



**THE STUDENT'S ABILITY OF THE GRADE XI TO IDENTIFY
SENTENCES IN DESCRIPTIVE TEXT IN MADRASAH ALIYAH
NEGERI 1 PADANGSIDIMPUAN**

SKRIPSI

*Submitted to the English Education Study Program of State Collage for Islamic
Studies Padangsidimpuan in Partial Fulfillment of the Requirement for the Degree
of Educational Islamic Scholar (S.Pd. I) in English Program*

By

SAIMA PUTRI LUBIS

Reg. No. 07 340 0026

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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Assalamu 'alaikum Wr. Wb

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n **Saima Putri Lubis** yang berjudul **"The Student's Ability of the Grade XI to Identify Sentences in Descriptive Text in Madrasah Aliyah Negeri 1 Padangsidimpuan"**, maka kami berpendapat bahwa skripsi ini sudah dapat memenuhi syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah STAIN Padangsidimpuan.

Untuk itu, dalam waktu tidak berapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

Wassalamu 'alaikum Wr.Wb

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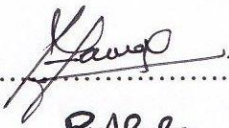
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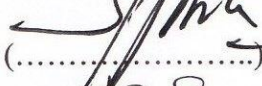
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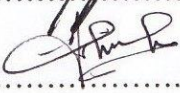
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Bismillahirrahmanirrahim.

Alhamdulillah, in the name of Allah, praises and the greatest thanks to the Almighty God, Allah SWT, the Most Merciful, for granting the researcher strength, healthy, ability and guidance so that the researcher has been able to finish this thesis. *Shalawat* is also addressed to the prophet, Muhammad SAW who presents his life or Islam.

In completing this thesis, the researcher had so many weaknesses. The researcher realized that the researcher had to learn and study anymore. In this time, the researcher received a lot of helpful suggestions, guidance and supports from many people. Thus, the researcher would like to acknowledge her gratitude for all the generous attention, guidance and moral support during the completion this thesis. So here, the researcher would like to extend my gratitude, they are:

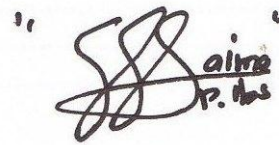
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This thesis is still far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidempuan, 20 September 2012

A handwritten signature in black ink, featuring stylized loops and the name 'Saima' followed by 'P. Lubis' in smaller text.

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Year : 2012

ABSTRACT

The aims of the research are to know how is the ability of students' at grade XI in identifying sentences in descriptive text, to know the students' difficulties at grade XI to identifying sentences in descriptive text, and to know the English teacher efforts in overcoming their students' difficulties in identifying sentences in descriptive text in Madrasah Aliyah Negeri 1 Padangsidempuan.

The sources of data are the grade XI of students, the English teachers and Head Master of Madrasah Aliyah Negeri 1 Padangsidempuan. The kind of this research is qualitative research by using descriptive method. The instruments of collecting data are observation, interview and test. The analysis by using Mean Score and describe their ability based on their result. The formula of Mean Score as below:

$$M = \frac{(\sum x)}{N}$$

After the research was done, it can be known that the students' ability of the grade XI to identify sentences in descriptive text in Madrasah Aliyah Negeri 1 Padangsidempuan can be categorized into good category (74,66%). The students' difficulties were low in comprehending the basic of English subject: The students were low in comprehending the basic of English subject. Some students did not know to put the relative pronoun in complex sentence. The students had poor vocabulary mastery. So, they felt difficult when they have been identifying sentences. Some students cannot different between complex sentence and compound sentence. The students did not know to put subject or object in complex sentence.

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is important and indispensable role in our life. Language is considered to be a system of communicating with other people by using sounds, symbols and words in expressing meanings, ideas or through. There are so many languages that can be found in the world. One of the languages is English.

English language has become the popular language which is learned by most people in many areas of the world. In Indonesia, English is considered as a foreign language. It is the world's most widely used language by society for communication and international contact.

In the Koran also explained people who have knowledge or science will get the privilege in Allah and in our life, as explained in Al- Mufadilah verse 11:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ
أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ

خَبِيرٌ ﴿١١﴾

The meaning of the verse is:

O ye who believe! When ye are told makes room in the assemblies, spread out and makes room: Ample room will Allah provide for you. And when ye are told to rise up, rise up. To Whom It May Concern: suitable ranks and degrees, those of you who believe and who have been granted mystic knowledge and Allah are well acquainted with all ye do (11).¹

¹ Abdullah Yusuf Ali, *The Meaning of Holy Quran, Beirut* (Al - Alami,2001) p. 278.

Next, Allah who Most Merciful said that knowledge was source of life to get comprehend something and able to do something. Allah who Most Merciful said it in the holy Al-Qur'an at surah Al-Baqaroh, verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ

صَادِقِينَ ﴿٣١﴾

Its meaning: And He taught Adam the nature of all things; the he placed them before the angels, and said: “tell Me the names of these of you are right”.²

In Indonesia, English is acknowledged as a foreign language. It became an obligated subject that must be learnt by students from elementary school level up to university level. In studying English, students will learn language skills, such as listening, speaking, writing and reading skills, which the four aspects are used vocabulary and structure. There are some aspects of the structure such as tenses, auxiliary, grammar, sentence and so on.

Sentence is a complex independent unit of thought and consists of two main part a subject and predicate. In English, there are three classifications of a sentence. They are: sentences classified by function, rhetorical form and grammatical structure. In sentences classified by function are six kinds of sentences. They are affirmative sentence, negative sentence, interrogative sentence, command sentence, request sentence, exclamatory sentence. If we see in grammatical structure there are four kinds of sentences, they are: simple

² *Ibid.*, p. 5.

sentence, compound sentence, complex sentence and compound complex sentence.

Studying sentence is easy but the students in Madrasah Aliyah Negeri 1 Padangsidempuan seems like they find difficult in forming sentence, especially sentence in descriptive text. When the researcher ask the students at grade XI, about sentences in descriptive text, the students had difficulties in identify sentences in descriptive text.

Considering the reason above, the researcher interested at the time to know what is happened in side or what the difficulties of the students in identify sentences in descriptive text.

So, from this reason, the researcher is interested in knowing about **“THE STUDENT’S ABILITY OF THE GRADE XI TO IDENTIFY SENTENCES IN DESCRIPTIVE TEXT IN MADRASAH ALIYAH NEGERI I PADANGSIDIMPUAN”**.

B. The Focus of the Problem

There are many difficulties happened in learning structure and grammar, one of them is learning sentence. Based on the English curriculum at Grade XI, one of the topics of structure and grammar that must be learned by students is sentence in descriptive text. So, in this researcher only focused on the problem about the student’s ability at grade XI to identify sentences in descriptive text in Madrasah Aliyah Negeri 1 Padangsidempuan.

C. The Formulation of the Problem

The formulations of the problem of this research are:

1. How is the ability of students' at grade XI in identifying sentences in descriptive text in Madrasah Aliyah Negeri 1 Padangsidempuan?
2. What are the students' difficulties at grade XI in identifying sentences in descriptive text in Madrasah Aliyah Negeri 1 Padangsidempuan?
3. How does the English teacher overcome their students' difficulties in identifying sentences in descriptive text in Madrasah Aliyah Negeri 1 Padangsidempuan?

D. The Purposes of the Research

The purposes of the research are:

1. To know how is the ability of students' at grade XI in identifying sentences in descriptive text in Madrasah Aliyah Negeri 1 Padangsidempuan.
2. To know the students' difficulties at grade XI to identifying sentences in descriptive text in Madrasah Aliyah Negeri 1 Padangsidempuan.
3. To know the English teacher efforts in overcoming their students' difficulties in identifying sentences in descriptive text in Madrasah Aliyah Negeri 1 Padangsidempuan.

E. The Significances of the Research

The significance of this research is expected to be useful for the teacher to improve their teaching of sentence. It is also expected to be useful for the

students in increasing their ability in mastering sentence in descriptive text.

Whereas the uses of this research are:

1. As the information to the teachers so that made study material also increases quality of education later.
2. As an input to headmaster to be motivating teacher so that more is improving of professionalism in the field of them.
3. As input to the students' so that they have to learning the kinds of sentences in descriptive text well so they do not find difficulties in learning grammar language focus English.
4. As guidance and information to university students which is following lecturing.

F. The Definition of the Key Terms

To avoid vagueness and misunderstanding between the research and readers, there the researcher states the terminologies are;

1. Student

According to A. S. Hornby that, "The student is a person studying at school or college".³ And according Rama Yulis in his book "Ilmu Pendidikan Islam", the student is the member of society that tries to develop his or her self thorough education level process and kinds of certain educations".⁴

³A. S. Hornby, *Oxford Advanced Learner's Dictionary, fifth edition* (New York: Oxford University Press, 1995), p. 1187.

⁴Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2010), p. 169.

