, person, place, and thing as material to explain and can answer the question easily. In other hand, in the process of teaching learning, the English teacher used daily score, final score as the evaluation.

Then, a research that is done by Syafrida Hanum Harahap.<sup>37</sup> She did the research at grade X-3, it is the writing test that given to the respondents. She found that the calculating score of students' ability in writing descriptive text at grade X-3 in SMA Negeri 3 Sibolga was 59.28 %. Then it can be categorized into enough category. She added that most of students can write the identification well and interest can write the description but not quite be categorized specially.

In addition, research done by Anni Khoiriyah<sup>38</sup> the result of this research is a positive qualitative research. The use on variable in order she know about how far the student's ability in identify sentences.

Based on the descriptions above, the researcher hopes that can examine and describe the students' ability in english writing descriptive text and complete the previous research. So, the researcher conducted the research through the title

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<sup>37</sup>Syafrida Hanum Hrp, "Students Ability in Writing Descriptive Text at SMA Negeri 3 Sibolga", (*Unpublished Thesis*, Padangsidempuan: STAIN Padangsidempuan), p. 44.

<sup>38</sup>Anni Khoiriyah, "The Tense Error Analysis in Writing Descriptive Text At Grade XI In Sma N 1 Sipirok", (*Unpublished Thesis*, Padangsidempuan: STAIN Padangsidempuan, 2009), p.65.

“The Ability of the Students in Reading Descriptive Text of the VIII Grade SMP Negeri 7 Siabu”.

**C. Hypothesis**

The Ability of the Students in Reading Descriptive Text of the VIII Grade SMP Negeri 7 Siabuis classified into enough ability.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

##### 1. Place and Time of the Research

This research has been conducted at SMP Negeri 7 Siabu. It is located at Muara Batang Angkola, Kecamatan Siabu, Kabupaten Mandailing Natal. This Subject of research was grade VIII of SMP Negeri 7 Siabu in 2018/ 2019 academic year.

##### 2. Kind of the Research

The kind of this research is quantitative research by using descriptive method. According to L.R. Gay and Airasian, quantitative descriptive method is a method which describes condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices or interest some groups of people.<sup>1</sup>

Next, Muhammad Natsir said that metode deskriptif adalah suatu metode observasi terhadap status seseorang atau sekelompok orang, objek, sistem, pemikiran atau peristiwa yang terjadi (descriptive method is observes the status of a group person, an object, a system, a thought or an event in

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<sup>1</sup>L. R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (USA: New Jeney, 2000), p.275.



present).<sup>2</sup> So, descriptive method which is carried out in order to make the description about situation and condition. From the explanation above, the researcher concluded that quantitative descriptive method its means describing all about references naturally.

Based on the explanation above, this research examined about the Students' Ability in Reading descriptive text at Grade VIII SMP N 7 Siabu. So, the researcher used a field research.

### 3. Population and Sample of Research

According to L. R. Gay and Airasian said that population is the group of interest to the researcher, the group to which would like the result of the study to be generalizable.<sup>3</sup>The same thing also delivered by Sumanto that population is all of the subject in region research that is made into the subject of research.<sup>4</sup> It means the population of this research is the whole of the students at grade VIII SMP Negeri 7 Siabu.

In case of the population of this research only consisted of 1 class with 25 students, so the sample of this research was the population itself. It means that the sample was taken from the all population members. It could be seen from the table below:

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<sup>2</sup>Muhammad Natsir, *Metode Penelitian*, (Jakarta: PT. RajaGrafindoPersada, 2003), p. 83

<sup>3</sup>L. R. Gay and Peter Airasian, *Op. Cit.*, p. 14.

<sup>4</sup>Sumanto, *Teoridan Aplikasi Metode Penelitian*, (Jakarta: CAPS, 2014), p. 159

**Table I**  
**The Population of the grade VIII students of SMP Negeri 7 Siabu.**

No.	Class	Total Students
1	VIII	25
Total of Students		25

It means when subject less than 100, it is better to take all of subjects or population members. Then, if the subject more than 100, the sample can be for about 10-15 % or 20-25 % or more, appropriate with the researcher ability so that's why the sample of grade VIII SMP Negeri 7 siabu is 25 students. So, the researcher took all of the population as the sample, namely: 25 students are the sample of the research.

#### **4. Instrument of Collecting Data**

The researcher must have the instrument in this research, because a good instrument can go guarantee for taking the valid data. In this case, in order to get the data in this research, the researcher will prepare the available instruments. There are many kinds of instruments, there are questionnaire, checklist, interview guide or interview schedule, observation sheet or observation schedule, achievement test, scale, etc.<sup>5</sup>The researcher used test and interview as the instruments for collecting the data. The test was for the students and the interview was from both of the students and the English teacher. Further explanation as follows:

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<sup>5</sup>L. R. Gay and Peter Airasian, *Op. Cit.*, p. 8.

**a. Test**

Brown defines that test a method of measuring a person's ability; knowledge or performance in a given domain.<sup>6</sup> Then, the test was used for analyzing the students' ability in reading writing descriptive text in order to know the students' score objectively and measured learning out come directly. Next, the test was multiple choice test to choose A, B, C, and D about students' ability in reading descriptive text. The researcher used reading test, which is 25 items of multiple choices.

Then, the indicators of students' test in reading descriptive text can be seen as table below:

**Table II**

**The Indicators of Reading Descriptive Test**

No	Types of Test	Indicators	Number of Item	Score	Total Score
1	Multiple choices test	Social Function: person, place or thing	1, 6, 11, 16, 21	4	20
2		Generic structures: identification	2, 7, 12, 17, 22	4	20
3		Generic structures: description	3, 8, 13, 18, 23	4	20

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<sup>6</sup>H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 3.

4	Grammatical features: present tense	4, 9, 14, 19, 24	4	20
5	Vocabulary	5, 10, 15, 20, 25	4	20
<b>Total</b>				<b>100</b>

### **b. Interview**

Interview is a purposeful between two people, focused on one person trying to get information from the other persons.<sup>7</sup> The questions/ list of the interview was used for getting data about the students' difficulties and teacher efforts of the VIII grade students of SMP Negeri 7 Siabu in reading descriptive text. Interview has been given for both students and the English teacher.

Then, interview here are about:

#### **1) Interview to the Teacher**

- a) What are the methods/ techniques that used by the English teacher in teaching descriptive text at the VIII students of SMP Negeri 7 Siabu?
- b) What are that English teacher teaching before ordering the students to reading descriptive text at the VIII students of SMP Negeri 7 Siabu?

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<sup>7</sup>*Ibid.*,p.219.

