



**THE STUDENTS' ABILITY IN SUMMARIZING
DESCRIPTIVE TEXT AT GRADE VIII SMP NEGERI 1
PANYABUNGAN**

A THESIS

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

Written by:

ELI MAHRANI
Reg No: 09 340 0076

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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ENGLISH EDUCATION DEPARTMENT

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PADANGSIDIMPUAN
2014**

Things : Thesis
a.n. Eli Mahrani
Appendix: 6 (six) Exemplars

Padangsidimpuan, June 07 2014
To:
Dean Tarbiyah and Pedagogy Faculty
in –
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to Eli Mahrani, entitle "**The Students' Ability in Summarizing Descriptive Text at Grade VIII SMP Negeri 1 Panyabungan**". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Islamic Educational Scholar (S.Pd.I), Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That is all and thanks for your attention.

Wassalamu'alaikum Wr.Wb.

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DECLARATION OF SELF THESIS COMPLETION

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Registration Number : 09 340 0076

Faculty/ Department : Tarbiyah and Pedagogy Faculty/ TBI – 3

The title of thesis : **THE STUDENTS' ABILITY IN SUMMARIZING
DESCRIPTIVE TEXT AT GRADE VIII SMP
NEGERI 1 PANYABUNGAN**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, May 26th 2014
Declaration Maker,



ELI MAHRANI
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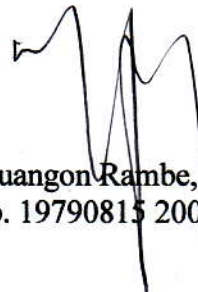
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Place : Padangsidempuan
Date : May, 12nd 2014
Time : 08.00 until finish
Result/Mark : 73.50/B
IPK : 3.29
Predicate : Very Good



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LEGALIZATION

The theses with title : **THE STUDENTS' ABILITY IN SUMMARIZING
DESCRIPTIVE TEXT AT GRADE VIII SMP NEGERI 1
PANYABUNGAN**

Written by : **ELI MAHRANI**

Reg. No. : **09 340 0076**

Had been accepted as a partial fulfillment of the requirement for the degree of
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Padangsidempuan, July 30th 2014



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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise to Allah the almighty for giving me healthy, opportunity, and ability to complete this thesis with the title **“The Students’ Ability in Summarizing Descriptive Text at Grade VIII SMP Negeri 1 Panyabungan”**. Peace and salutation to our beloved prophet Muhammad SAW who has guided us to have a good life.

In writing this thesis, I have found various difficulties. Fortunately, there are many people who help me to finish this thesis. May be without their helped and supported this thesis would not be as it is now.

I would like to express my especially thanks to Mr. Dr. H. Ibrahim Siregar, MCL, as the first advisor and Mr. Sojuangon Rambe , S. S., M. Pd as the second advisor who has given me advice, suggestion, comments and help me in writing this thesis.

I also would like express my thanks to:

1. Mrs. Eka Sustri Harida as my academic advisor
2. Mrs. Rayendriani Fahmei Lubis, M. Ag., the Leader of English Department.
3. Headmaster, English teacher and also students of SMP Negeri 1 Panyabungan especially to the eighth grade who helped me to complete my research.
4. My beloved parent, Kasymir Nasution and Rubama Pulungan who taught me how to be patient to face this life, who always give me, prays, motivation, and

moral encouragement to finish my study, my sister Nur asyiah, S. Pd and my young brother Achmad Kamil Nasution.

5. My beloved friends Nur Salimah, Khotimatul mar'ah, Nelpi Simamora Rahmi Juliani, Sandra Putri Perdana Lubis, Fitri Morbeini, Nur Saidah, and all my friends in TBI-3 that I can't mention who was patience and care to support me.

6. All my friends in IAIN Padangsidimpuan, good luck for you.

May Allah, the Almighty bless them all, Amin.

Finally, I realize this thesis is imperfect. Therefore, critics and suggestion are really needed to make this thesis become better in the future.

Padangsidimpuan, June 03rd 2014

Writer



ELI MAHRANI

09 340 0076

ABSTRACT

Name : ELI MAHRANI
NIM : 09 340 0076
Faculty : Tarbiyah
Program Study : English Program
Title of Thesis : The Students' Ability in Summarizing Descriptive Text At Grade VIII SMP Negeri 1 Panyabungan.

The purpose of this research was to described students' ability in summarizing descriptive text at grade VIII SMP Negeri 1 Panyabungan, to identify the students' problems in summarizing and to identify the causes of the problem in summarizing

The research was done at SMP Negeri1 Panyabungan. In this research, researcher used qualitative approach in the type of the descriptive analysis. The sources of data was the second years students, there were 27 students as sample of analytical unit from 224 students at grade VIII SMP Negeri 1 Panyabungan. In collecting data, the research used the instrument of the research are test, interview and field notes. The data was processed and analyzed by qualitative process.

Based on the result of the research, researcher found that the students' ability in summarizing descriptive text at grade VIII SMP Negeri 1 Panyabungan was enough categories (47.25%). There was some problems in summarizing, the problem are the students could not distinguish between main idea and important idea, did not know what the main idea and what the function, confused in understanding the text, lazy to read the text and lazy to write all supporting detail, could not write English text, could not translate the text, did not know what the supporting detail, confused and difficult to constructing sentence, did not understand about sentence elements while write English text, in write English did not care about grammar and punctuation.

CURRICULUM VITAE

A. Identity

Name : ELI MAHRANI
Place and Birthday : Panyabungan Tonga, Nopember 5th 1990
Sex : Female
Religion : Moslem
Adress : Jl. Kol H Mhd. Nurdin No.21
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Phone number : 085763415141

B. Parents

Father : Kasymir Nasution
Mother : Rubama Pulungan

C. Background of Education

1. Graduated from Elementary School in SD Negeri 142597 Panyabungan in 2003
2. Graduated from Islamic Junior High School MTs s Musthafawiyah Purba Baru 2006
3. Graduated from Islamic Senior High School MAS Mustafawiyah Purba Baru in 2009
4. Be University student in IAIN Padangsidimpuan Padangsidimpuan from 2009

**TES KEMAMPUAN SISWA
DALAM SUMMARIZING DESCRIPTIVE TEXT**

Name :

Student Number :

- a. Read the text carefully, and write the summary!!**

My House

My house is located in Jl Lestari no.5. There is wall fence in front of my house to limit the area with the other. There are many trees such as avocado, mango, and guava in front of my house. Besides that, I also have many kind of flower such as rose, jasmine, orchid and etc in front of my house. In front of my house also there is a terrace which usually use for us to do some activities, like chatting with my parents in the evening, doing my homework, and playing Rubik's cube with my brother.

My house has many rooms. The first room in my house is a guest room which functions to receive the guest and at this room there is one set of chair and a table; there are also two windows covered by red curtain. My guest room is not big enough and we usually use family room to receive when the guest is too many. The second room is my bed room which contains a bed almost as long as the room. There is a book rack besides the bed to put my brother's books and my books. There is also a desk besides the rack book. It not only uses to study, but also function to put my bag, my brother's toys, my book and my movie collection. The third room is my parents' bed room; there is a clothes closet and a bed beside it. The bed merges with a small closet and it located in the front of bed. It contains my father's books and my mother cosmetics. The fourth room is family rooms; at this room, there are a small bed for us to sit down and to sleep, a television, a DVD player, a sound system and a small aquarium. I usually spend the time at this room with my parents and my brother and it uses to discuss something or to watch a movie. That room is bigger than other room,

so I feel comfortable to spend my long longer. The fifth room is a bath room which contains of a bath up and two water tap. I have two bathrooms and it located side by side; so my second bathroom beside it. The sixth room is a kitchen; the first thing that you seeing are refrigerator beside the door, and there is a dining table with four chairs. In front of it, there are two gas stoves, a rack and two windows behind the stoves.

My back yard is divided into two sections by small fence; the first section is the area for my family and me; the second is for my pets and my plants. In the first section there are a well and a small warehouse. The second sections contains of many pets such as fishes, rabbits, chickens, and bird. That is all the description of my house. I'm so happy stay in my house with my family. My house is like castle for me.