So, student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

2. Ability

According to A. S. Hornby that the ability is:

- a. (Possible) capacity of power (to do something physical or mental).
- b. Cleverness, intelligence
- c. Mental power, talent.⁵

Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).⁶ Indonesia dictionary states “Kemampuan adalah kesanggupan, kekuatan untuk melakukan sesuatu kekayaan yang dimiliki”.⁷ Ability is a power or a mental that have by someone to do something, a property). So, ability is a power, capacity or mental to do something.

3. Sentences

According to A. S. Hornby that “sentence is a set of words expressing a statement, a question or an order, usually containing a subject and a verb”.⁸

Ramesh Nagar says “Sentence is a group of words which makes complex sense.

⁵A. S. Hornby, *Oxford Advanced Learner's Dictionary, sixth edition* (New York: Oxford University Press, 1995), p. 2.

⁶A Merriam Webster, *Webster's Collegiate Thesaurus* (USA: Massa Chusetts, 1976), p. 33.

⁷Tim Prima Pena, *Kamus Besar Bahasa Indonesia* (TT: Gitamedia Press, tt), p. 511.

⁸A. S. Hornby, *Op. Cit.*, p. 1212.

So, Sentence is a complex independent unit of thought and consists of two main part a subject and predicate.

4. Identify

According to John M. Echols that identify is mengenal.⁹ And according A. S. Hornby, identify is to find or discover.¹⁰ So, identify is recognizing or introducing the object, matter, or other type.

5. Descriptive Text

Descriptive text is kind of text in genre that gives descriptive about things, living thing or non-thing. In this text, the object can be a concrete or abstract object can be a person, or an animal, or a three, or a house, or a camping.

6. Madrasah Aliyah Negeri 1 Padangsidempuan

Madrasah Aliyah Negeri 1 Padangsidempuan is one of school in Padangsidempuan, it is in North Sumatera. Student's ability of the grade XI to identify sentences in descriptive text means their knowledge or their ability about sentences in descriptive text.

G. The Outline of the Thesis

The researcher gives the outline of the script that will be done in script paper, to help readers understand the research, as follows:

Chapter I, it was consists of back ground of the problem that explained about the important and reasons of the research; Focus of the problem that told

⁹John M. Echols, *Kamus Inggris Indonesia* (Jakarta: PT Gramedia Pustaka Utama, 2003), p. 309.

¹⁰A. S. Hornby, *Op. Cit.*, p. 672.

about research concerned; Formulation of the problem told about what must we search or describe in the research; Purpose of the research told about the aims of research explained what for the research did; The significances of the research explained the destination of the research; The definition of key terms told about definition of terminologies; Outline of the thesis explained the contents each chapter.

Chapter II, it was consists of the theoretical description told about the descriptions of variable or materials were describe of students' ability to identify sentences in descriptive text; Review of related finding told about the related research that found before.

Chapter III, it was consists of research methodology consists of the time and place of the research told about how long and where the research did; The research design told about kinds of research that used in the research; instrumentation of collecting data told about the tools that used to collect data that were the English teacher and the student's of Madrasah Aliyah Negeri 1 Padangsidempuan; Techniques of data analysis told about the way to analyze the data collection; Checking of trustworthiness told about checking the validity and accuracy of findings.

Chapter IV, it was the result of the research talking about the analysis of data (the result of research). This chapter consist of data description described of the result; Data analysis research finding described research finding in general

and specific; Discussion told the discuss between findings before to the result of the research.

And the finally, Chapter V consists of conclusion was concluded the result of the research and suggestion was given to the readers or another researcher.

CHAPTER II

THEORETICAL REVIEW

A. Sentences

Sentence is a group of words, which makes a complete sense. As according to Wren and Martin, sentence is a group of words, which makes complete sense.¹

According to A. S. Hornby, sentence is a set of words expressing a statement, a question or an order, usually containing a subject and a verb.² While according to Marcella Frank, sentence is a full predication containing a subject plus a predicate with a finite verb.³ According to Alice, sentence is a group of word that used to communicate the ideas in writing on in speech.⁴

While stated to Jayanthi Dakshina Murty, sentence is a group of word, which has complete sense.⁵ Whereas Satrio Nugroho, kalimat adalah sekelompok kata yang mengungkapkan pemikiran utuh dan arti yang dapat di pahami secara umum (jelas).⁶ (Sentence is a group of word laying open intact idea and meaning able to comprehend in general (clear).

¹Wren and Martin, *High School English Grammar and Composition, latest edition* (TT: N.D.V Prasada Rao, 1990), p. 1.

²A. S. Hornby, *Op. Cit.*, p. 1212.

³Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, Inc, 1972), p. 220.

⁴Alice Oshima and Ann Hogue, *Writing Academic English: A Writing and Sentence Structure Workbook for International Students* (USA: Addison-Wesley Publishing Company, 1983), p. 121.

⁵Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Bit's 'N' Bytes, 2003), p. 235.

⁶Satrio Nugroho, *Practical Complete English Grammar Tata Bahasa Inggris Lengkap* (Surabaya: Kartika,TT), p. 214.

According to Sulastrri, kalimat adalah sekumpulan kata yang mempunyai paling sedikit satu subject (pokok kalimat) dan satu predicate (sebutan kalimat) serta mengandung pengertian yang sempurna (lengkap).⁷ (Sentence is a group of word which has at least one subject and one predicate, and also has meaning perfect.)

From some definitions about sentence above, the writer concludes those sentences is a group of words expressing a statement, and have two main parts at least: one subject and one predicate.

1. The Elements of a Sentence

A sentence is group of words expressing a statement, and at least consists of two parts: one subject and one predicate. It means that the sentences is not only the combination of some words, but has the elements.

The elements can be Subject (S), Verb (V), Object (O), and Complement (C). Complements can be adverb (adv) or adjective (adj).

Examples:

Table 1
Example Sentence Elements

NO	ELEMENTS	SENTENCE
1	S + V	Annisa read
2	S + V + O	Abdullah plays basketball
3	S + V + C (adv)	My sister comes here

⁷Sulastrri, *Learning English Grammar ABC* (Surabaya: Giri Utama, TT), p. 9.

4	S + V + C (adj)	Butet is beautiful
5	S + V + O + adv	We played football yesterday
6	S + V + O + Adv + Adv	Mr. Lubis comes to Sidimpuan today

2. Kinds of Sentences

In grammatical structure there are four kinds of sentences, they are: simple sentence, compound sentence, complex sentence and compound complex sentence, they are:

a. Simple Sentence

Simple sentence is a sentence consists of one subject and one predicate. Such sentences have only one full predication in the form of an independent clause.⁸ According to Alice Oshima and Ann Hogue, simple sentence is the sentence that has one subject and one predicate, it is an independent clause.⁹

Examples:

1. Ms. Putri likes papaya.
2. We are not reading.
3. Fadil enjoys playing tennis.
4. My friends play basketball.
5. Mr. Syahid Muammar is eating cake.
6. My mother and my sisters are not cooking in the kitchen.

⁸Marcella Frank, *Op. Cit.*, p. 223.

⁹Alice Oshima and Ann Hogue, *Op. Cit.*, p. 127.

b. Complex Sentence

Complex sentence is a sentence consist of one main clause and one or more subordinate clauses. According Wren and Martin, complex sentence is a sentence that consists of one main clause and sub-ordinate clause (dependent clause).¹⁰ Such sentences also have two or more full predicate. One of these is an independent clause (or main clause) that is similar to the form of the simple sentence, and one or more of these are dependent clauses (or subordinate clauses).

According to Sulastri, there are some relative pronoun, they are:

1. Who: connecting clause with people (subject).

Examples:

- a. The man who sits next to me is Ukok.
- b. The girl who wears a red shirt is not my sister.

2. Whom: connecting clause with people (object).

Examples:

- a. The woman whom you talk about yesterday is Alisa.
- b. The boy whom we met yesterday is my brother.

3. Which: connecting clause with subject or object.

Examples:

- a. The book which I bought yesterday is English book.
- b. The cat which hit by a car is mine.

¹⁰Wren and Martin, *Op. Cit.*, p. 166.

4. That: connecting clause with people or subject/object.

Examples:

- a. Mr. Pulungan is the man that you saw last week.
- b. It is the chair that I bought yesterday.

5. Whose: connecting clause with property object, subject/object.

Examples:

- a. Ms Putri whose secretary is beautiful works more than 8 hours a day.
- b. The baby whose mother is not sleeping cried hard.¹¹

c. Compound Sentence

Compound sentence is a sentence consists of two or more main clauses.

According to Wren and Martin, compound sentence is a sentence that is made up of two or more principal or main clauses.¹² A compound sentence consists of two or more independent clauses. It is the sentence that contains of two or more independent clauses combining with conjunctions. There are some conjunctions, they are: but, because, after, so, so that, if, therefore, before, as soon as, unless and even though.¹³

Examples:

- 1. My father is tall but my mother is short.
- 2. Putri will not eat before going to campus.