- c) How is the teaching system in teaching descriptive text at the VIII students of SMP Negeri 7 Siabu?
- d) How is the students' result in teaching descriptivetext?
- e) What are the students' difficulties in reading descriptive text?
- f) How are the English teacher's efforts?)

## 2) Interview to the Students

- a) Do you study descriptive text?
- b) Is reading descriptive text difficult for you?
- c) What are your difficulties in reading descriptive text?
- d) How do you get the solution for your problems?

## B. Validity of the Test

According to Suharsimi Arikunto, Validity is a measurement that shows valid level an instrument.<sup>8</sup> In addition, Anas Sudjiono said that Validity is a characteristic of the good test.<sup>9</sup> The researcher used content validity to establish the validity of the instrument, that is test. The researcher took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive process includes in the

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<sup>8</sup>SuharsimiArikunto, *Op.Cit.*,p. 168.

<sup>9</sup>AnasSudjiono, *PengantarEvaluasiPendidikan*, (Jakarta: PT. RajaGrafindoPersada, 2013), p.163.

content universe under consideration.<sup>10</sup> In this case the researcher used objective test. There were the multiple choices test.

In applying the research, the researcher has validated essay test. The test means to measure the items of the test comprehensively. In this case, because the test function was to measure the students' ability in english writing descriptive text. So, the researcher used multiple choices test. The multiple choices testis suitable to test students' ability in reading english descriptive text. It can make students easier to master descriptive text.

### **C. The Techniques of Collecting Data**

After preparing the test, the researcher gave the test to the sample of the research, than tried to find out the result. There are some steps to collect the data:

1. The researcher made preparation of the tests for the students which are all the items of the tests realted to the material, descriptive text test.
2. The researcher made validity of the test by checking it to the English teacher and legalized by the headmaster. It is content validity.
3. After making the item test valid, the researcher gave students the tests and the time to do the tests.
4. Collecting the item of students' answer.

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<sup>10</sup>*Ibid*, p.164.

5. Coming again to the school to get the observation data from the school includes places, facilities, subject of research, event, time and experience.
6. Giving the list of interview to both of the students and English teacher.
7. Analyzing the data from the test and interview.

#### **D. Technique of Data Analysis**

After collecting their answer, the researcher analyzed the result of the test with mean score. The average scores of students are interprets in descriptive data with the formula as follows:

$$M = \frac{\sum X}{n}$$

Notes:

M : Mean score (average)

$\sum X$  : Total of the result

n : Sum of respondents<sup>11</sup>

After the researcher got the data, it has been presented in frequency table as follows:

#### **Table III**

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<sup>11</sup>AnasSudjiono, *PengantarStatistikPendidikan*, (Jakarta: PT. RajaGrafindoPersada, 1987), p.

### The Classifications Quality of the Students' Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% - 100%	Very high <sup>12</sup>

After the researcher found the mean scores of all students, it has been presented to the criteria as follows:

- a. If the value mean score 0-20, it can be categorized very low ability.
- b. If the value mean score 21-40, it can be categorized low ability.
- c. If the value mean score 41-60, it can be categorized enough ability.
- d. If the value of mean score is 61-80, it can be categorized into high ability.
- e. If the value of mean score is 81-100, it can be categorized into very high ability.

Then, to test the hypothesis, researcher used the formula as follow:

Z- Test.

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Notes:

x : Data that includes hypothesis categories

n : All of data

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<sup>12</sup>Riduan, *Belajar Mudah Penelitian Untuk Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005), p. 89.



$p$  : Hypothesis proportion

When  $Z_{\text{count}} > Z_{\text{tabel}}$  the hypothesis accepted.

**CHAPTER IV**  
**THE RESULT OF RESEARCH**

**A. Data Description**

**1. The Description of the Ability of the Students in Reading Descriptive Text of the VIII Grade SMP Negeri 7 Siabu based on the Test**

Based on the result of the ability of the students in reading descriptive text of the VIII grade SMP Negeri 7 Siabu based on the test have done, the researcher concluded that the students' ability in mastering descriptive texts was included into enough category. It could be seen in the table below;

**Table IV**  
**The Ability of the Students**  
**in Reading Descriptive Text of the VIII Grade**

<b>No</b>	<b>Students' Initial</b>	<b>Total Score</b>
1	AA	28
2	AH	44
3	BR	48
4	DJN	44
5	DPJ	40
6	FH	36
7	HA	48
8	HS	60
9	JZ	48
10	MS	60
11	MLZ	72
12	MG	60
13	MR	56
14	NM	48
15	NI	52
16	PL	44
17	PYG	56

18	RS	60
19	RSM	52
20	SI	48
21	SSB	24
22	SAB	44
23	SWH	60
24	WL	60
25	YS	64
<b>Highest Score</b>		<b>72</b>
<b>Lowest Score</b>		<b>24</b>
<b>Sum</b>		<b>1256</b>
<b>Mean Score</b>		<b>50.24</b>
<b>Mode</b>		<b>60</b>
<b>Median</b>		<b>48</b>

So, based on the table above, it shows that the mean score of the ability of the VIII grade students of SMP Negeri 7Siabu in reading descriptive text was categorized into “enough” category; it was 50.24, the total score of all the students was 1256, the highest score that the VIII grade students gotten was 72, while, the lowest score that the VIII grade students gotten was 24. While, mode score was 60 and median score was 48. Next, the calculation of how to get it can be seen in the appendix 5.

Then, to know the description about classification or the criteria of mean score of the ability of the the VIII grade students of SMP N 7Siabu in reading descriptive text in 2018/ 2019 academic year, look at the following table:

**Table V**  
**The Frequency Distribution of the Students Score**  
**In Reading Descriptive Text**

No	Interval	Mid Point	Frequency	Percentages
1	24 – 32	28	2	8%
2	33 – 41	37	2	8%
3	42 – 50	46	9	36%
4	51 – 59	55	4	16%
5	60 – 68	64	7	28%
6	69 – 77	73	1	4%
<b>Total</b>			<b>25 students</b>	<b>100%</b>

Based on the table above, it can be drawn at histogram as follow:

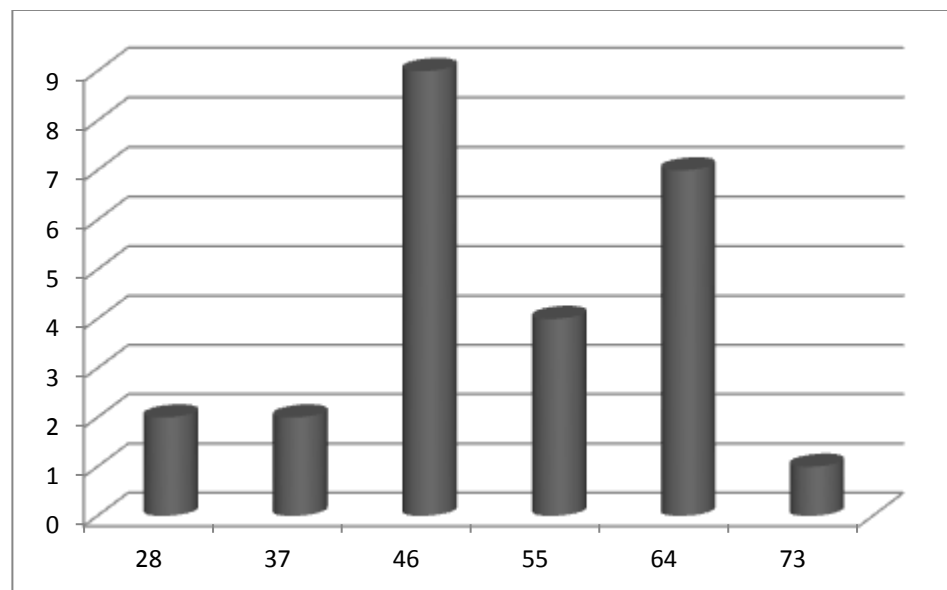


Figure 1: Histogram of the ability of the students in reading descriptive text of the VIII grade SMP Negeri 7 Siabu

Based on the histogram above, it can be stated that from 25 students there were 2 students got the score in the range of 24 to 32 in mid point 28 score in 8%, there were 2 students got the score in the range of 33 to 41 in mid point 37 score in 8%, there were 9 students got the score in the range of

42 to 50 in mid point 46 score in 36%, there were 4 students got the score in the range of 51 to 59 in mid point 55 score in 16%, there were 7 students got the score in the range of 60 to 68 in mid point 64 score in 28%, and there was 1 student got the score in the range of 69 to 77 in mid point 73 score in 4%.

## 2. The Analysis of the Data

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

$$\text{Mean} = \bar{x} = \frac{\sum x}{N}, \quad X = \frac{1256}{25} = 50.24$$

Thus, the value of mean score could be categorized into enough category. It could be said that the ability of the VIII grade students in reading descriptive text was enough. In addition, the description data of the the ability of the VIII grade students in reading descriptive text could be applied into the distribution frequency as follows:

$$\text{Range} = \text{high score} - \text{low score} = 72 - 24 = 48$$

1. Total Total of Classes =  $1 + 3,3 \log (n)$ 

$$= 1 + 3,3 \log (25)$$

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

$$= 1 + 4,58$$

$$= 5,58 = 6$$

2. Interval (i)

$$i = \frac{48}{BK} = \frac{48}{6} = 8$$

Next, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

**Table VI**  
**The Result Criteria Score Interpretation of Mean Score**

Class of score	Predicate
80-100	Very Good
70-79	Good
<b>60-69</b>	<b>Enough</b>
50-59	Poor

### 3. Median

$$Me = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{fi} \right) i$$

$$\left[ \frac{1}{2} n = \frac{1}{2}(25) = 12,5 \right]$$

$$Me = 45,5 + \left( \frac{12,5 - 12}{2} \right) 8$$

$$= 45,5 + (0,25) 8]$$

$$= 45,5 + 2$$

$$= 47,5 = \text{get closer to } 48$$

### 4. Mode (the score that the most students got) = 60

### **3. The Description of the Ability of the Students in Reading Descriptive Text of the VIII Grade SMP Negeri 7 Siabu based on the Interview to the Students and the English Teacher**

In this discussion, the researcher afforded to reveal the real problems in which students got in learning about reading descriptive text. The researcher had conducted interview to the VIII grade students of SMP Negeri 7 Siabu and English teacher to get the data needed in this research. To validate the data the researcher conducted deep interview with participants to minimize the data error. However, the researcher realized that could not avoid doing mistakes.

The researcher interviewed students and English teacher by asking questions what students' difficulties of the VIII grade students of SMP Negeri 7 Siabu in reading descriptive text and what the causes of those difficulties.

The researcher interviewed in the first meeting before the test given, and the researcher got the result like their answers as follows:

Sein Saputra Btr as she got the lowest score in doing the descriptive text test, she stated that his difficulties in reading descriptive text were firstly, he said that reading descriptive text was really difficult. He doesn't know anything about English, especially about text type. Then, he doesn't master

more about vocabularies so that it is difficult to understand the meaning of the words from the text.<sup>1</sup>

Then, Alpin Ardiansyah stated that his problem in reading descriptive text was lack of vocabulary, similar with Sein Saputra Btr's problems. He said that the cause of problem because she had no much time to enrich his vocabulary, and he is lazy to review and review the new vocabulary he just got, and he is hard to find it in dictionary.<sup>2</sup>

Misna Rahayu stated that her difficulty in reading descriptive text was about the topic, the generic structure, and how the ways to read it so it is easier to understand. It is extremely difficult to read English. She just solves her problem by always, always, and always looking dictionary to translate unfamiliar words in free time.<sup>3</sup>

Masri Nurani Gulo said that her difficulty in reading descriptive text was less of understanding about the noun, the adjective, the verb, the grammar point such us; the underline word of subjects, underline word of verb, etc, it refers to what. She added that the causes of those difficulties were; she did not maximize her effort to master English. She memorized vocabulary

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<sup>1</sup>Sein Saputra Btr, The VIII grade student, *Research Written Interview*, on Monday, April 29<sup>th</sup> 2019, at 08.05 am.

<sup>2</sup>Alpin Ardiansyah, The VIII grade student, *Research Written Interview*, on Monday, April 29<sup>th</sup> 2019, at 08.05 am.

<sup>3</sup>Misna Rahayu, The VIII grade student, *Research Written Interview*, on Monday, April 29<sup>th</sup> 2019, at 08.05 am.



rarely and he did not practice his text ability maximally. Then, she also can't translate English into Bahasa well.<sup>4</sup>

Further, Margareta Lindawati Zendrato told her difficulties in reading descriptive text were her understanding about verb and vocabulary were lack. He said that he couldn't differentiate among words. Then, he didn't know how to master text greatly and how to master vocabulary as much as possible. Then, she tried to master text by asking the expert people and must study more and more.<sup>5</sup>

More, Putri Yanti Gea explained same like Margareta that understanding about subject, noun, verb, adjective, vocabulary, and many words were lack. He said that she couldn't differentiate among subject, noun, verb, adjective, vocabulary, and many words. He thinks all are same. Then, she didn't know how to read descriptive text understoodly because she doesn't have dictionary. She gets the solution sometimes by looking her friend's dictionary and the helping from her friends.<sup>6</sup>

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<sup>4</sup>Masri Nurani Gulo, The VIII grade student, *Research Written Interview*, on Monday, April 29<sup>th</sup> 2019, at 08.05 am.