VALIDATOR

Sojuangon Rambe, S.S., M.Pd
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PEDOMAN WAWANCARA (INTERVIEW GUIDANCE)

A. Interview the students'

1. Main idea
 1. Kenapakah main idea yang di tulis itu tidak sesuai dengan yang ada di text? Kenapa?
 2. Kenapakah main ideanya yang adik buat tidak jelas mana SPO nya? Kenapa?
2. Supporting details
 1. Kenapakah supporting detail yang di tulis itu tidak mendukung ke main ideanya? Kenapa?
 2. Kenapakah supporting detail yang di tulis itu tidak menggunakan kata kata sendiri? Kenapa?
3. Conclusion
 1. Kenapakah conclusion yang adik tulis tidak lengkap? Kenapa?
 2. Kenapakah adik tidak membuat conclusion? Kenapa?
4. Mechanics and grammar
 1. Kenapa dalam menulis summarizing grammarnya tidak tepat? Kenapa?
 2. Kenapakah dalam menulis summarizing penggunaan punctuationnya banyak yang error? kenapa?

VALIDATOR

Sojuangon Rambe, S.S., M.Pd
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Appendix III

The Score of Students' Ability in Summarizing Descriptive Text

At grade VIII SMP Negeri 1 Panyabungan

No	Name	Main idea	Supporting details	conclusion	Mechanics and grammar	Sum
1	Abdul Bais	4	4	1	3	12
2	Abdul Halim	2	2	1	3	9
3	Alwadi Sabbih	4	3	2	3	12
4	Ahmad Faudzan M	4	4	3	2	13
5	Anwar Ibrahim	2	4	3	3	12
6	Ahmad Faudzan	2	3	4	2	11
7	Darmiah	4	2	1	4	11
8	Elisna Atikah	4	3	2	4	13
9	Gustina Raya	4	2	4	3	13
10	Irham Hamidi	4	4	4	2	14
11	Kemal Idris	4	4	4	3	15
12	Muammar Kadapi	4	4	3	4	15
13	Muhammad Ammar	4	4	2	4	14
14	Muhammad Iqbal S	1	3	1	4	9
15	Majidah Khairani	4	3	3	2	12
16	Mhd Erwinsyah	4	4	2	3	13
17	Nur Kholilah	4	3	1	3	11
18	Nanda Parmonangon	4	4	4	3	15
19	Nur Hasanah	4	1	4	4	16
20	Nur Ainun	4	3	3	3	13
21	Nur Ssaadah	4	3	2	3	12
22	Nur Ilmi	4	4	3	4	15
23	Putri Harum Sari	4	4	3	3	14
24	Salman Farizi	4	3	3	3	13
25	Tiara Amalia	4	4	3	3	14
26	Wilda Khairani	4	3	4	3	14
27	Zaynul Fahri	4	4	4	4	16
						351

Appendix IV

Then the researcher calculated the score by using the following formula:

$$= \frac{\text{total percentage} \times 100\%}{\text{Item}}$$

$$= \frac{189 \times 100\%}{4}$$

$$= 47.25\%$$

a. The researcher gives the test to the students



a. Researcher gives explanation to the students' how to write summarizing text



b. The students are writing summarizing text



CHAPTER I

INTRODUCTION

A. Background of the Problem

Summary is essential in English language learning. It can help the students in developing their comprehension in a text. Reading comprehension is the main goal of reading instruction and is imperative for understanding the text. The goal of this lesson is to provide students with the summarization strategy so that they can read to learn. Summarization can help students gather and concentrate on the important facts of the text. The activities in this lesson will allow students to summarize the text in their own words; therefore, they will gain a better understanding of the text. The following illustration will present some significance of summary for our life.

First, summary provides an opportunity to know what is important, by know what is important from the text, we will be easy to comprehend the text and easy to accept information from the book. If we develop summarize skill, we will become more confident and self assured in abilities to comprehend and understand all types of all information. So we will difficulty to understand it before we conclude it.

Second, summary will activate our brain for thinking, we will try to think how to make summary from the text a lot to be a short text and easier to understand. Our brain is activating to remember, analysis and synthesize

information. It also advances the brain to acquire ways to facilitate the gathering of information whenever we find difficulties.

Finally, it serves as ways to check understanding, by summary students are able to know how far their understandings about the text have their read. After the students write summarizing, they will get information and ideas from the text have their read. So, Students have to realize that the aim of reading text is to comprehend then in their effort to expand and enrich their knowledge.

Based on the illustration above, it is undeniably that summary is necessary for everybody in variety of purpose and needs. However, summary skill is problematic at SMP Negeri 1 Panyabungan either in the aspect of achievement or motivation. The actual fact is revealed in the following illustration.

The first, reading grade that is related to summary skills in SMP Negeri 1 Panyabungan is low. After the researcher conducted observation in SMP N 1 Panyabungan, the researcher asked the English teacher about the KKM (the standard minimum of minimal value) in SMP N 1 Panyabungan is 75, but in fact, Students' ability in reading grade that is related to summary text at SMP N 1 Panyabungan does not fulfil the standard, and then the researcher finds some problems, When learn process some students' don't want to know about the English lesson. And their reason is that they do not understand the meaning what they have read.

Then, the students' still found difficult words when they are reading. It was because of lack vocabularies. So, students' do not understand the meaning what

have their read. It can be evidenced by give some question. They can't answer question from the text.

In addition, it was also found that students have lack of reading motivation. Based on the writer's observation while learning reading processes, many students left the class. For example by the reason want to the bathroom, the students can leave the class and the lesson. And information from the librarians, more than half of them are rarely visiting library. The students prefer playing game than reading in the library.

Accordingly, the problems above need to be solved in order to avoid flaws in students as product of education. There are some strategies that can enhance students' ability in reading comprehension such as skimming which facilitate students to can get information needful from the text quickly. Summarizing which enable students to can describe the content of book totality. And the last is establishing purpose which facilitates students with pre-stated targets of reading.

From the three alternatives strategies above the writer chooses summarizing strategy. There are some reasons why the writer chooses summarizing, firstly, it was found that student's learning reading material are text, that is a long text, naturally a long text consist of some paragraph. Conceptually summarizing is appropriate strategy to use by the students to check their understanding about the text.

Secondly, in summarizing strategy the teacher are given many opportunities to the students in reading process and improve their writing skill. Because in making summary we must read the text first and then write the summarizing. So, summarizing is a great way to improve both reading and writing ability.

Finally, in summarizing strategy the students have accountability to full understanding of text; Summarizing also helps students understand the organizational structure of lessons or text. Besides, by summarizing strategy student also easier to remember the information that has their read from a text.

In view of above discussion the writer feels that is necessary in conducting a description research of which purpose is to describe the student ability in summarizing descriptive text at SMP Negeri 1 Panyabungan. This research will describe the problem and the causes of the problem in summarizing descriptive text.

B. Identification of the Problem

Based on the background above, problems concerning summary skill at SMP Negeri 1 Panyabungan are: 1) Reading grade that is related to summary skills at grade VIII SMP Negeri 1 Panyabungan is low, 2) Lack of vocabularies, and 3) It was also found that students have lack of reading motivation. From the three problems only concern with solving the students ability in summarizing descriptive text at grade VIII SMP Negeri 1 Panyabungan.

C. Limitation of Research

Based on the identification of the problems above, research was limited. The problem in summarizing is very large and population of students at SMPN 1 Panyabungan also a lot. So, that is impossible to research by individual researcher.

So, the problem was limited as the students' ability in summarizing descriptive text at grade VIII in the second semester SMP N 1 Panyabungan Academic Year 2013-2014

D. Formulation of the Problem

Based on the limitation of the problem above, the formulations of the problem in this research are:

1. How is the students' ability in summarizing descriptive text at grade VIII SMP Negeri 1 Panyabungan?
2. What are the students' problems in summarizing descriptive text at grade VIII SMP Negeri 1 Panyabungan?
3. What are the causes of the problem in summarizing descriptive text at grade VIII SMP Negeri 1 Panyabungan?