¹¹Sulastri, *Op. Cit.*, p. 18-19.

¹²Wren and Martin, *High School English Grammar and Composition* (S. Chand and Company LTD: Ram Nagar, 1990), p. 166.

¹³Sulastri, *Op. Cit.*, p. 17.

3. I won't come to your house unless you pick me up.
4. He studied hard but he still failed in his exams.
5. He will marry a girl, if he loves her.

d. Compound Complex Sentence

Compound complex sentence is a sentence consists of two or more main clause and two or more subordinate clause. Compound complex sentence contain two or more independent clauses and one or more dependent clauses. According to Wren and Martin, compound complex sentence is a sentence which consists of two or more main clause and at least one or more subordinate clause or double sentences.¹⁴

Examples:

1. The first girl that I loved in my life was Annisa, who inspired me with her beauty and she was a school teacher.
2. I hate playing badminton, but I enjoy playing basketball even though I am not very good at it.
3. My friend believes that he can do anything if he has a lot of money, but I can't agree with him.

Based on the intonation, meaning and the use of the sentences, the sentences can be also being divided into five kinds:

¹⁴Wren and Martin, Op. Cit., p. 222.

a. Affirmative Sentence

Affirmative sentence is the sentence saying that something stated is true or the sentence that indicating assent or agreement. According to Sulastrri, kalimat berita adalah kalimat yang merupakan kalimat pernyataan positif yang benar.¹⁵ (Affirmative sentence is sentence representing real correct positive statement sentence).

Examples:

1. Mr Gultom is a farmer.
2. They work hard every day.
3. They studied hard.
4. They are happy.

b. Negative Sentence

Negative is the opposite of positive or containing, expressing or implying a denial or refusal. Negative sentence is the sentence that is opposite with affirmative sentence, it is the sentence that refuse of something. According to Sulastrri, kalimat negative adalah kalimat berita yang negatife yang merupakan kalimat penyangkalan.¹⁶ (Negative sentence is news sentence which is negative representing negation sentence).

Examples:

1. Sumiati doesn't work.

¹⁵Sulastrri, *Op. Cit.*, p. 12.

¹⁶*Ibid.*, p. 13.

2. They aren't happy.
3. She isn't student.
4. We don't read newspaper every morning.

c. Interrogative Sentence

Interrogative is asking or having the form of question. Interrogative sentence is the sentence that asks something or having the form as a question. According to Satrio Nugroho, kalimat tanya adalah kalimat yang digunakan untuk mengajukan suatu pernyataan.¹⁷ (Interrogative sentence is sentence used to raise a statement).

There are two kinds of these sentences, they are:

1) Yes/ No questions

Yes/ No question are the question that begins with the auxiliaries, to ask that the statement is correct or not.

Examples:

1. Does she work?

Yes, she does/ No, she doesn't

2. Are they happy?

Yes, they are/ No, they aren't

3. Is she a student?

Yes, she is/ No, she isn't

¹⁷Satrio Nugroho, *Op. Cit.*, p. 217.

2) WH- Question

WH- question is question that are formed by using Wh-, such as why, who, what, etc. these question need answer that explains what is being asked.

Examples:

1. What is your name?

My name is Saima Putri Lubis

2. When were you born?

I was born at September 29, 1989

3. Where do you come from?

I come from Sidimpuan.

3) Imperative Sentence

Imperative is command, ordering or compelling the rule, duty or requirement, or verb that expresses command. Imperative sentence is the sentence that uses for making a command or ordering for some one. According to Satrio Nograho, kalimat perintah adalah kalimat yang digunakan untuk menyatakan perintah, ajakan, peringatan, atau larangan, permohonan atau do'a.¹⁸ (Imperative sentence is the sentence used to express command, invitation, commemoration, or prohibition order, or application of pray).

Examples:

1. Be careful, please!

2. Be a good student!

¹⁸*Ibid.*, p. 218.

3. Sit here!

4. Please close the door!

4) Exclamatory Sentence

Exclamatory sentence is the sentence that used for expressing the surprising or angering. According to Satrio Nugroho, kalimat seru adalah kalimat yang digunakan untuk menyatakan seseorang tentang sesuatu secara spontan, misalnya perasaan gembira.¹⁹ (Exclamatory sentence is sentence used to express someone about something spontaneously, for example happy).

Examples:

1. Watch out!

2. Oh, my God!

3. How wonderful it is!

B. Text

Application the elements, intonation, meaning and types of sentences can be seen in the using text. Text is word, group, phrase, clause, sentence or paragraph that conveys meaning. Text is the main printed part of a book or magazine, not the notes, pictures, etc.²⁰

There are many kinds of text. They are:

a. Narrative text

Narrative text is description of events, especially in a novel.

¹⁹*Ibid.*, p. 219.

²⁰A. S. Hornby, *Op.,Cit*, p. 1397.

b. Argument text

Argument text is a conversation or discussion in which two or more people disagree.

c. Exposition text

Exposition text is a full explanation of a theory, plan, etc.

d. Descriptive text

Descriptive text is tell about something or place or animal etc.

C. Descriptive Text

Descriptive is a text containing two components, identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic.

According to Sanggam Siahaan, descriptive 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.²¹

And it is also stated by Charles Miguel Cobb, said that “Descriptive is kind of writing that tries to put a picture in the reader’s mind. Descriptive tells how something looks or sounds or tastes or smells or feels.”²²

Meanwhile, Ign. Sukasworo, R. Suwogno, and C. Sartini clarified in his book, “Deskripsi (latin: describe = menulis tentang) merupakan bentuk karangan

²¹Sanggam Siahaan, *Generic Text Structure* (Pematang Siantar: Graha Ilmu, 2007), p. 89.

²²Charles Miguel Cobb, *Process and Pattern* (Belmont California: Wadsworth Publishing Co, 1985), p. 35.

menggambarkan atau melukiskan suatu objek tertentu guna menciptakan kesan atau pengalaman agar seolah-olah pembaca merasakan, melihat, mendengar atau mengalami sendiri sesuatu yang digambarkan dalam karangan tersebut”.²³

(Descriptive (latin: describe = writing about) is a kind of composition that describes a certain object to create the impression or experience in order that reader as is felt, looked, heard or experience her/his self about something what is described in that composition).

According to Otong Setiawan Djuharie, “Teks descriptive merupakan karangan menggambarkan seseorang, sesuatu, suatu tempat dan seekor binatang”.²⁴ (Descriptive text is composition that describes people, thing, place and animal).

So, the researcher concludes, that Descriptive text is a kind of text in genre that gives description about things, living thing or non- living thing. Descriptive text describes much information about an object, where the information is about the parts, qualities, or characteristics of the object that is described.

According to Linda Gerot and Peter Wignell, the function descriptive text is to describe a particular person, place or thing.²⁵ Descriptive text gives sense

²³Ign. Sukasworo, R. Suwogno, C. Sartini, *Mutiara Grammatika Bahasa dan Sastra Indonesia* (Jakarta: Piranti Darma Kalokatama, 2006), p. 32.

²⁴Otong Setiawan Djuharie, *Genre dilengkapi 700 Soal Uji Pemahaman* (Bandung: Yrama Widya, 2007), p. 24.

²⁵Linda Gerot, *Making Sense of Functional Grammar* (Sydney: Gred Stabler, 1994), p. 208.

impressions- the feel, taste, smell and look of things. Emotions may be described too- feelings such as happiness, fear, loneliness, gloom and joy.

According George E. Wishon, descriptive text have three important qualities,²⁶ they are:

a. Dominant Impression

The first sentence or even the first words of a descriptive may establish the dominant impression. The sentences which establish the dominant impression usually serves as the topic sentence of the paragraph.

b. Mood

A mood is feeling that goes beyond measurable physical appearances. Feelings and emotions such as joy, happiness, fear, and anxiety evoke or create moods. Mention of good or bad qualities may contribute to establishing the general mood.

c. Logical Development

A good piece of descriptive has some logical plan of development and give a picture or impression of a person, place, or thing. Descriptive can also be oriented from the general to the specific or from the specific to the general.

There are many descriptive contain,²⁷ they are:

²⁶George E. Wishon, *Let's Write English, Revised Edition* (New York: Litton Educational Publishing, 1980), p. 128-130.

²⁷Joyce Armstrong Carroll, *Writing and Grammar* (New Jersey: Prentice- hall, 2001), p. 99.

- a. Sensory language, appealing to the five senses, which helps create a dominant impression.
- b. Figurative language, such as simile, metaphor, hyperbole and personification.
- c. Vivid verbs and precise nouns.
- d. A logical organization.

According Sanggam Siahaan, there are dominant grammatical aspects,²⁸ such as:

- 1. Focus on specific participants
- 2. Use of attribute and identifying processes.
- 3. Frequent use of epithets and classifiers in nominal groups.
- 4. Use of simple present tense.