<sup>5</sup>Margareta Lindawati Zendrato, The VIII grade student, *Research Written Interview*, on Monday, April 29<sup>th</sup> 2019, at 08.05 am.

<sup>6</sup>Putri Yanti Gea, The VIII grade student, *Research Written Interview*, on Monday, April 29<sup>th</sup> 2019, at 08.05 am.

Whereas, Rina Sari told that her problems was because of she can't compare descriptive of noun, house, place, animal, and people. She can't use dictionary and how to look for the meaning of words on it.<sup>7</sup>

Hence, after interviewing the VIII grade students of SMP Negeri 7 Siabu, the researcher concluded that their main problem in reading descriptive text was in vocabulary mastery. They got difficulty in understanding and finding appropriate meaning of the words when based on the context of the text that they are reading. That is because some of them don't have dictionary, can't use dictionary, and don't know how the way to find the meaning in dictionary.

Beside their problem in vocabulary mastery, the grammar point became essential because low of understanding of the use of verb, subject, present tense made them hard to answer the questions. Then, the last problem was the students don't know about text type and of course don't understand generic structure of the text, especially the generi structure of descriptive text.

The researcher also interviewed Novita Dewi, S.Pd., as an English teacher of the VIII grade students of SMP Negeri 7 Siabu. She said,

Students' problem in reading descriptive text is about the lack of vocabularies, the students don't have many vocabularies so that it is difficult for them to know the meaning of words, even the meaning of what is talking in the text. those problems come because some of them are coming from the low economy family level so that most of them

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<sup>7</sup>Rina Sari, The VIII grade student, *Research Written Interview*, on Monday, April 29<sup>th</sup> 2019, at 08.05 am.

don't have dictionary. Even, if they have dictionary, they can't use it, they don't know how to use it. Then, the underline words that is given in the multiple choices test is difficult for them too, because they are lack of vocabulary mastery so that they don't know the synonym of the words given. The students are also lack of understanding about text type, especially descriptive text type, eventhough they have studied about it. They are a bit lazy to review, review and review what they just learnt. Although I as the English teacher has told that they have to review the topic again and again at home or with their friends. Further, about the grammar, because of the students' background in grammar is stil less, because they are still in gradeVIII so that it is extremely difficult for them to understand the descriptive text.<sup>8</sup>

From Novita Dewi, S.Pd's statement, the researcher might conclude that students' problems in reading descriptive textwas not so different with what students got. She emphasized on the grammar point, text type and vocabulary mastery. Concerned with the text type, she had encouraged the students to read more English text type, for more effective, she planned to form such regulation to obligate students in reading English maybe as the take home task. Then, the take home task result will test in the class as the feedback.

So, the researcher concludes the points of the VIII grade students' difficultiesof SMP Negeri 7 Siabubased on the Interview to the Students and the English Teacher are as follows:

- a. Lack of vocabularies.
- b. Lack of having dictionary.

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<sup>8</sup>Novita Dewi, S.Pd., The English teacher of the VIII Grade Students, *Research Written Interview*, on Monday, April 29<sup>th</sup> 2019, at 08.05 am.

- c. Less understanding about text type.
- d. Less understanding about generic structure of text.
- e. Less understanding about grammar; present tense and verb.

To check the trustworthiness of data above, the researcher used Participatory modes of research (deep interview). It is the technique of validating data. The researcher checked the result of the all interviews with the participants. If the answers from all participants had similarities it meant that the data were already valid.

After interviewing all the participants, the researcher concluded that the validity of the data had already been valid, because the researcher had validated the data by comparing the result of the interview from all participants, the researcher found that the sameness of answer between students and English teacher concerned on students' mastering in descriptive text at the VIII grade of SMP Negeri 7 Siabu .

### **3. The Description of the efforts of the English Teacher of the VIII Grade Students of SMP Negeri 7 Siabu in Reading Descriptive Text based on the Interview**

Before knowing the efforts that the English teacher done to make the students more understanding in reading descriptive text, it is better to know first about the students difficulties so that it is easier to describe the efforts.

Based on the English teacher said above, there were 3 difficulties that the students got. They were:

**a. Lack of vocabulary**

The effort of the teacher was; she asked the students not to think that memorizing the words is hard, make them easy to memorize the word. The English teacher used efforts. One of English teacher ordered effort was the English teacher brought the students to a place or to the text. Next, the teacher ordered the students to write the new vocabularies from the text. The last, they memorized the new vocabularies found from the text. The English teacher ordered them to bring the dictionary in learning English. If they did not know about the vocabulary that they needed, so they can open dictionary. Then the teacher also ordered them to memorize the vocabularies.<sup>9</sup>

**b. Less understanding about Text Type**

The English teacher says;To make the students were easier to know the text types, the English teacher gave the detailed explanation about it, gave the examples, and often to ask the students look at the text directly and discuss types of texts together.<sup>10</sup>

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<sup>9</sup>Novita Dewi, S.Pd., *log. Cit.*

<sup>10</sup>Novita Dewi, S.Pd., *log. Cit.*

**c. Less Understanding about Generic Structure of Text;**

The English teacher says; Generic structures of descriptive text is explained more using table or mapping method so the students can differentiate it well by separated the paragraph using table based on the generic structure. If there are 3 types of generic structure, teacher gives 3 table or column then every column is filled by the paragraph. The point is practice makes perfect, I order students practice it, again, again, and again to make them usualn to do it. Like reading the text as often as possible, doing the exercises of descriptiv text as much as possible, and discussing or sharing each other with friends. Even I ask students to bring their pets, favorite possessions, or the pictures of their families, then we tell the realia they brought to class in descriptive text one by one telling it, then try little by little to retell their friends' text. so, they get double telling; telling their descriptive text and retelling their friend's text.<sup>11</sup>

**d. Less understanding about grammar; Present Tense and Verb Form.**

The efforts of the teacher are; The teacher and the students often repeat the lesson then gave the more examples which the near example or familiar example with students life, for example the using of the simple present tense in mastering descriptive text. The English teacher must repeat again and again about simple present tense for them like finding

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<sup>11</sup>Novita Dewi, S.Pd., *log. Cit.*

the imperative sentence or action verbs and reference of the certain subjects in descriptive text. Sometimes, the English teacher ordered to memorize the patterns and write the example of students by using simple present tense.<sup>12</sup>

## **B. Discussion**

After analyzing the data, it was known that the ability of the students in reading descriptive text of the VIII grade SMP Negeri 7 Siabu was categorized into enough category or 50.24 score; it was gotten from the result of students' means score in doing descriptive text test. It can be known from the table IV above. Next, the students got difficulties in reading descriptive text at the VIII grade students of SMP Negeri 7 Siabu were; *the first*, the students had difficulties in vocabulary; they didn't have many vocabularies so that they couldn't find out well the explicit and implicit meaning of that text. It was because of their lack of vocabulary, they are lazy to remember, review, and memorize the new vocabulary they just gotten. The second, the students had difficulties in grammar; they didn't understand about the verb and present tense or the direction given by using verbs in the descriptive text. *The third*, the students didn't have more understanding about text type and generic structure of text. It was stated also by the English teacher that the students were a bit lazy to learn more, more, and more about text, especially about descriptive text.