E. The Purpose of the Research

Based on the formulation of the problem above, the purposes of the research are:

1. To describe the students' ability in summarizing descriptive text at grade VIII SMP Negeri 1 Panyabungan.

2. To identify the problem in summarizing descriptive text at grade VIII SMP Negeri 1 Panyabungan
3. To identify the causes of the problem in summarizing descriptive text at grade VIII SMP Negeri 1 Panyabungan

F. Significance of the Research

Research significances are large in contributions depending on whatever and who ever a result of the research being useful in term of education. Significances of this research are in the following. Firstly, this research will give contribution and enrich the science of language education in general and specifically to the field of teaching reading grade that is related to summary skill. This study completes the researched fields and empower the same research conducted in past. Secondly, this research is useful for teacher to achieve the English learning to improve the process and result of students' reading comprehension, specifically which concern with summarizing skill. Finally, this research can be used by the future researcher as reference for studying the other subjects in the field of language teaching.

G. Definition of Key Terms

Avoiding vagueness and misunderstanding in assuming the title of the research. Then it clarified the definition of the focuses as the definition of the key terms in title the students' ability in summarizing descriptive text at grade SMP Negeri 1 Panyabungan as in following

1. Students': 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".¹
2. Ability: Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).²
3. Summarizing: Summarizing is the ability to produce a condensed version of information. The summary includes only important elements and retains the order of the original information. Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.
4. 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, an animal, and a tree.

H. 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 background of the problem that explained about the important and reasons of the research, Identification of the problem that told about research concerned; Formulation of the problem told about what must we search or describe in the research; Purpose of the research told about

¹Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2010), p. 169.

²A Merriam Webster, *Webster's Collegiate Thesaurus* (USA: Massa Chusetts, 1976), p. 33.

the purpose of research explained what for the research did; The significances of the research explained the destination of the research; The definition of variables 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 in summarizing 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 student's of SMP Negeri 1 Panyabungan; 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.

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. The Theoretical Description

1. Description of Summarizing

a. Definition of Summarizing

Summarizing is a particularly helpful tool for checking comprehension and practicing analytical skills. In fact, summarizing is a great way to improve both reading and writing ability.

In opinion of Emily Kissner said that summary is is a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original.¹ On the other hand, the Oxford English Dictionary defines the act of summarizing as “to sum up” to state briefly or succinctly.² As stated by Rick Wormeli summarization is restating the essence of text.³ Then, Kathleen T. Mc. Whorter said “a summary is a compact restatement of the key points of a passage. You might think of it as a shortened version of a longer message.”⁴ While stated to Wren & Marten a précis or summary is the gist or main theme of a passage expressed in as few words as possible. Summary should be lucid, succinct,

¹ Emily Kissner, *Summarizing, Paraphrasing, Retelling Skill For Better Reading, Writing And Test Taking* (United Sated of America: Denise A. Botelho, 2006), p. 8.

² A. S. Hornby, *Oxford Advanced Learner's Dictionary, fifth edition* (New York: Oxford University Press, 1995), p. 1187.

³ Rick Wormeli, *Summarization in Any Subject*, (United States of America: ASCD, 2005), p.2.

⁴ Kathleen T. McWhorter, *Efficient and Flexible Reading*, (Niagara county community college: Harper Collins publisher, 1992), p. 309.

and full.⁵ Next, stated by Anna Uhl Chamot and Sarah Barnhardt summarizing is involves your creating a mental, oral or written summary of information.⁶

So, the researcher concludes, that summary was a shorter version of a longer version of writing. Where it allows learners to assert full control, both of the main factual or fictional content of a book, and of the grammar and vocabulary used to express it.

In writing summary, the students must firstly, understand what they have read. The result of the summary helps the students understand what they have read. Because summary forces the readers put the text in their mind and then they will be interpreted in written form by using their own words. Writing summaries also develop the students' general writing.

According to Katherine Wiesolek Kuta⁷ this writing exercise is designed to give students explicit practice in learning how to read a paragraph, think about the text. The goal is to help students realize that each paragraph has at least one main idea and support for it. When asked to write a summary paragraph, they will practice using a beginning, middle and end. It should also become evident that it is more difficult to write a shorter summary,

⁵ Wren & Marten, *High School English Grammar & Composition*, (New Delhi: 1990), p. 438.

⁶ Anna Uhl Chamot, et. al, *The Learning Strategies Handbook*, (Addison Wesley Longman :1999), p.29.

⁷ Katherine Wiesolek Kuta, *Reading and Writing to Learn*, (USA: 2008), p.215.

because it requires a more concise focus on the important points, and the lesser details need to be condensed or eliminated.

b. The Method of Choosing Summary Material

The key to write an effective summary was by combining the material that choose to include into concise, coherent sentences and paragraphs, Stated by J. Michael O' Malley and Lorraine valdez Pierce summarizing involves:

1. Deleting minor details and redundant information
2. Combining similar details, and
3. Selecting or composing main idea sentences.⁸

Stated by Emily Kissner in her book. There are four techniques or methods in choosing the material.⁹

1. Deleting Less Important Material

A summary moves quickly through the main points of the original, we should omit all the less information. As we go through the original text, cross out all the necessary words, all repetition, all disagrees, and all minor supporting details. This should have only the most important ideas and information. This method often works well where clearly stated major points are immediately followed by extensive discussion.

⁸J. Michael O'Malley, et. al, *Authentic Assessment for English language Learners*, (United State of America: Addison Wesley Publishing Company, 1996), p. 150.

⁹Emily Kissner, *Op. Cit*, p. 53-56.

2. Selecting More Important Information

This method was often useful when the original is very wordy, disagrees often, does not state its idea clearly, or otherwise make the idea difficult to be followed such situations sometimes arise when generalizations do not balance or details, either the piece confuses many generalizations or present many details without stating their overall meaning than we have to hunt carefully for those few words that signal the underlying ideas and logic of the piece.

3. Note Taking

Not taking on the key ideas for each of sections of the original reveals of the logic ideas in the whole piece and connecting among them. The method may be useful when summarizing a piece that clearly develops on idea in each paragraph but seems to change from the paragraph to paragraph as a more complex idea builds from each of the parts or a large ideas breaks into many subsections. The notes them become an outline of the authors' thought.

4. Miniaturizing

As you read through the original, pay attention to the various parts of the structure: the other ideas, their relative lengths their relationship. When logical development and balance of the parts of the original are important. Generally, this method appropriate for more complex and

subtly argued originals where the parts of arguments fill together in usual ways or in ways those are different to follow.

c. Techniques in Summary writing

The technique in summary writing is paraphrasing. A paraphrase restates a passage's ideas in your own words. Paraphrasing is a useful technique in several situations.¹⁰ To paraphrase means to completely and correctly express other people's ideas in one's own words.

Examples:

1. You have cooked us all a hot potato

(A troublesome person or issue)

2. prevention is better than cure

(it is better to prevent something unpleasant from happening than try to put it right afterwards).

Katherine Wiesolek Kuta¹¹ stated the purpose of this activity is to have students practice rewriting text in their own words in order to increase comprehension. Often students take notes directly from the textbook exactly as it is written, without trying to paraphrase or summarize. When doing research, students need to be able to use this skill, to take notes to support their focus.

¹⁰ Kathleen T. McWhorter, *Op. Cit*, p.300.

¹¹ Katherine Wiesolek Kuta, *Op. Cit*, p.213.

d. Steps in summary Writing

The ability to summarize should be improved with practice; there are few steps to guide the writing summary. These steps are designed to encourage the habits of thinking that will allow someone to vary the technique as the situation demands.

As stated by Kathleen T. Mc. Whorter that “use the following steps as a guide in writing a summary”:¹²

1. Read the entire original work
2. Reread and underline key points.
3. Review your underlining.
4. Write sentence to include all remaining underlined information.
5. Present ideas in the summary in the same order in which they appeared in the original.
6. Revise your summary.