Example descriptive text:

1. RAFFLESIA ARNOLDI

(1) Rafflesia Arnoldi is one of the rare plants in Indonesia. (2) It can be found only in Bengkulu, one of Indonesia's provinces. (3) It can be an almost extinct plant that should be conserved. (4) It is tremendous and high. (5) It can be four meters height. (6) This plant grows up in the wild area such as in the jungle.²⁹

²⁸Sanggam Siahaan, *Op. Cit.*, p. 89.

²⁹*Ibid.*, p. 90.

From the example, the sentence one is complex sentence, because: *Rafflesia Arnoldi* is a main clause and one of the rare plants in Indonesia is a subordinate clause. The sentence two is complex sentence, because: It can be found only in Bengkulu is a subordinate clause and one of Indonesia's provinces is a main clause. The sentence three is complex sentence, because: It can be an almost extinct plant is a main clause and that should be conserved is a subordinate clause.

The sentence four is compound sentence, because: have two main clauses and have conjunction *and*. The sentence five is simple sentence. The sentence six is complex sentence, because: This plant grows up in the wild area is a main clause and such as in the jungle is a subordinate clause.

2. VEGETABLES IN THE KITCHEN

(1) My family likes vegetable so much. (2) My mother always cooks delicious foods made from vegetable in the kitchen. (3) I always help her to clean the kitchen every day. (4) So, I find so many kinds of vegetable in our kitchen, such as: carrot, spinach, cucumber, beats, lettuce, chili, small chili, onion, potato, etc. (5) We always get vitamin from vegetables every day.³⁰

From the example Vegetables in the kitchen, the sentence one is simple sentence. The sentence two is complex sentence, because: my mother always cooks delicious foods is a main clause and made from vegetable in the kitchen is a subordinate clause. The sentence three is complex sentence, because: I always

³⁰Mulyono, *English Alive Senior High School* (Jakarta: Yudistira, 2010), p. 62.

help her is a main clause and to clean the kitchen every day is a subordinate clause. The sentence four is compound complex sentence. The sentence five is compound sentence.

3. PANCASILA

Pancasila is state philosophy of Indonesia and the symbolized with eagle.

There are five sounds of Pancasila, they are:

1. The infinite which the most Esa
2. The human which in justice and civilized
3. The association of Indonesia
4. The nationality led by wisdom blessing in parley of delegation
5. The social justice for all people of Indonesia

From the example Pancasila. The sentence, pancasila is state philosophy of Indonesia and the symbolized with eagle. The kind of sentence is compound sentence. The sentence, there are five sounds of pancasila. The kind of sentence is simple sentence.

The sentence one is complex sentence, because: the infinite is a main clause and which the most Esa is a subordinate clause. The sentence two is complex sentence, because: the human is a main clause and which in justice and civilized is a subordinate clause. The sentence three is simple sentence. The sentence four is compound sentence. The sentence five is simple sentence.

D. Review of Related Findings

These researches related to Nur Robiah Harahap, (2009),³¹ research title “The correlation between Adverbs Mastery and Writing Descriptive Text Mastery to the VII Grade Students of SMP Negeri 1 Angkola Barat”. The result of this research there is a positive correlation.

The second, Etoqah Nur, (2006), research title “The Correlation between Mastering Sentences and The Students’ Ability in Writing Paragraph at English Department of Tarbiyah Faculty IAIN-SU Medan.”³²

The research use two variables in order they know about how far the student’s ability in identify sentences. The researcher thinks, it is high subject that must be understood by students. This is one of basic reason why researcher chooses the title “The Student’s Ability of The Grade XI to Identify Sentences in Descriptive Text in Madrasah Aliyah Negeri 1 Padangsidempuan”, with two variables. Researcher thinks, if the students want to write something, they must understand from the basic like they have to be able to identify sentences well, especially identify sentences in descriptive text.

E. Conceptual Framework

The real implementation of using English in High School is enabling the students to understand and involve in many aspects of life as education,

³¹Nur Robiah Harahap, *The Correlation Between Adverbs Mastery and Writing Descriptive Text Mastery to the VII Grade Students* (SMP Negeri 1 Angkola Barat: 2009), p. 2.

³²Etiqah Nur, *The Correlation Between Mastering Sentences and The Students’ Ability in Writing Paragraph at English Department of Tarbiyah Faculty IAIN-SU Medan* (Medan: 2006), p. 3-4.

entertainment, economic, technology and communication. Besides that, most actual information is served in English now. It motivates people to have sufficient knowledge of the language. Realizing how important English in Senior High School especially, have determined to study English as the major subject in class.

To get the information that is served in English language, we must understand about for skills in English, they are: writing, speaking, listening, and reading. Reading is one of the four important language skills that should be mastered in order to get information on science, technology and others. If the student can understand how to identify sentences well from descriptive text, they will get clear information too and it can avoid misunderstanding between the readers and identify.

Students will find the kinds of sentences in reading, like simple sentences, compound sentences, complex sentence and compound complex sentence. The actually, all of these sentences has an important role in public service. But the researcher must make the limitations of problem and it is just about one topic studies, namely: identify sentences in descriptive sentences.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Time and Place of the Research

This research had done on December 2011 until June 2012. This research had done at Madrasah Aliyah Negeri 1 Padangsidempuan, Jln. Sutan Soripada Mulia No. 31 C Padangsidempuan. Madrasah Aliyah Negeri 1 Padangsidempuan is one of the senior high school and familiar in Padangsidempuan. The subject of the research is grade XI students of Madrasah Aliyah Negeri 1 Padangsidempuan in 2011 academic year.

B. The Method of the Research

The method of this research had done by using descriptive method. According L.R Gay that, “descriptive research is a descriptive study determines and describes the way things are. It may also compare how subgroups such as male and females or experienced and inexperienced teacher view issues and topic”.¹

According Winarno Surakhman, “metode descriptive adalah penyelidikan yang menentukan dan mengalokasikan penyelidikan dengan teknis interview, angket, observasi atau teknis tes, studi kasus waktu dan gerak analisis komperatif atau operasional”.² (Descriptive Method is a survey that determines and allocates

¹*Ibid.*, p. 275.

²Winarno Surakhman, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknis* (Bandung: Kasito, 1982), p. 2.

it with technical interview, observation or technical test, studying time of problem and identification of comparative analysis or operation).

The research is to describe the real conditions of the student's ability of the grade XI to identify sentences in descriptive text in Madrasah Aliyah Negeri 1 Padangsidempuan in 2011-2012 academic years. Base on the analysis of data, this research would conduct qualitative approach. According Gay and Peter Airasian," qualitative research aims to investigate a variety of educational problems and it is used to the determine and descriptive the way things".³

C. The Sources of Data

The sources of data for this research, there are two sources:

1. Primary sources of data, which is the grade XI students at Madrasah Aliyah Negeri 1 Padangsidempuan, they are 229 students. They are divided into six classes. But, the researcher took only one class of them. The class is XI IPS¹, 36 students. The researcher took them, because their class was the best class in Grade XI in Madrasah Aliyah Negeri 1 Padangsidempuan. So, the explanation can see on the table below:

³Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p. 202.

Table 2
The Total of Grade Students Madrasah Aliyah Negeri 1 Padangsidempuan
in 2011-2012 Academic Year

No	Class	Total
1.	XI IPA ¹	35
2.	XI IPA ²	39
3.	XI IPA ³	36
4.	XI IPS ¹	36
5.	XI IPS ²	37
6.	XI IPS ³	37
	Total	229

2. Secondary sources of data, which is information from the English Teachers and headmaster of Madrasah Aliyah Negeri 1 Padangsidempuan. The researcher took one of them, she was Mrs. Erna Juita Piliang, S.Pd, as English Teachers and Mr. Drs. H. Syafi'I Hasibuan as the headmaster of Madrasah Aliyah Negeri 1 Padangsidempuan.

D. The Instrument of Collecting Data

The research used instruments of collecting data by:

a. Test

Test is some of question or views and other tools which are used to measure skill, knowledge and intelligence ability. Sentence test was giving to

grade XI students in Madrasah Aliyah Negeri 1 Padangsidempuan as informant of this research. The test was consisting of 25 questions. Every item that had correct answer was given 4 values, while the incorrect answers were not given a value. So, if all questions could be answered correctly then the value was 100.

b. Interview

According L.R. Gay, Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person.⁴ This research will use structural interview, the researcher prepares the question an alternative of the answer that will be given to the respondents.⁵ So, when the researcher would do interview, the researcher would ask the students' ability about identify sentences in descriptive test.

c. Observation

According Abdurrahman Fathoni, Observasi adalah “teknik pengumpulan data yang dilakukan melalui suatu pengamatan dengan disertai pencatatan-pencatatan terhadap keadaan atau perilaku objek sasaran”.⁶ (Observation is a technique of collecting data which is done through an observation and take a note about the condition or the aim of the object behavior).