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<sup>12</sup>Novita Dewi, S.Pd., *log. Cit.*

Comparing to the related findings of this research, some researches that are similar with this research.

The first, research done by Nur Robiah's script,<sup>13</sup> the result of this research, there is a positive correlation between adverbs mastery and writing descriptive text mastery to the grade students of SMP Negeri 1 Angkola Barat.

The second, Nelpi Simamora had been done the study about "An Analysis on Students' Ability to Identify Complex Sentences in Descriptive Text at Madrasah Aliyah Negeri Nagasaribu".<sup>14</sup> She found that the result of this research was categorized in to good (61,25%).

Thirdly, Arnisyah Nasution did the research "Improving Students' Writing Descriptive Text Ability through Content Based Approach (CBA) at Ten Grade of MAN Panyabungan"<sup>15</sup> that the research result saw the progressive mean of the students. It was seen from the improvement mean score in pretest up to first cycle was 32.66 (6.66%) improved to 59,00 (60.00%). In second cycle improved to 70.66 (86.66%). The mean in the second cycle was higher than the first cycle. In conclusion, content based approach could improve students' writing ability at X grade of Man Panyabungan.

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<sup>13</sup>Nur Robiah Harahap, "The Correlation between Adverbs Mastery and Writing Descriptive Text Mastery to the VIII Grade Students of SMP Negeri Angkola Barat." (*Unpublished Thesis*, Padangsidimpuan: STAIN Padangsidimpuan, 2009), p. 28.

<sup>14</sup>Nelpi Simamora, "An Analysis on Students' Ability to Identify Complex Sentences in Descriptive Text at Madrasah Aliyah Negeri Nagasaribu", (*Unpublished Thesis*, Padangsidimpuan: IAIN Padangsidimpuan, 2014), p. 44.

<sup>15</sup>Arnisyah Nasution, "Improving Students' Writing Descriptive Text Ability through Content Based Approach (CBA) at Ten Grade of MAN Panyabungan", (*Unpublished Thesis*, Padangsidimpuan: STAIN Padangsidimpuan, 2013), p. viii.



More, “A Study on Teaching Learning Reading Skill of Descriptive Text on the Eighth Grade Students of SMPN 1 Gemolong in Academic Year 2016/2017” was written by Sasa Ismiyastuti<sup>16</sup>. After doing the research, the researcher found that the teaching descriptive text on reading skill at the eighth grade students of SMPN 1 Gemolong is run well, the student can understand the material clearly. The grammar translation and direct methods are the most appropriate method to the students, it was proven by the students’ score. In the teaching descriptive text, English teacher used a descriptive text about animal, person, place, and thing as material to explain and can answer the question easily. In other hand, in the process of teaching learning, the English teacher used daily score, final score as the evaluation.

Then, a research that is done by Syafrida Hanum Harahap.<sup>17</sup> She did the research at grade X-3, it is the writing test that given to the respondents. She found that the calculating score of students’ ability in writing descriptive text at grade X-3 in SMA Negeri 3 Sibolga was 59.28 %. Then it can be categorized into enough category. She added that most of students can write the identification well and interest can write the description but not quite be categorized specially.

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<sup>16</sup>Sasa Ismiyastuti, “A Study on Teaching Learning Reading Skill of Descriptive Text on the Eighth Grade Students of SMPN 1 Gemolong in Academic Year 2016/2017” was written by Sasa Ismiyastuti”, (Surakarta: IAIN Surakarta, 2017), p. 9.

<sup>17</sup>Syafrida Hanum Hrp, “Students Ability in Writing Descriptive Text at SMA Negeri 3 Sibolga”, (*Unpublished Thesis*, Padangsidempuan: STAIN Padangsidempuan), p. 44.

In addition, research done by Anni Khoiriyah<sup>18</sup> the result of this research is a positive qualitative research. The use on variable in order she know about how far the student's ability in identify sentences.

Based on the descriptions above, the researcher concluded that the examination and description of the students' ability in english mastering descriptive text and complete the previous research. So, the researcher concluded that the students' mastering descriptive text at at the VIII grade students of SMP Negeri 7 Siabuwas 50.24 mean score or it can be categorized into enough category according to this research title was **“The Ability of the VIII Grade Students of SMP Negeri 7 Siabu in Mastering Descriptive Text”**.

### C. Threats of the Research

In conducting this research, the researcher realized that there were so many threats in doing reading descriptive text ability research. It started from arranging proposal until finishing thesis. The researcher realized that to conduct a qualitative descriptive research needed long time research. Due to the limitation of time and finance, and materials; this research was conducted in short time which made it far from perfection; it was just one month, then, one month in Ramadhan month, so students are quite weak, tired, and a little bit unfocus to follow the research process. It was because of the school of the research place where the researcher did the test gave the researcher time limitation, because the

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<sup>18</sup>Anni Khoiriyah, “The Tense Error Analysis in Writing Descriptive Text At Grade XI In Sma N 1 Sipirok”, (*Unpublished Thesis*, Padangsidempuan: STAIN Padangsidempuan, 2009), p.65.

students will have a Ramadhan agenda. So, the students can't be disturbed too long. It can disturb the students' focus in joining the Ramadhan agenda that make them a half of their soul are about Ramadhan agenda and a half more is doing the research test.

In conducting the interviews, the results obtained might be less valid, due to the VIII grade students who might not be too serious in answering any questions from the interview, there was a mutual cheating, bias, psychological support in activities such interview and the limited time available. Then, because of the researcher's home is far from the research field and to the campus, the researcher get difficulties to go there. Next, because of the students' time limitation is not enough (1 lesson was 45 minutes), while the researcher gave many interview questions. The last, the researcher got the students were not serious in doing the reading descriptive text test, because there was not their English teacher observed their class while the researcher did the research there. Some of them are still busy to look their friends' answer or they answered randomly without considering the answer carefully.