According to George E. Wishon. Some guidelines for writing a good summary are:¹³

1. Read the original selection carefully
2. Search for main idea
3. Find the meaning of any unknown words, use the dictionary
4. Read the selection again
5. Determine which parts of the selection are essential and which parts serve only as transition or nonessential development material
6. Write down the key words or phrase
7. Write the summary, using the notes and the meaning of the main idea.

¹²Kathleen T. Mc Whorter, *Op .Cit*, p. 310.

¹³ George E. Wishon, *Let's Write English, Revised Edition* (New York: Litton Educational Publishing, 1980), p. 372.

J. Michael O' Malley and Lorraine valdez Pierce stated summary evaluation guidelines are:¹⁴

1. Identifies the topic
2. Identifies the main idea
3. Combines/ chunk similar idea
4. Paraphrases accurately
5. deletes minor details
6. Reflects author's emphasis
7. Recognizes author's purpose
8. Stays within appropriate length.

Ronald V. White designed how to write a precise or summary, they are:¹⁵

1. Read the text passage carefully twice
2. Read the introduction on the original passage the point at which. You should begin to write you're precise and where you should end it.
3. read the passage a third time, making a list of all the points you will have to use it, these notes should be very brief.
4. using this list of points, write a rough draft of the precise, referring to the original passage only when you want to make sure of some points. This will help you greatly to reproduce the substance of the passage in you own words. The number of words should be counted when you have finished the rough draft, not after each sentence.
5. after having counted the number of words in the draft and any alternations. When you re-read fair copy, there are two more points you should bear in mind, *first* you precise must be accurate. You must learn to divide all your information from the passage and never distort the meaning of the original or all to it. *Secondly*, your precise should be written in such a way that if read a continuous paragraph. To achieve this you should use the link words like "but" and " however", also etc to content your points. When you have be come proficient at this, you should try connecting your points by writing complex sentences e.g. beginning a sentence with words like science, though, even if, when after, before, etc.

¹⁴J. Michael O' Malley, *Op. Cit*, p. 152.

¹⁵ Ronald V. White, *New Ways in Teaching Writing*, (Illinois: Bloomington, 1995), p.72.

Douglas stated that there are some criteria for assessing a summary, they are:¹⁶

1. Express accurately the main idea and supporting idea.
2. Is written the students' own words; occasionally vocabulary from the original text is accepted
3. Is logically organized
4. Displays facility in the language to clearly express in the text.

There are criteria are parameters to look upon writing as an opportunity to master what students have read to make certain students understand the information presented and to explain what students have learned in their own words.

e. Summary Length

Generally the summaries are about one-quarter the length of the original text. If the purposes of the summary give only a general idea of what is in the original, the reader can decide whether or not to read the full original, the summary can be quite spare, even less than one percent of the original.

As stated by Kathleen T. McWhorter that "a summary contains only the gist of the text, with limited background, explanation, or detail. Although summaries vary in length, they are often one quarter or less of the length of the original."¹⁷ The other purpose was the summary is so detailed

¹⁶ Carnine Douglas, *Direct Instructional Reading 2nd Ed*, (USA: Prentice Hall, 1990), p. 80.

¹⁷ Kathleen T. McWhorter, *Loc. cit*, p. 309.

that the reader can get all necessary informative without referring to the original.

Wren and Marten stated that there were three important uses of summarizing:¹⁸

1. Summarizing was a very fine exercise in reading
2. Summarizing was also a very good exercise I writing a composition
3. So, practice in summarizing was of great value for practical life.

f. Characteristic of a Good Summary

To make a good summary the first we must know the method of procedure to make summary. The method of procedure according to Wren & Marten there are:¹⁹

1. Reading
2. Writing
3. Revision

And then, he said in the same book that there were some characteristic of a good summarize, they are:²⁰

1. The summary should be all in your own words
2. The summary must be connected whole. It may be divided into section or paragraphs, according to changes in the subject matter.
3. The summary must be complete self-contained; that it must convey its message fully and clearly without requiring, any reference to the original to the complete its meaning.

¹⁸ Wren & Martin, *Op. Cit*, p. 439-442.

¹⁹ *Ibid*, p.443.

²⁰ *Ibid*, p.440-441.

4. the summary must be in simple, direct, grammatical and idiomatic English.

So, the characteristic of a good summary are:

1. Can be understood without reference to the original
2. Is a faithful reproduction of, or contains only the ideas or information of, the original
3. Is brief without any unnecessary detail
4. Is a readable unified whole.

2. Description of Descriptive Text

a. Definition of descriptive text

Descriptive text 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 According to Sri Dewi Astuti “descriptive text is that describes the characteristics of a particular thing, a place, or a person”.²² Stated by Charles Miguel Cobb, said that “Descriptive is kind of writing that tries to put a picture in the reader’s

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

²² Sri Dewi Astuti, *Comparing and Contrasting Descriptive and Report Text* (Bekashi: Aldhi Aksara Abadi Indonesia), p.1.

mind. Descriptive tells how something looks or sounds or tastes or smells or feels.²³ Meanwhile, Ign. Sukasworo, R. Suwogno, and C. Sartini clarified in his book, “Deskripsi (latin: describe = menulis tentang) merupakan bentuk karangan 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”.²⁴ (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”.²⁵ (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

²³Charles Miguel Cobb, *Process and Pattern* (Belmont California: Wadsworth Publishing Co, 1985), p. 35.

²⁴Ign. Sukasworo, R. Suwogno, C. Sartini, *Mutiara Grammatika Bahasa dan Sastra Indonesia* (Jakarta: Piranti Darma Kalokatama, 2006), p. 32.

²⁵Otong Setiawan Djuharie, *Genre dilengkapi 700 Soal Uji Pemahaman* (Bandung: Yrama Widya, 2007), p. 24.

information is about the parts, qualities, or characteristics of the object that is described.

The function of descriptive text is to describe about a certain person, thing, or place. According to Linda Gerot and Peter Wignell, the function descriptive text is to describe a particular person, place or thing.²⁶ Descriptive text gives sense impressions- the feel, sound, 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,²⁷ 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.

²⁶Linda Gerot, *Making Sense of Functional Grammar* (Sydney: Gred Stabler, 1994), p. 208.

²⁷George E. Wishon, *Op.Cit*, p. 128-130.

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,²⁸ they are:

- 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,²⁹ 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.

²⁸Joyce Armstrong Carroll, *Writing and Grammar* (New Jersey: Prentice- hall, 2001), p. 99.

²⁹Sanggam Siahaan, *Op. Cit.*, p. 89.

B. Components of Descriptive Text

Description is text containing two components identification and description by which a writer describes a person, or an animal. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics: of the parts of the object the function of description is to describe a particular person, place, or thing.³⁰

C. The Generic Structure of Descriptive Text

The generic structure descriptive text is identification and description. Identification intended of the topic which is wanted to describe, and description intended of writing that tries to put a picture in the reader's mind.³¹ Description tells how something looks or sounds or taste or smell or feel. Lowes and Clark also explained that text structure of descriptive text consist of:³²

1. Identification is writing the name or something, place, pictured, city, and family with brief description.
2. Description is describes parts, qualities and characteristics of thing.

³⁰ *Ibid*

³¹ Lewis and Clark, [http// www.campusschool,edullofti/ Primary](http://www.campusschool.edullofti/Primary), retrieved on 28 July 2013, 09:00 o'clock.

³² *Ibid*

Example descriptive text:

My House

My house is located in Jl Lestari no.5. There is wall fence in front of my house to limit the area with the other. There are many trees such as avocado, mango, and guava in front of my house. Besides that, I also have many kind of flower such as rose, jasmine, orchid and etc in front of my house. In front of my house also there is a terrace which usually use for us to do some activities, like chatting with my parents in the evening, doing my homework, and playing Rubik's cube with my brother.