Observations are about all aspects in Madrasah Aliyah Negeri 1 Padangsidempuan which has relationship to the process of increasing students'

⁴L.R. Gay & Peter Airasian, *Op. Cit.*, p. 219

⁵Amirul Hadi and Haryono, *Metodologi Penelitian Pendidikan* (Bandung: Pustaka Setia, 1998), p. 136.

⁶Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006), p. 104.

ability to identify sentences in descriptive text include places, facilities, subject of research, event, time and experience.

E. Checking of Trustworthiness

In doing the research, the researcher needed to make validating of the findings; in this case the research used the term of ‘trustworthiness’ for validating the accuracy findings. In checking the trustworthiness of the data, the researcher proposed triangulation technique.

Triangulation was supposed to support finding by showing that independent measured of it agree with or, at least, do not contradict it. It is supported by Creswell who stated “Triangulate is done by examining evidence from the sources and using it to build a coherent justification for themes”.⁷ It means that in triangulation the researcher should compare the resources or measure or the result that do not contradict each other.

The data that were comparing must be related and supported each other. It was done by the researcher by comparing the different data sources; they confirm one another. The data about teaching strategies that researcher gets from direct observation; test and interviewing the teachers are compared. After researcher did the triangulation, researcher founds the real data that researcher needed.

⁷John W. Creswell, *Research Design* (USA: Sage Publication, 2002), p. 196.

F. The Technique of Data Analysis

After collecting the data, the researcher will analyze the data; the technique of data analysis will be presented in descriptive form. The data will be analyzed by the following procedures:

1. Checking data whether the data are true or false.
2. Counting sum of the true from the students' answer and then classified them based on their score.
3. Calculating their result (mark) by using mean score. In this research used the formula mean score. The formula is:

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

Where:

M : Mean score (average)

N : Sum of respondents

$\sum x$: Total of the result⁸

4. After calculating and scoring students' answer sheets then, their score will be consulted into the classification quality on the table below:

Table 3
The Classification Quality of the Students' Score

Interval	Predicate
0% - 20%	Very weak

⁸Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good ⁹

After finding the mean scores of all students, it was consulted to the criteria as follows:

- a. If the value of mean score is 81% - 100%, it can be categorized into very well.
 - b. If the value of mean score is 61% - 80%, it can be categorized into good.
 - c. If the mean score 41% - 60%, it can be categorized enough.
 - d. If the mean score 21% - 40%, it can be categorized weak.
 - e. If the mean score 0% - 20%, it can be categorized very weak.
5. Take conclusion, it is done to conclude the discussion briefly and clearly.

⁹Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

CHAPTER IV

THE RESULT OF THE RESEARCH

A. General Findings

As a general result of this thesis, research would describe the location and the setting of research. Madrasah Aliyah Negeri 1 Padangsidempuan is one of the senior high school in Padangsidempuan at Jln. Sutan Soripada Mulia No. 31 C Padangsidempuan. This school is built in 1977.

Table 4
Headmasters Profile at
Madrasah Aliyah Negeri 1 Padangsidempuan

No	Name	Period
1.	Drs. Kosim AR Nasution	1977-1979
2.	Drs. Mahmud Daulay	1979-1980
3.	Drs. H. Ibrahim Harahap	1980-1985
4.	H. Parlaungan Siregar, B.A	1985-1990
5.	Drs. H. Idrus Hasibuan, M.Pd	1990-1996
6.	Drs. H. Yulizar, M.Ag	1996-1998
7.	Drs. Syaiful Syah	1998-2003
8.	H. Ali Masran, Daulay, M.Ag	2003-2005
9.	Drs. H. Syafi'i Hasibuan	2005 – Now

The location is not too far from main street and easy to be reached. The existence of school location is released from pollution and comfortable place

with flower garden in front of the classroom. Almost class has a flower garden in front of their class. It has trees that make the process of teaching and learning gratified.

These are the description of Madrasah Aliyah Negeri 1 Padangsidempuan that research can pretend as a general result about location and setting of research.

Madrasah Aliyah Negeri 1 Padangsidempuan is also has good infrastructures; those are many infrastructures that can be found in Madrasah Aliyah Negeri 1 Padangsidempuan.¹

Table 5
Facilities of the School at
Madrasah Aliyah Negeri 1 Padangsidempuan

No	Infrastructures	Total	Condition		
			Good	Damage	Wide m ²
1.	Class room	18	Good	-	1296
2.	Library room	1	Good	-	72
3.	Biological Laboratory	1	Good	-	72
4.	Physics Laboratory	1	-	Destroy lightly.	72
5.	Chemical Laboratory	1	-	Destroy lightly	72

¹Drs.H.Syafi'i Hasibuan, Headmaster of Madrasah Aliyah Negeri 1 Padangsidempuan, *Interview*, 05 May 2012.

6.	Computer Laboratory	1	Good	-	72
7.	Language Laboratory	1	Good	-	72
8.	Multimedia Laboratory	-	-	-	-
9.	Headmaster room	1	-	Destroy lightly	32
10.	Teacher room	1	-	Destroy lightly	144
11.	Arrange effort	1	-	Destroy lightly	72
12.	Musholla	1	Good	-	54
13.	BP/BK room	1	Good	-	36
14.	UKS room	1	Good	-	36
15.	OSIS room	-	-	-	-
16.	Warehouse	1	Good	-	54
17.	Circulation room	-	-	-	-
18.	Bathroom headmaster	1	Good	-	4
19.	Bathroom teacher	2	Good	-	3
20.	Bathroom female	3	-	Destroy lightly	12
21.	Bathroom male	3	-	Destroy lightly	12
22.	Field events	6,916 m ²			

From those above infrastructures, physically, Madrasah Aliyah Negeri 1 Padangsidempuan has a sufficiency building, where even classes or offices are

built permanently. Madrasah Aliyah Negeri 1 Padangsidempuan already has 18 classes to conduct the process of teaching and learning.

These are total students of Madrasah Aliyah Negeri 1 Padangsidempuan based on 2 departments:

Table 6
The Population of the Students
in Madrasah Aliyah Negeri 1 Padangsidempuan

No	Grade	Class total	Female	Male	Total
1.	Grade X	6	172	70	242
2.	Grade XI IPA	3	76	34	110
3.	Grade XI IPS	3	75	44	119
4.	Grade XII IPA	3	82	22	104
5.	Grade XII IPS	3	82	18	100
	Total	18	487	188	675

Madrasah Aliyah Negeri 1 Padangsidempuan has 18 classes, grade X is divided into 6 classes and took 242 students, grade XI is divided into 6 classes and divided into 3 classes IPA and classes IPS took 229, and grade XII is divided into 6 classes and divided into 3 IPA and 3 classes IPS took 204 students, so the total all students are 675 person.²

²Data was taken from Data Personil Guru Madrasah Aliyah Negeri 1 Padangsidempuan.

There are 5 English teachers in Madrasah Aliyah Negeri 1 Padangsidempuan as follows:³

Table 7
English Teachers in Madrasah Aliyah Negeri 1
Padangsidempuan

No	Name
1.	Erna Juita P, S.Pd
2.	Afnita Warni, S.Pd
3.	Irian Anni Hutabarat, S.Pd
4.	Marataon Hasibuan, S.Pd
5.	Abdul Haris, S.Pd

Table 8
Structure Organization Madrasah Aliyah Negeri 1
Padangsidempuan

No	Name	Profession
1.	Drs. H. Syafi'I Hasibuan	Kepala Madrasah
2.	Ny. Drs. H. Syafi'I Hasibuan	Dharmawanita
3.	H. Irwan Dalimunthe, M.A	Komite Madrasah
4.	Nauli Sihotang, S.Ag	Kaur Tata Usaha
5.	H. Mansur Siregar, S.Pd.I	Wakil Kepala Sarana dan Prasarana
6.	Jannes Sihombing, S.Pd	Wakil Kepala Kesiswaan

³Data was taken from Data Personil Guru Madrasah Aliyah Negeri 1 Padangsidempuan.

7.	Munartua, S.Ag	Wakil Kepala Kurikulum
8.	Drs. Supianto	Wakil Kepala Humas
9.	Ayaddin, S.os	Bendahara
10.	Supratno	Tiker
11.	Wali Kelas	
12.	BP/BK	
13.	Guru	
14.	Osis	
15.	Siswa	

B. Specific Findings

1. Description Data of the Student's Ability of the Grade XI in Identify Sentences in Descriptive Text in Madrasah Aliyah Negeri 1 Padangsidempuan

Based on the result was found from the respondents, it can be seen that the score of respondents between 36 up to 76. It means that the high score by the respondents was 76 and the lowest score was 36. The description data of the students' at ability of the grade XI in identify sentences in descriptive text in Madrasah Aliyah Negeri 1 Padangsidempuan can be seen in the following explanations:

For question 1 until 10, the test about identify kinds of sentence. The following table is the results of test about identify kinds of sentence:

Table 9

Number of Test	Students (Correct)	Students (Fault)	Total
1.	21	10	31
2.	21	10	31
3.	24	7	31
4.	18	13	31
5.	12	19	31
6.	13	18	31
7.	19	12	31
8.	18	13	31
9.	21	10	31
10.	15	16	31

From the data show that the students' ability in identify sentences. For question number 1, there were 21 students right (67,74%) and 10 students were wrong (32,25%). Question number 2, there were 21 students right (67,74%) and 10 students were wrong (32,25%). While question number 3, there were 24 students right (77,41%) and 7 students were wrong (22,58%).