However, the researcher had done the best in this research. The researcher was very aware of the threats that exist in this paper, but with hard work, this research could be fully resolved. Therefore, to get a fix for this research, the researcher expected support from teachers, both of the researcher's advisors, friends and readers.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After treating the collecting data, the researchertook the conclusions about this research as the following:

1. The result of this research which the title "*The Ability of the Students in Reading Descriptive Text of the VIII Grade SMP Negeri 7 Siabu*" can be categorized into enough category. It could be seen from the value of the percentage from mean score gotten by the students, that is 50.24 score.
2. The students' difficulties in reading descriptive text at VIII grade students of SMP Negeri 7 Siabu were:
  - a. Lack of vocabulary
  - b. Less understanding about text.
  - c. Less understanding about generic structure of text.
  - d. Less understanding about grammar; verbs and present tense.
3. The efforts of the English teacher in reading descriptive text at VIII grade students of SMP Negeri 7 Siabu were:
  - a. Lack of vocabulary; English teacher ordered effort was the English teacher brought the students to a place or to the text. Next, the teacher ordered the students to write the new vocabularies from the text. The last,

they memorized the new vocabularies found from the text. The English teacher ordered them to bring the dictionary in learning English. If they don't have dictionary, they share dictionary each other with friends. If they did not know about the vocabulary that they needed, so they can open dictionary. If they can't use dictionary or how to use it or find the meaning, the teacher taught them how to use it. Then, the teacher also ordered them to memorize the vocabularies and use them as often as possible.

- b. Less understanding about text type; To make the students were easier in understanding text type, teacher introduce students more text types little by little.
- c. Less understanding about generic structure of text; practice makes perfect. Teacher used that proverb, she taught generic structure and always remind students about it.
- d. Less understanding about grammar; verbs and present tense; The teacher and the students often repeat the lesson then gave the more examples which the near example or familiar example with students life, for example the using of the presenttense in comprehending descriptive text. The English teacher must repeat again and again about simple present tense for them. Sometimes, the English teacher ordered to memorize the patterns and write the example of students by using simple presenttense.

## **B. Suggestions**

After taking the conclusions, the researcher wanted to give the suggestions above the result of this research. It could be seen as bellow:

1. It is suggested to the headmaster; to motivate his teachers to keep motivating their students in studying English, especially in understanding the text type.
2. It is suggested to the English teacher to:
  - a. Before studying about writingdescriptivetext, the students have to know and master about generic structure/ element and the grammar point using in descriptivetext.
  - b. Apply the suitable strategies, methods, ways, or procedures which can improve or help the students in understanding English Especially in mastering descriptivetext.
3. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

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## CURRICULUM VITAE

### IDENTITY

Name : Ummi Kalsum Lubis  
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Natal

### PARENT

1. Father's Name : Ali Basir Lubis (alm)  
2. Mother's Name : Radiyah Nasution

### EDUCATION BACKGROUND

1. Graduated from Elementary School in SD N 193 Kotanopan 2000-2006
2. Graduated from Junior High School in SMP N 1 Kotanopan 2006-2009
3. Graduated from Senior High School in SMK N 1 Kotanopan 2009-2012
4. Be University Student in IAIN Padangsidempuan

## APPENDIX 1

### The Test of Reading Descriptive Text

Name :

Class : VIII (Eight Grade) of SMP Negeri 7 Siabu

Petunjuk :

1. Pilihlah jawaban yang benar dari pilihan ganda tersebut (A, B, C, atau D).
2. Test ini hanya bertujuan untuk mengetahui data dari siswa-siswi tentang kemampuan siswa dalam menguasai dan memahami pelajaran membaca deskriptive teks.

This text is for question number 1 – 5:

#### Barack Obama

##### Identification:

Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face.

##### Description:

He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

1. What is the purpose of the text above? . . . . .
  - A. To persuade the readers to choose him in the election.
  - B. To entertain the readers about the story of Barack Obama.
  - C. To report the life of the president of United States of America.
  - D. To describe Barack Obama's physical appearance and personality.
2. Who is Barrack Obama?. . . . .
  - A. Barrack Obama is the President of Africa.
  - B. Barrack Obama is African-American who isthe president of United States.
  - C. He is the doctor.
  - D. He is tall.
3. How is Barrack Obama known as?. . . . .
  - A. He is known as a smart and wise man.
  - B. He is known as a handsome man.
  - C. He is known as a ministry.
  - D. He is known as a bad man.
4. Why do people adore him? . . . . .
  - A. Because of his spirit and action in creating peace in this world.
  - B. Because he looks friendly.
  - C. Because he is a loving husband for his wife.
  - D. Because he is a good father for his two children.
5. "... dark complexion, pointed nose, and oval face." The antonym of the underlined word is ....
  - A. Flat
  - B. Short
  - C. Straight
  - D. Handsome

This text is for question number 6 – 10:

### My Dog

#### (Identification)

My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet.

#### (Description)

His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take him for walk around because he really like it. Jiji is already as the part of our family.

6. What do you think the text aim is? . . . . .
  - A. To persuade the readers to have pet.
  - B. To entertain the readers about the story of the dog, Jiji.
  - C. To report the readers that the writer has the dog from his/her daddy.
  - D. To describe how the dog looks like.
  
7. What does the paragraph tell about? . . . . .
  - A. The character of the dog.
  - B. The fur of the dog.
  - C. The physical body of the dog.
  - D. The statement of the dog.
  
8. How is the body and the tail of the dog? . . . . .
  - A. He has a long tail and small body.
  - B. He has a small tail and big body.
  - C. He has a long tail and big body.
  - D. He has a short tail and big body.
  
9. What color of fur does the dog have?. . . . .
  - A. The dog have brown fur.
  - B. The dog has brown fur.
  - C. The dog has black fur.
  - D. The dog have black fur..
  
10. “My dad bought me a dog on my birthday. **It** is a male golden retriever dog. . . . .” . The bold underline word refers to . . . . .
  - A. My Dad
  - B. A Dog
  - C. My
  - D. Me

This text is for question number 11 – 15:

### My House

My House is divided into two floors. On downstairs, I have all the important parts of the house such as the kitchen, bathrooms, storage room and parking garage. On upstairs I have one room where I keep the washer and dryer and one big terrace.

Downstairs, the floor is divided in eight rooms, four of them are bedrooms, other two are bathrooms and then one kitchen and one dining room.