My house has many rooms. The first room in my house is a guest room which functions to receive the guest and at this room there is one set of chair and a table; there are also two windows covered by red curtain. My guest room is not big enough and we usually use family room to receive when the guest is too many. The second room is my bed room which contains a bed almost as long as the room. There is a book rack besides the bed to put my brother's books and my books. There is also a desk besides the rack book. It not only uses to study, but also function to put my bag, my brother's toys, my book and my movie collection. The third room is my parents' bed room; there is a clothes closet and a bed beside it. The bed merges with a small closet and it located in the front of bed. It contains my father's books and my mother cosmetics. The fourth room is family rooms; at this room, there are a small bed for us to sit down and to sleep, a television, a DVD player, a sound system and a small aquarium. I usually spend the time at this room with my parents and my brother and it uses to discuss something or to watch a movie. That room is bigger than other room, so I feel comfortable to spend my long longer. The fifth room is a bath room which contains of a bath up and two water tap. I have two bathrooms and it located side by side; so my second bathroom beside it.

The sixth room is a kitchen; the first thing that you seeing are refrigerator beside the door, and there is a dining table with four chairs. In front of it, there are two gas stoves, a rack and two windows behind the stoves.

My back yard is divided into two sections by small fence; the first section is the area for my family and me; the second is for my pets and my plants. In the first section there are a well and a small warehouse. The second sections contains of many pets such as fishes, rabbits, chickens, and bird. That is all the description of my house. I'm so happy stay in my house with my family. My house is like castle for me.

B. Review of Related Findings

There are some related findings that discuss about ability in summarizing text follow: The first the thesis of Maymunah (IAIN Medan, 2013) A Study on the Grade IX Students' Ability in summarizing Narrative text of SMK Putra Jaya Langkat, that have the result of her research categorized in to enough (53.15).³³

The second, Ahmad Riadi Fansuri (2011, IAIN) in his script: The Correlation between Mastering Word Class and The Students' Ability to Summarize Reading Text at MTS Robitotul Istiqomah Padang Lawas. He found that the ability of the students in summarizing text can be categorized in to enough also (48.25).³⁴

The last, related to the Ratna Sari (2006, UGN) research title The Correlation Between Five Basic Tenses And The Students Ability in Summarizing

³³Maymunah, A Study on the Grade IX Students' Ability in summarizing Narrative text of SMK Putra Jaya Langkat, *Unpublished Script*, (Medan:,IAIN, 2013).

³⁴Ahmad Riadi Fansuri, The Correlation between Mastering word Class and the students' ability to summarize reading text at MTS Robiatul Istiqomah PadangLawas, *Unpublished Script* (Medan: IAIN, 2011).

Descriptive Text of the First Year Students of SMK Negeri 2 Panyabungan. She found that the ability of the students in summarizing descriptive text can be categorized in to high categories (75.05).³⁵

In conclusion from description above, the researcher wanted to look for other information deeply. So that, the researcher interest to make the research about “The students’ ability in summarizing descriptive text at grade VIII SMP Negeri 1 Panyabungan.

C. Conceptual Framework

Summarizing was a process where by one looks at and understands what has been read. In comprehending the written material the reader must use variety of skills. For example, the readers must be able to draw conclusion, identify ideas, and recognize from the text.

In writing summary like paraphrase, the focus on the most important statements of the original passage and eliminate the less important material. Found technique like deleting, selecting, note taking and miniaturizing can help shorten the material, but summary must be written in the readable process the reflects of the essential meaning of the original text like paraphrase. Summary can be used for many purposes; to help us understand the main idea point and structure of an author’s argument to convey that understanding the others, to

³⁵Ratna Sari, the correlation between five basic tense and the students ability in summarizing descriptive text of the first year students of SMK Negeri 2 Panyabungan,*Unpublished Script* (Padangsidempuan: UGN, 2006).

present background information quickly or refer to otherwriters' ideas in the course of making original statement.

So, it is clear that if the students can not understand what have their read, they can not make a good summary. It means that if the student can understand how to make summary well from descriptive text, they will get clear information too and it can avoid misunderstanding between the readers and the written material. It means that if the students mastery how to make summary by characteristic a good summary so they will be able to summarize reading text.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research was done at SMP Negeri 1 Panyabungan. It is located at Jln. Abri Ujung. Kec. Panyabungan. Kab. Mandailing Natal. SMP Negeri 1 panyabungan is one of the junior high school familiar in Panyabungan. The subject of research was the second grade of students at SMP Negeri 1 Panyabungan at second semester academic years 2013/ 2014, this research has been done from May 2013 up to June 2014.

B. Research Design

This research employs descriptive design. 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 to Winarno Surakhman in this book *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* stated descriptive text adalah penyelidikan yang menentukan dan mengalokasikan penyelidikan dengan tekhnis interview, observasi atau tekhnik tes, studi kasus waktu dan gerak analisis komperatif atau operasional. “(Descriptive Method is a survey that determines and allocates it

¹. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p.275.

with technical interview, observation or technical test, studying time of problem and identification of comparative analysis or operation)".²

Based 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 determine and descriptive the way things".³ And stated by Lexy J. Moleong that qualitative research is "penelitian yang bermaksud untuk memahami fenomena tentang apa yang dialami oleh subjek penelitian dengan memanfaatkan metode ilmiah." (Qualitative research is the research that's means to understand the phenomena about what is the subject research undergone by using natural method).⁴

So, the researcher was used qualitative descriptive method to know a study on the students' ability in summarizing descriptive text. This method is used to describe a study on the students' ability in summarizing descriptive text.

C. The Sources of Data

The sources of data for this research, which is the grade VIII students at SMP Negeri 1 Panyabungan, they are 223 students. They are divided into nine classes. But, the researcher took only one class of them. The class is VIII⁴; there are 27 students in this class. The researcher took them because based on information

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

³Gay and Peter Airasian, *Op.Cit*, p. 202.

⁴Lexy j. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdokarya, 209), p.126.

that gets from the English teacher that more than half of students in this class still do not fulfill the standard.

D. Instrumentation

Instruments employed in this research are test, interview, and field notes. The test is used to describe students' ability in summarizing descriptive text. That is students' ability in gather and pick out the most important information or concentrate on the important facts of the text that we need to remember. Then, Interview was done to find out the students' difficulties in write summarizing. In this case, the interview gave a relation how the students' ability in write summarizing and what the difficulties were for students' in write summarizing. Next, a field note was done to find out the gap of test, interview and field notes. It means that, a field note is very important in this research for checking the validity of result from the research and for holding to the researcher that the result could be guarantee. The instruments are:

1. Test

Suharsimi Arikunto said test is some of questions or views and other tools which were used to measure skill, knowledge, and intelligence ability.⁵ Test is sequence of question or practice that will be use for surveying the skill, intelligence, knowledge, and ability to trail that is owned be used for surveying by individual or group. The type of the test is essay test which

⁵Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2005), p. 156.

consist of one question. Function of the test is to measure summarizing skill.

The indicators of the test are:

- a. Main idea
- b. Supporting detail
- c. conclusion
- d. mechanics and grammar

It can be seen in the following table below:

TABEL 3.1
INDICATORS OF THE TEST⁶

Score	4 points	3 points	2 points	1 points
Main idea	Correctly identifies the main idea in a clear and accurate manner.	Correctly identifies of main idea in a complete sentence.	Identifies an important idea but not the main idea in a complete sentence.	Identifies a detail but not the main idea.
Supporting details	Clearly states 2 or more important details using own words or statements.	States at least 2 important details with some paraphrasing of information.	States at least 1 important detail. Demonstrates little if any paraphrasing.	Includes unnecessary details. Does not demonstrate any paraphrasing.
Conclusion	Write a clear and specific concluding statement.	Writes an adequate concluding statement.	Writes a weak concluding statement.	Does not include concluding statement.

⁶(n.n) <http://www.studyzone.org/testprep/ela4/h/summaryrubruc.htm>, retrieved on July 15, 2013 at 9: 49 a.m.

Mechanics and grammar	Contains few, if any spelling or grammatical errors.	Contains several errors in punctuation, spelling or grammar that do not interfere with meaning.	Contains many errors in punctuation, spelling and / or grammar that interfere with meaning.	Contains many errors in punctuation, spelling and / or grammar that make the piece illegible.
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So, the researcher stated the total of test was 1 question, the high score for the answer was 4, and it can be seen in the table above.