For question number 4, there were 18 students right (58,06%) and 13 students were wrong (41,93%). Question number 5, there were 12 students right (38,70%) and 19 students were wrong (61,29%). While question number 6, there were 13 students right (41,93%) and 18 students were wrong (58,06%).

For question number 7, there were 19 students right (61,29%) and 12 students were wrong (38,70%). Question number 8, there were 18 students right

(58,06%) and 13 students were wrong (41,93%). While question number 9, there were 21 students right (67,74%) and 10 students were wrong (32,25%). For question number 10, there were 15 students right (43,38%) and 16 students were wrong (51,61%).

For question 11 until 20, the test about identify kinds of sentence in descriptive text. The following table is the results of test about identify kinds of sentence:

Table 10

Number of Test	Students (Correct)	Students (Fault)	Total
11.	18	13	31
12.	20	11	31
13.	20	11	31
14.	15	16	31
15.	11	20	31
16.	16	15	31
17.	19	12	31
18.	15	16	31
19.	12	19	31
20.	13	18	31

From the data show that the students' ability in identify sentences in descriptive text. For question number 11, there were 18 students right (58,06%) and 13 students were wrong (41,93%). Question number 12, there were 20 students right (64,51%) and 11 students were wrong (35,48%). While question

number 13, there were 20 students right (64,51%) and 11 students were wrong (35,48%).

For question number 14, there were 15 students right (43,38%) and 16 students were wrong (51,61%). Question number 15, there were 11 students right (35,48%) and 20 students were wrong (64,51%). While question number 16, there were 16 students right (51,61%) and 15 students were wrong (43,38%).

For question number 17, there were 19 students right (61,29%) and 12 students were wrong (38,70%). Question number 18, there were 15 students right (43,38%) and 16 students were wrong (51,61%). While question number 19, there were 12 students right (38,70%) and 19 students were wrong (61,29%). For question number 20, there were 13 students right (41,93%) and 18 students were wrong (58,06%).

For question 21 until 25, the test about identify kinds of sentence in descriptive text. The following table is the results of test about identify kinds of sentence:

Table 11

Number of Test	Students (Correct)	Students (Fault)	Total
21.	16	15	31
22.	16	15	31
23.	20	11	31
24.	19	12	31
25.	22	9	31

From the data show that the students' ability in identify sentences in descriptive text. For question number 21, there were 16 students right (51,61%) and 15 students were wrong (43,38%). Question number 22, there were 16 students right (51,61%) and 15 students were wrong (43,38%). While question number 23, there were 20 students right (64,51%) and 11 students were wrong (35,48%).

For question number 24, there were 19 students right (61,29%) and 12 students were wrong (38,70%). Question number 20, there were 22 students right (70,96%) and 9 students were wrong (29,03%).

To get the presentation of identify sentences in descriptive text, researcher made formula such as:

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

$$\frac{\text{Correct value}}{31 \times 25 \times 3} \times 100\% = \frac{1736}{2325} \times 100\% = 74,66\%$$

Based on criteria of score interpretation, the result can be seen in the following table:

Table 12
The Classification Quality of Students' Score

Interval	Predicate
0% - 20%	Very weak
21% - 40%	Weak

41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good ⁴

Based on the above criteria of core interpretation, researcher concluded that the student's ability in identify sentences in descriptive text in Madrasah Aliyah Negeri 1 Padangsidempuan was 74,66%, so the category of interpretation was good.

2. The Students' Difficulties in Identify Sentences in Descriptive Text at Grade XI in Madrasah Aliyah Negeri 1 Padangsidempuan

Based on the result interview with grade XI students in Madrasah Aliyah Negeri 1 Padangsidempuan, the difficulties that usually faced by the grade XI students are:

The students did not understand sentence elements (S + V + O + C). As said by Nurwita Sari Harahap,⁵ she said that she can not to write sentence, especially with sentence elements. The same problem was felt by Dedi Syahputra Harahap,⁶ he also felt difficult to write sentence, he always write sentence did not sentence elements but he write sentence do not structure.

⁴ Riduwan, *Op. Cit.*, p. 63.

⁵Nurwita Sari Harahap, The XI student in Madrasah Aliyah Negeri 1 Padangsidempuan, *private interview*, 07 May 2012.

⁶Dedi Syahputra Harahap, The XI student in Madrasah Aliyah Negeri 1 Padangsidempuan, *private interview*, 07 May 2012.

Some students did not know to put the relative pronoun in complex sentence. The interview with Fuji Rahayu,⁷ she said that she confused to put relative pronoun in complex sentence, example to put *who* and *whom*. The other students, as said by Nirwana Henni,⁸ she said that she can not to put relative pronoun, example to put *who*, *whom* and *whose*. I cannot it. Then, interview with Abdul Gani Siregar,⁹ he said that he confused to all relative pronoun in complex sentence.

Some students cannot different between complex sentence and compound sentence. As said by Sakinah Hasibuan,¹⁰ she said that she cannot different between complex sentence and compound sentence, especially if complex sentence did not relative pronoun and compound sentence did not conjunctions. I cannot it. Then Eisah Safitri,¹¹ she said that she cannot different between complex sentence and compound sentence, because she confused it.

The students had poor vocabulary mastery. So, they felt difficult when they have been identifying sentences. Diana Sari Sihombing,¹² she said that she had poor vocabulary mastery. So, she cannot understand to identify sentence. As

⁷Fuji Rahayu, The XI student in Madrasah Aliyah Negeri 1 Padangsidempuan, *private interview*, 07 May 2012.

⁸Nirwana Henni, The XI student in Madrasah Aliyah Negeri 1 Padangsidempuan, *private interview*, 07 May 2012.

⁹Abdul Gani Siregar, The XI student in Madrasah Aliyah Negeri 1 Padangsidempuan, *private interview*, 07 May 2012.

¹⁰Sakinah Hasibuan, The XI student in Madrasah Aliyah Negeri 1 Padangsidempuan, *private interview*, 07 May 2012.

¹¹Eisah Safitri, The XI student in Madrasah Aliyah Negeri 1 Padangsidempuan, *private interview*, 07 May 2012.

¹²Diana Sari Sihombing, The XI student in Madrasah Aliyah Negeri 1 Padangsidempuan, *private interview*, 07 May 2012.

said by Lanna Sari Harahap,¹³ she said that she had poor vocabulary mastery. Then, interview with Rahmad Dalimunthe,¹⁴ he said that he had poor vocabulary. So, he felt difficult to identify sentence.

3. The Efforts of the English Teacher in Overcoming Students' Difficulties in Identify Sentences in Descriptive Text at Grade XI in Madrasah Aliyah Negeri 1 Padangsidempuan

To anticipate the difficulties of the students in identify sentences in descriptive text the English teacher uses next efforts. Based on the result of interview with English teacher to overcome the difficulties in mastering kinds of sentence, the teacher always make drill and practice more and more, especially write sentence with sentence elements. The students must understand to put S + V + O + C.

Teacher always repeats the lesson and gave more examples about relative pronoun in complex sentence. Then, the teacher gives explanation about complex sentence and compound complex. So, the students can different about complex sentence and compound sentence. The teacher gives more examples about it. The teacher hopes that efforts can overcome students' difficulties in learning sentence.

The teacher gives vocabulary from book. A book Mediatama, English Grammar and so on. Then, the teacher asked the students to memorize the change

¹³ Lanna Sari Harahap, The XI student in Madrasah Aliyah Negeri 1 Padangsidempuan, *private interview*, 07 May 2012.

¹⁴ Rahmad Dalimunthe, The XI student in Madrasah Aliyah Negeri 1 Padangsidempuan, *private interview*, 07 May 2012.

of the sentence and before the teacher gave the lesson the teacher always asked some students about the identify sentences in descriptive text and asked them to make some example about it.¹⁵

C. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data. So, the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough and also the students did not do the test seriously. So, the researcher took the sets answers directly without care about it.

The researcher was aware the entire thing would want to be searched but to get the excellence result from the research were more difficult because there were the threats the writer. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, headmaster and English teachers.

D. The Discussion

The result of this research which the title “The Student’s Ability of the Grade XI to Identify Sentences in Descriptive Text in Madrasah Aliyah Negeri 1 Padangsidempuan can be categorized in to good (74,66%).