In my bedroom, I have a lot of things inside, such as a television, a playstation 3, and many tropies.

In my sister's bedroom, there is a computer and in the other two bedrooms are for my parent and my other sisters.

Normally we eat in everywhere we want, but on Sunday we eat together in the dining room. I really love my house, the place where we could share everything together.

11. What is the suitable purpose of text above? . . . . .
  - A. To describe the parts of my house.
  - B. To entertain the readers about the big house.
  - C. To report the readers that the writer has the big house.
  - D. To persuade the readers to buy house.
  
12. From the title text, we know that the writer has . . . . .
  - A. 4 important parts of the house.
  - B. 6 important parts of the house.
  - C. 5 important parts of the house.
  - D. 7 important parts of the house..
  
13. How is the condition of the writer's sister bedroom . . . . .
  - A. The floor is divided in eight rooms, four of them are bedrooms, other two are bathrooms and then one kitchen and one dining room.
  - B. There is a computer and in the other two bedrooms are for the writer's parent and other sisters.
  - C. I have a lot of things inside, such as a television, a playstation 3, and many trophies.
  - D. There is a fridge and in the other two bedrooms are for the writer's grandparent and other sisters.
  
14. When does the writer eat together?. . . . .
  - A. On Sunday the writer eats together in the dining room.
  - B. On Sunday the writer eat together in the dining room.
  - C. On Saturday the writer eats together in the dining room.
  - D. On friday the writer eat together in the dining room.
  
15. "In my bedroom, I have a lot of things inside, such as a television, a playstation 3, and many **trophies**. . . . .". The bold and underline word is similar to . . . . .
  - A. Gifts
  - B. Awarded things or prizes.
  - C. Invitations.
  - D. Photos.

This text is for question number 16 – 20:

### A Tree

There are three main parts of a tree. They are crown, trunk, and root. The crown is at the top of the tree. It consists of leaves, branches, and twigs. The crown filters dust and other particles from the air. The leaves produce food for the tree through photosynthesis.

The trunk or stem of a tree supports the crown and gives the tree its shape and strength. The trunk consists of some layers. The layers carry water and minerals up from the roots to the leaves, and they are carry sugar down from the leaves to the branches, trunk and roots.

Tree's roots absorb water and nutrients from soil, store sugar and hold the tree upright in the ground. Some roots can go down more than four meters.

16. What do you think the text tells about . . . . .
  - A. The report of a tree
  - B. The description of branches.
  - C. The description of a tree
  - D. The story of a trunk
  
17. What are the crown consisted of?
  - A. Trunk, stem and leaves

- B. Trunk, branches, and twigs
- C. Leaves, branches, and trunk
- D. Leaves, branches, and twigs

18. What does the trunk or stem do for a tree?

- A. It consists of some layers
- B. It carries sugar down from the leaves to the branches, trunk and roots.
- C. It carries water and minerals up from the roots to the leaves
- D. It supports the crown and gives the tree its shape and strength.

19. “The layers **carry** water and minerals up from the roots to the leaves . . . . .”.

The **carry** is . . . . .

- A. Verb
- B. Subject
- C. Adjective
- D. Object

20. From paragraph 2, we know that the synonym of trunk is . . . . .

- A. Stem
- B. Branch
- C. Leaf
- D. Twig

This text is for question number 21 – 25:

### **My best friend**

I have a special friend. She is my classmate and sits beside me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

21. What does the write’s purpose tell?

- A. To entertain the readers about the kind friend.
- B. To report the readers that the writer make friends.
- C. To describe the characters and life of my best friend.
- D. To persuade the readers to make friends with Rohmi.

22. Where did the writer sit?

- A. In front of Rohmi
- B. Behind Rohmi
- C. Next to Rohmi
- D. Far from Rohmi

23. What does the second paragraph describe you about? . . . . .

- A. Rohmi and her family
- B. Rohmi and her father
- C. Rohmi and her brother
- D. Rohmi and her friends

24. “One thing that I always admire about her is that she can manage her time well, and she always looks **cheerful** . . . . .” The underline and bold word is . . . . .

- A. Verb
- B. Adjective

- C. Noun
- D. Adverb

25. "...Rohmi and her brother work part-time to earn some money." What do the underlined words mean? . . . . .

- A. work for the whole of working week
- B. work for only part of each day or week
- C. work for the purpose of getting money as much as possible
- D. work for family

English teacher,  
As a validator

**Siabu, Mei 2019**

Headmaster,  
As a validator

**Novita Dewi, S.Pd**  
**NIP.**

**Abdul Salam, S.Pd**  
**NIP.**

## APPENDIX 2

### Key Answer

1. D	11. A	21. C
2. B	12. C	22. C
3. A	13. B	23. A
4. A	14. A	24. B
5. C	15. B	25. B
6. D	16. C	
7. D	17. D	
8. C	18. D	
9. B	19. A	
10. B	20. A	



## APPENDIX 3

### The List of Interview

#### A. Interview to the Teacher

1. Metode-metode/ teknik-teknik apa saja yang digunakan Bapak/ Ibu dalam mengajarkan penguasaan teks deskriptif pada siswa kelas VIII di SMP Negeri 7 Siabu?  
(What are the methods/techniques that used by the English teacher in teaching descriptive text at the VIII students of SMP Negeri 7 Siabu?)
2. Apa-apa saja yang bapak/ibu ajarkan sebelum menugaskan siswa penguasaan teks deskriptif pada siswa kelas VIII di SMP Negeri 7 Siabu?  
(What are that English teacher teaching before ordering the students to reading descriptive text at the VIII students of SMP Negeri 7 Siabu?)
3. Bagaimanakah sistem pengajaran dalam mengajarkan penguasaan teks deskriptif pada siswa kelas VIII di SMP Negeri 7 Siabu?  
(How is the teaching system in teaching reading descriptive text at the VIII students of SMP Negeri 7 Siabu?)
4. Bagaimanakah hasil belajar siswa dalam penguasaan deskriptive text?  
(How is the students' result in reading descriptive text?)
5. Kesulitan – kesulitan apa saja yang dihadapi siswa dalam penguasaan teks deskriptive?  
(What are the students' difficulties in reading descriptive text?)
6. Bagaimana Bapak/Ibu memecahkan masalah tersebut?  
(How are the English teacher's efforts?)