2. Interview

Interview is the technique of data collection by asking question to the respondents and the answer will be noted or recorded.⁷ As stated by Gay and Peter Airasian that” interview is a purposeful interaction between two people, focused on one person to get information from the other person.⁸

Interviews permit the researcher to obtain important data that cannot be obtained from test.

The component of interview can be seen as follows:

- Students’ difficulties in writing main idea
- Students’ difficulties in writing supporting details
- Students’ difficulties in writing conclusion
- Students’ difficulties in grammar, usage and mechanics.

⁷M. Iqbal Hasan, *Pokok-Pokok Metode Penelitian dan Aplikasinya*, (Jakarta: Ghalia Indonesia, 2002), p. 85.

⁸Gay and Peter Airasian, *Op. cit* , p. 219.

3. Field notes

A Field notes was one of instrument to collect the data. Field notes are the observer's record what he or she has seen, heard, experienced, and thought about during an observation session.⁹ Field notes is used to describe all have seen, felt and though up during teaching writing process especially teaching summarizing. The researcher will be notes the activities or interaction seemed usual or significant, what individual role and mannerism are evident, that have effect to students' ability in summarizing. The components of field notes, it can be seen in the same components with interview.

E. Technique of data collection

Collecting data in this research is through test, interview and field notes. The test was performed to get the data about students' ability in summarizing that is the essay test. The instruments for collecting data chosen are:

1. Test

In doing the test, the writer used written technique. The process of testing is explained as follows: In this research, before give the test the first the researcher gave the text to the students'. And then order the students' to read the text carefully. After the students read the text, next the researcher gave them the test organized as essay test. In this test order the students' to summarize the text that had read by them.

⁹*Ibid*, p. 213.

2. Interview

In the interview, the researcher asked about difficulties in summarizing, such as their difficulties in summarize main idea, in summarize supporting details, in summarize conclusion and their difficulties in grammar usage and mechanics and also the cause of their difficulties.

3. Field notes

In making field notes the writer made some notes about students' attitude and all events good or bad that have effect to students' ability in summarizing descriptive text.

F. The Technique of Data Analysis

After collecting data, the writer analyzed of the data by using some steps, they are:

1. Editing of data, it was done to arrange the data become a structured sentence systematically.
2. Reduction of the data, it was done two seek the uncompleted data and put a side data unnecessary.
3. Tabulation of the data, it was done to account and give the scores to respondents answer through test and take on the table that consist alternative answer, frequency and percentage. To obtain the percentage of the answer subjects and take on the table by using the formula:¹⁰

¹⁰ Anas Sujino, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 1991), p.43.

$$P = \frac{f}{N} \times 100\%$$

Explanation: f: frequency

N: Sum of the students

P: Percentage

4. Description of the data, it is done to describe or interpreted data that have been collected systematically.

5. Taking conclusion, it is done to conclude the discussion solidly and briefly.

Depend on L.R. Gay and Peter Airasian, technique analysis data in qualitative research could be done with these process below:¹¹

- a. Reading/ memoing of data, reading the field notes and interview, it is done to get a sense of data.
- b. Describing of data, expounding data into combination of sentence systematically, the researcher develop through and comprehensive description of the phenomena.
- c. Classifying of data, organizing data with research topic. Basically a process of breaking down the data into smaller units, determining the import of these units, and putting the units to gather again an in interpreted form.
- d. Making interpretation of data, it is the process of writing the result of the study.

¹¹ Gay and Peter Airasian, *Op. Cit*, p.240-249.

G. 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".¹² 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 test, interviewing the students and field notes are compared. After researcher did the triangulation, researcher founds the real data that researcher needed.

¹².John W. Creswell, *Research Design* (USA: Sage Publication, 2002), p. 196.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

This research was conducted at SMP Negeri I Panyabungan which the complete address was at Jl. ABRI Ujung Panyabungan kec. Panyabungan Kab. Mandailing Natal, North Sumatera.

The specific findings in this research were consisted of the answer for formulation of the problem that was discussed in the chapter 1. They were some factual, idealities and realities in the field that were found by the researcher. So, the researcher described them below:

1. The Description of the Students' Ability in Summarizing Descriptive Text at SMP Negeri I Panyabungan

Based on explanation before that ability meant potential, capacity or power (to do something physical or mental), it meant that the students' ability in summarizing text. The description of the students' ability in summarizing can be seen based on the test given to the students by Essay test, the score of the students' answer it can be seen on the table below:

Table 4.1
The Score of Students' Ability in Summarizing Descriptive Text
at Grade VIII SMP Negeri 1 Panyabungan

No	Initial name	Main idea	Supporting details	Conclusion	Mechanics and grammar	sum
1	AB	4	4	1	3	12
2	AH	2	2	1	3	9
3	AS	4	3	2	3	12
4	AFM	4	4	3	2	13
5	AI	2	4	3	3	12
6	AF	2	3	4	2	11
7	DAR	4	2	1	4	11
8	EA	4	3	2	4	13
9	GR	4	2	4	3	13
10	IH	4	4	4	2	14
11	KI	4	4	4	3	15
12	MK	4	4	3	4	15
13	MA	4	4	2	4	14
14	MIS	1	3	1	4	9
15	MKH	4	3	3	2	12
16	ME	4	4	2	3	13
17	NK	4	3	1	3	11
18	NP	4	4	4	3	15
19	NH	4	1	4	4	13
20	NA	4	3	3	3	13
21	NS	4	3	2	3	12
22	NI	4	4	3	4	15
23	PHS	4	4	3	3	14
24	SF	4	3	3	3	13
25	TA	4	4	3	3	14
26	WK	4	3	4	3	14
27	ZF	4	4	4	4	16

Based on the table above, the description of the students' ability in summarizing descriptive text at grade SMP N 1 Panyabungan can be seen

in the following explanations: From the first indicators, summarize the main idea by correctly identifies the main idea in a clear and accurate manner, so, based on the result above 23 students answer the test correctly and get 4 points, 0 students answered by correctly identifies of main idea in a complete sentence. And there 3 students identifies an important idea but not the main idea in a complete sentence and gets 2 points. And next there 1 students in summarize main idea by identifies a detail but not the main idea and get 1 point.

Furthermore, for the second indicators, summarize the supporting details clearly states 2 or more important details using own word and statements. So, based on the result above there are 13 students' answered the test correctly with get 4 points. And 10 students get 3 points by summarize states at least 2 important details with some paraphrasing of information. And 3 students summarize only states at least 1 important detail, demonstrate little if any paraphrasing with 2 points. Next there 1 students summarize supporting details by includes unnecessary detail and get 1 point.

In the other hand, for the third indicators summarize the conclusion, write a clearly and specific concluding statements. So, based on the result above there are 7 students' writes the conclusion correctly and gets 4 points, and 10 students get 3 points by writes an adequate concluding

statement. Then 5 students summarize weak concluding statements get 2 points, and the last 5 students do not include concluding statement.

Then, the fourth indicators make contains few, if any spelling or grammatical error. So based on the result above 8 students gets 4 points, and in 3 points there are 15 students with write contains several errors in punctuation, spelling or grammar that do not interfere with meaning. And 4 student get 2 point by writes contains many errors in punctuation spelling and / or grammar that interferes meaning.

So, based on the description score above, next, the researcher will be calculated the percentage of the students' answer, and it can be seen on the table below:

Table 4.2

Main Idea

Main idea	Point	Total of student (F)	Percentage %
correctly identifies the main idea in a clear and accurate manner	4	23	85.18
Correctly identifies most of main idea in a complete sentence	3	-	
Identifies an important idea but not the main idea in a complete sentence	2	3	11.11
Identifies detail but not the main idea	1	1	3.70
			100

From the data above, it can be known that the students can summarize main idea by correctly identifies the main idea in a clear and accurate manner were done by 23 students (85.18%), while the students who can summarize main idea by identifies and important idea but not the main idea in a complete sentence is stated were 3 students (11.11%). and student which summarize main idea by identifies a detail but not the main idea were 1 students (3.70%)

Table 4.3
Supporting Detail

Supporting detail	Point	Total of student (F)	Percentage %
Clearly states 2 or more important details using own words or statement	4	13	48.14
Sates at least 2 important details with some paraphrasing of information	3	10	37.03
States at least 1 important detail. Demonstrates little if any paraphrasing	2	3	11.11
Includes unnecessary details. Does not demonstrate any paraphrasing	1	1	3.70
			100

From the data above, it can be known that the students who can summarize supporting details by clearly states 2 or more important details using own words or statements were 13 students (48.14%), while the students who can summarize supporting details by states at least 2

important details with some paraphrasing of information were done by 10 students (37.03%), and the students who can summarize supporting details by states at least 1 important detail. Demonstrate little if any paraphrasing is stated were 3 students (11.11%), and 1 student includes unnecessary details, and does not demonstrate any paraphrasing were (3.70%).