¹⁵Erna Juita P, S.Pd, English Teacher in Madrasah Aliyah Negeri 1 Padangsidempuan, *Interview*, 07 May 2012.

After doing the research by giving sentences in descriptive text for grade XI Madrasah Aliyah Negeri 1 Padangsidempuan, researcher found that students had an ability to identify sentences in descriptive text. If we saw the review of related findings before, just this research that has been gotten good, with the score 74,66%.

To anticipate the learning difficulties, the English teacher effort where the English teacher often repeated the lesson especially in determining subjects of kinds of sentences then the English teacher asked the students to know the vocabularies from their text and then the English teacher kicked the students randomly.

The other, the English teacher always motivated the students in learning process. It is supported by Mulyasa that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.¹⁶ In addition, according to Yatim Riyanto that to overcome learning can be done through remedial.¹⁷

¹⁶Mulyasa, *Menjadi Guru Profesional* (Bandung: Remaja Rosdakarya, 2008) p. 121.

¹⁷Yatim Riyanto, *Paradigma Baru Pembelajaran* (Jakarta: Pradana Media Group, 2009) p.

CHAPTER V

THE CONCLUSION AND SUGGESTIONS

A. The Conclusions

After treating the collecting data, the next step is giving the conclusion of this research. It is important, because it can describe the final the researcher itself. It can be used as the input to the readers and as references to other researcher to the same topic of this research.

In this case, the researcher would like to write the conclusions of this research as the following:

1. The student's ability of the grade XI to identify sentences in descriptive text in Madrasah Aliyah Negeri 1 Padangsidempuan can be categorized into good categories. It can be seen from the value of the Mean Score (M) got by students, that is 74,66%.
2. The students difficulties in identify sentences in descriptive text were:
 - a. The students did not understand sentence elements.
 - b. Some students did not know to put the relative pronoun in complex sentence.
 - c. Some students cannot different between complex sentence and compound sentence.
 - d. The students had poor vocabulary mastery.

3. The efforts of the English Teacher in overcoming students' difficulties in identify sentences in descriptive text at grade XI in Madrasah Aliyah Negeri 1 Padangsidempuan, were:
 - a. The teacher always make drill and practice more and more.
 - b. Then the teacher always repeats the lesson and gave more examples about to identify sentences.
 - c. The teacher hopes that efforts can overcome students' difficulties in learning sentence.
 - d. The teacher asked the students to memorize the change of the sentence.

B. The Suggestions

After formulating the conclusion, the researcher wants give the suggestions concern with the result of this research. It can be seen as below:

1. It is suggested to the headmaster to motivate his teachers to increase their ability in study English, especially in kind of sentences in descriptive text.
2. For English teacher, the teacher should explained more and more about the various using of sentences.
3. English teacher should always give some home work and examine.
4. For the parents are suggested to control their children.
5. Suggested to the students to study well the kind of sentences.
6. To next researcher to make the deepest research with the topic of this research, because it is still far from the perfect one due to the limitation of the researcher material, knowledge and experience.

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Appendix I

PEDOMAN OBSERVASI (OBSERVATION GUIDANCE)

1. Lokasi Madrasah Aliyah Negeri 1 Padangsidempuan.
(The location of Madrasah Aliyah Negeri 1 Padangsidempuan)
2. Proses pembelajaran bahasa Inggris di Madrasah Aliyah Negeri 1 Padangsidempuan.
(The process of teaching English in Madrasah Aliyah Negeri 1 Padangsidempuan)
3. Sarana dan prasarana yang digunakan sebagai penunjang proses kegiatan belajar mengajar.
(Media or tools that used to help or make the teaching activity effectively)
4. Metode yang digunakan guru ketika mengajar sentences.
(The method that used by the teacher when teaching sentences in descriptive text)
5. Cara guru dalam menyampaikan materi sentences dalam teks dekriftife.
(The teachers' strategy in teaching material of sentences in descriptive text)

Appendix II

PEDOMAN WAWANCARA (INTERVIEW GUIDANCE)

A. Interview the English Teacher

1. Apa buku pokok yang digunakan bapak/ibu dalam mengajarkan sentences?
(What is the primer book that used by teacher in teaching sentences?)
2. Bagaimana hasil belajar siswa dalam pembelajaran sentences dalam descriptive text?
(How about the students' result in learning sentences in descriptive text?)

3. Kesulitan-kesulitan apa yang dihadapi siswa ketika belajar sentences dalam descriptive text?
(What are the students' difficulties in learning sentences in descriptive text?)
4. Bagaimana bapak/ibu guru memecahkan masalah tersebut?
(How the English teacher solve the problem?)

B. Interview to the Headmaster

1. Berapa jumlah guru bahasa Inggris di Madrasah Aliyah Negeri 1 Padangsidempuan?
(How many teachers are there in Madrasah Aliyah Negeri 1 Padangsidempuan?)
2. Berapa jumlah siswa perkelas di Madrasah Aliyah Negeri 1 Padangsidempuan?
(How many students in each class in Madrasah Aliyah Negeri 1 Padangsidempuan?)
3. Apa latar belakang pendidikan guru bahasa Inggris di Madrasah Aliyah Negeri 1 Padangsidempuan?
(What is the background of education of English teacher in Madrasah Aliyah Negeri 1 Padangsidempuan?)
4. Sudah sejauh manakah upaya kepala sekolah untuk meningkatkan kemampuan siswa dalam belajar bahasa Inggris?
(What has been done by the head master to increase the students' ability in learning English?)
5. Apakah ada Perpustakaan di Madrasah Aliyah Negeri 1 Padangsidempuan untuk meningkatkan kemampuan bahas Inggris siswa atau guru?
(Is there library in Madrasah Aliyah Negeri 1 Padangsidempuan for increase the ability of students and teachers in English teaching and learning process?)

Appendix III

TES KEMAMPUAN SISWA DALAM PELAJARAN BAHASA INGGRIS KHUSUSNYA IDENTIFY SENTENCES IN DESCRIPTIVE TEXT

Name :

Student Number :

Read the text be carefully. Please identify the sentence where simple, compound, complex and compound complex sentence.

Question number 1 until 10

(1) A great thing happened in the year 571 A.D. (2) Muhammad, the last prophet, was born in Mecca 571 years after the prophet Isa. (3) His father was ‘Abdullah, who died before his birth. (4) He lost his mother Aminah, when he was only 6 years old. (6) He married Khadijah when he was 25 years old. (7) He received the first revelation Arabic people were idol worshippers.

(8) The Al-Qur’an is the final Book sent by Allah, it is a great and noble book. Al- Qur’an tells us how to behave at home, how to behave with our parents, brothers, sisters, friends, neighbors and strangers. (9) The Al- Qur’an is a wonderful book of guidance, it gives us a good feeling to read Al-Qur’an. (10) In other words, the Al-Qur’an tells us how to serve and worship God.

1. sentence
2. sentence
3. sentence
4. sentence
5. sentence
6. sentence
7. sentence

8. sentence
9. sentence
10. sentence

Read the text carefully, please identify the sentence where simple, compound, complex and compound complex sentence.

Question number 11 until 20

RAFFLESIA ARNOLDI

(1) Rafflesia Arnoldi is one of the rare plants in Indonesia. (2) It can be found only in Bengkulu, one of Indonesia's provinces. (3) It can be an almost extinct plant that should be conserved. (4) It is tremendous and high. (5) It can be four meters height. (6) This plant grows up in the wild area such as in the jungle. (7) It cannot be planted by human since it grows naturally.

(8) It has a wide and large leaves can be three meters length. (9) It usually has a wide and large leaves. (10) The leaves can be three meters length. (11) It usually has five big size leaves. (12) The leaves are usually patterned and colorful. (13) The most color is maroon and it contains white spots to make it interesting to look at. (14) The mid part is the trunk. (15) This part is the highest part.

- (1) The sentence one is . . . sentence
- (2) The sentence three and four are . . . sentence
- (3) The sentence six is . . . sentence
- (4) The sentence seven is . . . sentence
- (5) The sentence eight is . . . sentence
- (6) The sentence nine is . . . sentence
- (7) The sentence ten is . . . sentence
- (8) The sentence eleven is . . . sentence
- (9) The sentence twelve is . . . sentence

(10) The sentence fourteen and fifteen are . . . sentence

Read the text carefully, please identify the sentence where simple, compound, complex and compound complex sentence.

Question number 21 until 25

Vegetable in the Kitchen

(1) My family likes vegetable so much. (2) My mother always cooks delicious foods made from vegetable in the kitchen. I always help her to clean the kitchen every day. (3) So, I find so many kinds of vegetable in our kitchen, such as: carrot, spinach, cucumber, beats, lettuce, chili, small chili, onion, potato, etc. (4) There are many kind of beans, such as: long bean, bean sprout, and so on. (5) We always get vitamin from vegetables every day.