English teacher

Muara Batang Angkola, Mei 2019  
Headmaster of SMP Negeri 7 Siabu

**Novita Dewi Hayati, S.Pd**  
NIP.

**Abd. Salam, S.Pd**  
NIP. 19630310 198304 1008

## **B. Interview to the Students**

**Name :**

**Class : VIII (Eight Grade) of SMP Negeri 7 Siabu**

1. Apakah Adik belajar teks deskriptif?  
(Do you study descriptive text?)
2. Apakah menurut Adik memahami dan menguasai teks deskriptif itu sulit?  
(Is reading descriptive text difficult for you?)
3. Kesulitan – kesulitan apa saja yang Adik hadapi dalam membaca teks deskriptive?  
(What are your difficulties in reading descriptive text?)
4. Bagaimana Adik memecahkan masalah tersebut?  
(How do you get the solution for your problems?)

**APPENDIX 4****The Names and the Initials of the VIII Grade Students  
of SMP Negeri 7 Siabu**

<b>No</b>	<b>Name</b>	<b>Initial</b>	<b>Score</b>
1	Alpin Ardiyansyah	AA	28
2	Arifansah	AH	44
3	Baktiar	BR	48
4	Depi Juwita Nst	DJN	44
5	Desta Putra Jaya	DPJ	40
6	Finisden Hulu	FH	36
7	Hengki Andiano	HA	48
8	Hety Sabdani	HS	60
9	Juprianus Zega	JZ	48
10	Mardiati Sahro	MS	60
11	Margareta Lindawati Zendrata	MLZ	72
12	Masrinurani Gulo	MG	60
13	Misna Rahayu	MR	56
14	Nolisman	NM	48
15	Nuraini	NI	52
16	Pahrizal	PL	44
17	Putri Yanti Gea	PYG	56
18	Rina Sari	RS	60
19	Riski Sulaiman	RSM	52
20	Sarwedi	SI	48
21	Sein Saputra Btr	SSB	24
22	Siti Aisyah Batra	SAB	44
23	Sri Wahyu Hastati	SWH	60
24	Waridah Lubis	WL	60
25	Yoga Saputra	YS	64
<b>Total of score</b>			<b>1256</b>

$$\text{Mean} = x = \frac{\sum x}{N}, \quad X = \frac{1256}{25} = 50.24$$

## APPENDIX 5

### Description Data

1. The score of students' score from low score to high score.

24	44	48	56	60
28	44	48	56	60
36	44	48	60	60
40	48	52	60	64
44	48	52	60	72

2. High score = 872  
 3. Low score = 24  
 4. Range = high score – low score  
 $= 72 - 24 = 48$   
 5. Total of Classes =  $1 + 3,3 \log (n)$   
 $= 1 + 3,3 \log (25)$   
 $= 1 + 3,3 ( 1,39)$   
 $= 1 + 4,58$   
 $= 5,58 = 6$

6. Interval (i)

$$i = \frac{48}{BK} = \frac{48}{6} = 8$$

7. Mean score (x) =  $\sum \frac{fixi}{fi}$

Interval	Fi	xi	Fixi	Fkb
24 – 31	2	27,5	55	25=N
32 – 40	2	36,5	73	23
41 – 49	9	45,5	409,5	21
50 – 58	4	54,5	218	12
59 – 67	7	63,5	444,5	8
68 – 76	1	72,5	72,5	1
<b>i = 8</b>	<b>25</b>		<b>1272,5</b>	

$$\text{Mean} = x = \frac{\sum x}{N}, \quad X = \frac{1272}{25} = 50,9 = \text{get closer to } 50,24$$

8. Median

$$\text{Me} = l + \left( \frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$\left[ \frac{1}{2} n = \frac{1}{2} (25) = 12,5 \right]$$

$$\text{Me} = 45,5 + \left( \frac{12,5 - 12}{2} \right) 8$$

$$= 45,5 + (0,25) 8]$$

$$= 45,5 + 2$$

$$= 47,5 = \text{get closer to } 48$$

9. Modus (the score that the most students got) = 70













KEMENTERIAN AGAMA  
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:In.19/E.6a/PP.00.9/ /2015

Padangsidimpuan, 09 Juli 2015

: Biasa

: -

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Yusni Sinaga, M. Hum (pembimbing II)

di-

Padangsidimpuan

*Assalamu 'Alaikum Wr. Wb*

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan tadaris bahasa inggris(TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM : Ummi Kalsum Lubis /12 340 0076

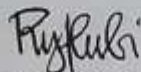
Jurusan : Tadris Bahasa Inggris 2

JudulSkripsi : **THE ABILITY OF THE STUDENTS IN READING DESCRIPTIVE TEXT OF THE VIII GRADE SMP NEGERI 7 SIABU**

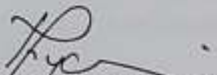
Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

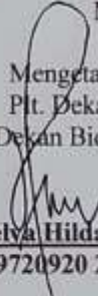


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Mengetahui  
Pit. Dekan  
Wakil Dekan Bidang Akademik

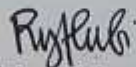


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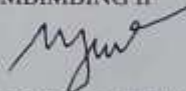
**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**

BERSEDIA/~~TIDAK BERSEDIA~~  
PEMBIMBING I

BERSEDIA/TIDAK BERSEDIA  
PEMBIMBING II



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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B - 568 /In.14/E/TL.00/05/2019  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

6 Mei 2019

Yth. Kepala SMP N 7 Siabu  
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ummi Kalsum Lubis  
NIM : 12 340 0076  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Jln. Sinar

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "An Analysis of Students' Ability in Writing Descriptive Text at Grade VIII SMP N 7 Siabu".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Dekan  
Dr. Lely Hilda, M.Si.

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PEMERINTAH KABUPATEN MANDAILING NATAL  
DINAS PENDIDIKAN  
SMP NEGERI 7 SIABU SATU ATAP  
KECAMATAN SIABU

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor: 422/ /SMP/2019

Yang bertanda tangan di bawah ini:

Nama : **ABD. SALAM, S.Pd**  
Nip : 19630310 198304 1 008  
Pangkat/Golongan : Pembina/IVa  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP N 7 Siabu Satu Atap Kecamatan Siabu

Dengan ini menerangkan bahwa .

Nama : **UMMI KALSUM LUBIS**  
NIM : 123400076  
Tempat /Tgl lahir : Kotanopan 27 Agustus 1993  
Jurusan : Tadris Bahasa Inggris  
Mahasiswa : IAIN Padangsidimpuan

Benar telah melaksanakan Riset sesuai dengan Penelitiannya yang berjudul " THE ABILITY OF THE VIII GRADE STUDENTS OF SMP NEGERI 7 SIABU IN MASTERING WRITING DESCRIPTIVE TEXT".

Demikian surat keterangan ini diperbuat dengan sebenarnya, untuk dapat dipergunakan seperlunya.

Muara Batang Angkola, 13 Mei 2019