Table 4.4
Conclusion

Conclusion	Point	Total of student (F)	Percentage %
Write a clear and specific concluding statement	4	7	25.92
Writes an adequate concluding statement	3	10	37.03
Writes a weak concluding statement	2	5	18.5
Does not include a concluding statements	1	5	18.5
			100

From the data above, it can be known that the students who can summarize conclusion with a clear and specific concluding statement were 7 students (25.92%), while the students who can summarize conclusion by writes an adequate concluding statement were done by 10 students (37.03%), and the students who can summarize conclusion by writes a weak concluding statement is stated were 5 students (18.5%), and

the students who does not include a concluding statements is stated were 5 students (18.5%).

Table 4.5

Mechanics and Grammar

Mechanics and grammar	Point	Total of student (F)	Percentage %
Contains few, if any spelling or grammatical error	4	8	29.62
Contains several errors in punctuation, spelling or grammar that do not interfere with meaning	3	15	62.96
Contains many errors in punctuation, spelling or grammar that interfere with meaning	2	4	18.5
Contains many errors in punctuation, spelling and grammar that make the piece illegible	1	-	
			100

From the data above, it can be known that the students who write summarizing by Contains few, if any spelling or grammatical error were 8 students(29.62%), while the students who write summarizing by writes Contains several errors in punctuation, spelling or grammar that do not interfere with meaning were 15 students (62.96%), and the students who write summarizing by Contains many errors in punctuation, spelling or grammar that interfere with meaning is stated were 4 students

(18.5%).and the students who write by Contains many errors in punctuation, spelling and grammar that make the piece were 0 students.

To determine the students' ability in summarizing descriptive text at SMP Negeri 1 Panyabungan, Based on criteria of score interpretation, the result can be seen in the following table:

Table 4.6
Criteria Score Interpretation¹

Percentage	Criteria
0% - 20%	Very low
21% - 40%	low
41% - 60%	enough
61% - 80%	high
81% - 100%	Excellent

Based on the total percentage above it can be known that the student' ability in summarizing descriptive text was 47.25%. So, by looking at the criteria above, the students' ability in summarizing descriptive text at SMP Negeri 1 Panyabungan can be categorized enough categories.

So, Based on the result above the researcher concluded that the students SMP Negeri 1 panyabungan especially in class VIII(4) still have found problems in summarizing descriptive.

¹ Ridwan. *Belajar Mudah Penelitian Untuk Guru, Karyawan, dan Peneliti Pemula*, (Bandung: Alfabeta. 2005), p. 89.

2. The Students' Problem in Summarizing Descriptive Text At Grade VIII SMP Negeri 1 Panyabungan

a. Main idea

Summarizing request the students' to correctly identifies the main idea in a clear and accurate manner.

1) Identifies an important idea but not the main idea in a complete sentence.

Based on the result of test it was found that from the twenty seven students, three of them summarize main idea by identifies an important idea but not the main idea in a complete sentence. In the interview, the three students they are Abdul Halim, Anwar Ibrahim and Ahmad Faudzan said that they difficult in distinguish between main idea and important idea.²

Based on the explanation above, the researcher concluded that from twenty seven students' three of them summarize main idea by identifies an important idea but not the main idea in a complete sentence, it is because they could not distinguish between main idea and important idea.

² Students of SMP Negeri I Panyabungan VIII (4) class, *The Result of Interview*, (Private interview, 15th, February 2014).

2) Identifies a detail but not the main idea

Based on the test, it was found that from the twenty seven students' in this class; one of them summarize main idea by identifies a detail but not the main idea, he is Muhammad Iqbal Syahri³. In the interview, he said that he did not know what main idea is and what its function.

Based on the explanation above the researcher concluded that from twenty seven students' one of them summarize main idea by identifies a detail but not the main idea, it is because he did not know what main idea is and what its function.

b. Supporting details

Supporting details request clearly state 2 details using own word or statements.

1) States at least 2 important details with some paraphrasing of information.

Based on the result of the test it was found that from the twenty seven students' ten of them summarize supporting details by States at least 2 important details with some paraphrasing of information. Therefore in the interview four of the students, they are Alwadi sabbih, Ahmad Faudzan, Elisna Atikah and Muhammad Iqbal said

³ Iqbal Syahri, Student of SMP Negeri I Panyabungan VIII (4) class, *Private interview*, 15th, Pebruary 2014.

that they confused in understanding the text,⁴ then, three of them, they are Majidah Khairani, Nur kholilah and Nur Ainun, said that they are lazy to read all text and also lazy to write all supporting,⁵ The three another of them, they are Salman faridzi, Nur Saadah and Wilda Khairani, said that they are lazy to summarize all supporting details it is because they could not write English text.⁶

From explanation above the researcher concluded that from twenty seven students' ten of them summarize supporting details by states at least 2 important details with some paraphrasing of information. Four of them said it because confused in understanding the text. Three of them said they are lazy to read the text and lazy to write all supporting details. Three another said that they could not write English text.

- 2) States at least 1 important detail. Demonstrate little if any paraphrasing.

Based on the test from the twenty seven students', three of them summarize supporting details by states at least 1 important

⁴ Students of SMP Negeri I Panyabungan VIII (4) class, *The Result of Interview*, (Private interview, 15th, Pebruary 2014).

⁵ Students of SMP Negeri I Panyabungan VIII (4) class, *The Result of Interview* (Private interview, 15th, Pebruary 2014).

⁶, Students of SMP Negeri I Panyabungan VIII (4) class, *The Result of Interview* (Private interview, 15th, Pebruary 2014).

detail. As said by Darmiah⁷ she said that she could not understand the text, because they had not many vocabularies to translate the text, the same problem was felt by Abdul Halim and Gustina Raya.

Based on the explanation above the researcher concluded that from twenty seven students' three of them summarize supporting detail at least 1 important. It is because they could not understand the text.

3) Include unnecessary details, did not demonstrate any paraphrasing

Based on the result of the test, from the twenty seven students' one of them summarize supporting detail by includes unnecessary details, did not demonstrate any paraphrasing. She is Nur Hasanah⁸ she said that she did not know what the supporting detail is.

Based on the explanation above the research concluded that from twenty seven students' one of them summarize supporting detail by includes unnecessary details. It is because did not know what the supporting detail is.

c. Conclusion

Conclusions request the students' writes a clear and specific concluding statement.

⁷ Darmiah, Student of SMP Negeri I Panyabungan VIII (4) class, *Private interview*, 16th, February 2014.

⁸ Nur Hasanah, Student of SMP Negeri I Panyabungan VIII (4) class, *Private interview*, 16th, February 2014.

1) Writes an adequate concluding statement

From the twenty seven students', nine of them write conclusion by writes an adequate concluding statement. Four of them said that they did not have many vocabularies to translate and understand the text, so she could not write conclusion correctly, and five of them said in write conclusion they felt difficult and confused to constructing sentence and need a long time to done it, it is because firstly they have to write the conclusion in Indonesia and then to write English.

Based on the explanation above the researcher concluded that from twenty seven students' nine of them write conclusion by writes an adequate concluding statement. Four of them said it is because they could not translate and understanding the text. Five of them said it is because difficult and constructing sentence.