1. . . . sentence
2. . . . sentence
3. . . . sentence
4. . . . sentence
5. . . . sentence

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(Media or tools that used to help or make the teaching activity effectively)
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(The method that used by the teacher when teaching sentences in descriptive text)
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(How about the students' result in learning sentences in descriptive text?)

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(What are the students' difficulties in learning sentences in descriptive text?)
4. Bagaimana bapak/ibu guru memecahkan masalah tersebut?
(How the English teacher solve the problem?)

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1. Berapa jumlah guru bahasa Inggris di Madrasah Aliyah Negeri 1 Padangsidempuan?
(How many teachers are there in Madrasah Aliyah Negeri 1 Padangsidempuan?)
2. Berapa jumlah siswa perkelas di Madrasah Aliyah Negeri 1 Padangsidempuan?
(How many students in each class in Madrasah Aliyah Negeri 1 Padangsidempuan?)
3. Apa latar belakang pendidikan guru bahasa Inggris di Madrasah Aliyah Negeri 1 Padangsidempuan?
(What is the background of education of English teacher in Madrasah Aliyah Negeri 1 Padangsidempuan?)
4. Sudah sejauh manakah upaya kepala sekolah untuk meningkatkan kemampuan siswa dalam belajar bahasa Inggris?
(What has been done by the head master to increase the students' ability in learning English?)
5. Apakah ada Perpustakaan di Madrasah Aliyah Negeri 1 Padangsidempuan untuk meningkatkan kemampuan bahas Inggris siswa atau guru?
(Is there library in Madrasah Aliyah Negeri 1 Padangsidempuan for increase the ability of students and teachers in English teaching and learning process?)

Appendix III

TES KEMAMPUAN SISWA DALAM PELAJARAN BAHASA INGGRIS KHUSUSNYA IDENTIFY SENTENCES IN DESCRIPTIVE TEXT

Name :

Student Number :

Read the text be carefully. Please identify the sentence where simple, compound, complex and compound complex sentence.

Question number 1 until 10

(1) A great thing happened in the year 571 A.D. (2) Muhammad, the last prophet, was born in Mecca 571 years after the prophet Isa. (3) His father was ‘Abdullah, who died before his birth. (4) He lost his mother Aminah, when he was only 6 years old. (6) He married Khadijah when he was 25 years old. (7) He received the first revelation Arabic people were idol worshippers.

(8) The Al-Qur’an is the final Book sent by Allah, it is a great and noble book. Al- Qur’an tells us how to behave at home, how to behave with our parents, brothers, sisters, friends, neighbors and strangers. (9) The Al- Qur’an is a wonderful book of guidance, it gives us a good feeling to read Al-Qur’an. (10) In other words, the Al-Qur’an tells us how to serve and worship God.

1. sentence
2. sentence
3. sentence
4. sentence
5. sentence
6. sentence
7. sentence

8. sentence
9. sentence
10. sentence

Read the text carefully, please identify the sentence where simple, compound, complex and compound complex sentence.

Question number 11 until 20

RAFFLESIA ARNOLDI

(1) Rafflesia Arnoldi is one of the rare plants in Indonesia. (2) It can be found only in Bengkulu, one of Indonesia's provinces. (3) It can be an almost extinct plant that should be conserved. (4) It is tremendous and high. (5) It can be four meters height. (6) This plant grows up in the wild area such as in the jungle. (7) It cannot be planted by human since it grows naturally.

(8) It has a wide and large leaves can be three meters length. (9) It usually has a wide and large leaves. (10) The leaves can be three meters length. (11) It usually has five big size leaves. (12) The leaves are usually patterned and colorful. (13) The most color is maroon and it contains white spots to make it interesting to look at. (14) The mid part is the trunk. (15) This part is the highest part.

- (1) The sentence one is . . . sentence
- (2) The sentence three and four are . . . sentence
- (3) The sentence six is . . . sentence
- (4) The sentence seven is . . . sentence
- (5) The sentence eight is . . . sentence
- (6) The sentence nine is . . . sentence
- (7) The sentence ten is . . . sentence
- (8) The sentence eleven is . . . sentence
- (9) The sentence twelve is . . . sentence

(10) The sentence fourteen and fifteen are . . . sentence

Read the text carefully, please identify the sentence where simple, compound, complex and compound complex sentence.

Question number 21 until 25

Vegetable in the Kitchen

(1) My family likes vegetable so much. (2) My mother always cooks delicious foods made from vegetable in the kitchen. I always help her to clean the kitchen every day. (3) So, I find so many kinds of vegetable in our kitchen, such as: carrot, spinach, cucumber, beats, lettuce, chili, small chili, onion, potato, etc. (4) There are many kind of beans, such as: long bean, bean sprout, and so on. (5) We always get vitamin from vegetables every day.

1. . . . sentence
2. . . . sentence
3. . . . sentence
4. . . . sentence
5. . . . sentence

CURRICULUM VITAE

A. Identity

Name : SAIMA PUTRI LUBIS

Reg.No : 07 340 0026

Place and Birthday : Padangsidimpuan 29 September 1989

Sex : Female

Religion : Islam

Address : Jl. H M Syukur Soritua No 17 A, Kel. Sadabuan
Padangsidimpuan Utara

B. Parents

Father's name : Syaiful Bahri Lubis

Mother's name : Asmida Pardede, S.Ag

C. Educational Background

- 1. Graduated from elementary school in SD Inpres Kayuombun, Padangsidimpuan from 1994-2000.**
- 2. Graduated from junior high school in MTsN Padangsidimpuan from 2000-2004.**
- 3. Graduated from senior high school in MAN 1 Padangsidimpuan from 2004-2007.**
- 4. Be University student in State Collage for Islamic Studies (STAIN) Padangsidimpuan.**



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

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Nomor : Sti. 14/UBS/P...../2011

Lamp :

Hal : Pembimbing Skripsi

Padangsidimpuan, Oktober 2011

Kepada

Yth. 1. Drs. H. Syahid Muammar Pulungan, S.H

2. Yusni Sinaga, S.Pd, M.Hum

di-

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut :

Nama : SAIMA PUTRI LUBIS
NIM : 07. 340 0026
Jurusan/Prog. Studi : Tarbiyah/ TBI-1
Judul Skripsi : THE STUDENT'S ABILITY OF THE GRADE XI TO IDENTIFY SENTENCES IN DESCRIPTIVE TEXT IN MADRASAH ALIYAH NEGERI 1 PADANGSIDIMPUAN.

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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An. PEMBANTU KETUA I
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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I

DRS. H. SYAHID MUAMMAR PULUNGAN, S.H

BERSEDIA/TIDAK BERSEDIA
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Padangsidimpuan, 03 Mei 2012

Nomor : Sti.14/I.B.4/PP.00.9/946 /2012

Lamp : -

Hal : **Mohon Bantuan Informasi**
Penyelesaian Skripsi

Kepada Yth,
Kepala MAN 1
Padangsidimpuan
di-

Padangsidimpuan

Assalamu'alaikum Wr.Wb

Dengan Hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama	: Saima Putri Lubis
Nomor Induk Mahasiswa	: 07. 340 0026
Jurusan/Prog.Studi	: Tarbiyah/ TBI
Alamat	: Jl. H.M Syukur Soritua No. 17 A Sadabuan Padangsidimpuan

adalah benar mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul “ **The Student's Ability Of The Grade XI To Identify Sentences In Descriptive Text In Madrasah Aliyah Negeri 1 Padangsidimpuan** ”.

Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikianlah disampaikan, atas kerja sama yang baik diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb



Drs. H. Irwan Saleh Dalimunthe, MA
NIP. 49610615 199103 1 004

Tembusan :

1. Bina Skripsi



KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI 1 PADANGSIDIMPUAN
Jalan Sutan Soripada Mulia No. 31 – C Telp: (0634) 21621 Padangsidimpuan

SURAT PERNYATAAN

Nomor: Ma.02.20/PP.006/**122** /2012

Menghunjuk Surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan Nomor: Sti.14/I.B.4/PP.00.9/946/2012, tanggl, 03 Mei 2012 Hal; Mohon Bantuan Informasi Penyelesaian Skripsi. Dengan ini kepala MAN 1 Padangsidimpuan, menerangkan bahwa:

Nama : SAIMA PUTRI LUBIS
Nomor Induk Mahasiswa : 07 340 0026
Jurusan : Tarbiyah/ TBI
Alamat : Jl. H.M Syukur No.17 A Sadabuan Padangsidimpuan

Adalah benar telah mengadakan Riset di MAN 1 Padangsidimpuan untuk Penyusunan Skripsi yang berjudul: *"The Student's Ability Of Grade XI To Identify Sentences In Descriptive Text In Madrasah Aliyah Negeri 1 Padangsidimpuan"*. Pada tanggal, 04 s.d 21 Mei 2012.

Demikian Surat Pernyataan ini kami buat dengan sebenarnya untuk dapat dipergunakan seperlunya.



Dis. H. SYAFI'I HASIBUAN
NIP: 19540404 198503 1 006