2) Writes a weak concluding statement

Based on the result of the test, from the twenty seven students' five of them write conclusion by writes a weak conclusion. They are Muhammad Erwinsyah, Nur Saadah, Muhammad Ammar, Elisna atikah and Ahmad Faudzan mardia, they said that they could not translate the text without open dictionary and not all the text could their translate by dictionary, so they did not understand

totally and that is why he could not write specific conclusion and the same problem was felt by four another.⁹

Based on the explanation above the researcher concluded that from twenty seven students' five of them write conclusion by writes a weak conclusion. It is because they could not translate the text without open dictionary.

3) Does not include a concluding statement

Based on the result of the test from the twenty seven students' five of them did not include a concluding statement. They are Nur Kholilah, Darmiah, Muhammad Iqbal Syahri, Abdul Halim and Abd Bais, they said that they did not include concluding statement because beside could not translate and understand the text they also lazy to write it because they did not understand element of sentence while write English text.¹⁰

From explanation above the researcher concluded that from twenty seven students' five of them did not include a concluding statement. It is because lazy to write it because did not understand element of sentence.

⁹ Students of SMP Negeri I Panyabungan VIII (4) class, *The Result Of Interview*, (Private interview, 16th, February 2014).

¹⁰Students of SMP Negeri I Panyabungan VIII (4) class, *The Result Of Interview*, (Private interview, 16th, February 2014).

d. Mechanics and grammar

Mechanics and grammar request summarizing contains few, if any spelling or grammatical error.

- 1) Contains several errors in punctuation, spelling or grammar that do not interfere with meaning

Based on the result of the test, from twenty seven students' fifth teen of them write summarizing by contains several error in punctuation, spelling and grammar that did not interfere with meaning. Kemal Idris¹¹ said that in him summarizing many errors, in punctuation, it is because he did not know the function of the punctuation in a sentence, so he could not write summarizing by a good punctuation. The same problem was felt by six another. Anwar Ibrahim¹² said that in him summarizing he could not write by a good grammar because he did not understand about grammar and elements of sentence and the same problem problems was felt by seven another.

Based on the explanation above the researcher concluded the from twenty seven students' fifth teen of them write summarizing by contains several error in punctuation, spelling and grammar that did not interfere with meaning. Seven of them said it is

¹¹ Kemal Idris, Student of SMP Negeri I Panyabungan VIII (4) class, *Private interview*, 17th, February 2014.

¹² Anwar Ibrahim, *Op. Cit.*, 17th, February 2014.

because did not know the function punctuation in a sentence. Eight of them said it is because they did not understand about grammar and elements of sentence.

- 2) Contains many errors in punctuation, spelling or grammar that interferes with meaning.

Based on the result of the test from the twenty seven students' four of them write summarizing by contains many errors in punctuation, spelling and grammar that interfere with meaning. Irham Hamidi¹³ said that in write English text especially in write summarizing he did not care about grammar and usually the punctuation that usually he made while write English text are full stop and comma, and the same problem was felt by three another.

Based on the explanation above the researcher concluded that from twenty seven students' four of them write summarizing by contains many errors in punctuation, spelling and grammar that interfere with meaning. It is because they did not care about grammar in write English text.

¹³ Irham Hamidi, Student of SMP Negeri I Panyabungan VIII (4) class, *Private interview*, 17th, Pebruary 2014.

3. The Cause of the Problem In Summarizing Descriptive Text At Grade VIII SMP Negeri 1 Panyabungan.

a. Main idea

- 1) Identifies an important idea but not the main idea in a complete sentence

The cause of the problem of the students who wrote main idea by Identifies an important idea but not the main idea in a complete sentence said it is because lack in understanding main idea and important idea, and the other one said it because he did not like studied English, so while the teacher explain the lesson he did not listened, and sometimes he left the class while learning process especially in learning English that is why he did not know the main idea.

- 2) Identifies a detail but not the main idea

The cause of the problem of the students who wrote main idea by identifies a detail but not the main idea said that he did not like studied English and always left the class while learning process.

b. Supporting detail

- 1) States at least 2 important details with some paraphrasing of information

The cause of the problem of the students who wrote supporting detail by states at least 2 important details with some paraphrasing

of information said that he confused in understanding the text because the text is too long and convoluted complicated, that is Ahmad Faudzan¹⁴ and the same cause was felt by two another. Stated by Nur Ainun, Majidah Khairani and Alwadi sabbih she said that they felt difficult to read the text and write supporting detail, it's because they did not know how to read English text, and they did not know how to write it, because in English it's different between way of reading and the writing,¹⁵ Last, stated by Wilda Khairani Salman faridzi and Nur saadah. They said that they felt difficult in write English text because they did not understand about the sentence element (SPO).¹⁶

- 2) States at least 1 important detail, demonstrate little if any paraphrasing

The cause of the problem of the students who wrote supporting detail by States at least 1 important detail, demonstrate little if any paraphrasing Gustina Raya¹⁷ said that she did not many vocabularies, so, she could not translate the text. The same cause was felt by two another

- 3) Include unnecessary details, did not demonstrate any paraphrasing

¹⁴ Ahmad Faudzan *Op. Cit.*, 15th, Pebruary 2014.

¹⁵ Students of SMP Negeri I Panyabungan VIII (4) class, *Op. Cit.*, 15th, Pebruary 2014.

¹⁶ Students of SMP Negeri I Panyabungan VIII (4) class, *Op. Cit.*, 15th, Pebruary 2014.

¹⁷ Gustina Raya, *Op. Cit.*, 16th, Pebruary 2014.

The cause of the problem of the students who wrote supporting detail by Include unnecessary details, did not demonstrate any paraphrasing, Nur Hasanah¹⁸ said it is because she did not like studied English, so, she did not know about English lesson.

c. Conclusion

1) Writes an adequate concluding statement

The cause of the problem of the students who wrote conclusion by writes an adequate concluding statement, from the two problems above the cause of the problem found that the students' had poor in vocabulary.

2) Writes a weak concluding statement

The cause of the problem of the students who wrote conclusion by writes a weak concluding statement. As said by Elisna Atikah¹⁹ she said that she had poor vocabulary, so he could not translate text without dictionary and the same cause was felt by four another.

3) Does not include a concluding statement

The cause of the problem of the students who wrote conclusion by does not include a concluding statement, Nur Kholilah²⁰ said he did not understand sentence element it because he did not

¹⁸ Nur Hasanah, *Op. Cit.*, 16th, Pebruary 2014.

¹⁹ Elisna Atikah, *Op. Cit.*, 17th, Pebruary 2014.

²⁰ Nur Kholilah, *Op. Cit.*, 17th, Pebruary 2014.

understand about grammar and she felt lazy to study about it because she felt confused and difficult to remember the formula.

The same cause was felt by four another

d. Mechanics and grammar

- 1) Contains several errors in punctuation, spelling or grammar that do not interfere with meaning

The cause of the problem of the students who wrote summarizing by Contains several errors in punctuation, spelling or grammar that do not interfere with meaning, as said by Kemal Idris²¹ that he did not know the function of punctuation it's because in write English text usually he was only used full stop and comma, and another punctuation he never used in write English and in a long time I forget it, and the same cause was felt by six another. Next, Anwar Ibrahim²² said that he did not like study about grammar because he felt confused in understand some tenses in grammar, and the same problem was felt by seven another.

- 2) Contains many errors in punctuation, spelling that do interfere with meaning

²¹ Kemal Idris, *Op. Cit.*, 17th, Pebruary 2014.

²² Anwar Ibrahim, *Op. Cit.*, 17th, Pebruary 2014.

The cause of the problem of the students who wrote summarizing by Contains many errors in punctuation, spelling that does interfere with meaning. As said by Irham hamidi²³ he said that he did not understand about grammar because he did not like studying English.

So, based on the explanation of the problem and the cause of the problem above it can be seen in the following table:

Table 4.7
The Problem and the Cause of the Problem
in Summarizing Descriptive Text

No	Indicator		Student	Problem	The cause of the problem
1	Main idea	Identifies an important idea but not the main idea in a complete	3	Could not distinguish between main idea and important idea	Two of them, lack in understanding main idea and important idea Did not like studied English.
		Identifies a details but not the main idea	1	Did not know what main idea is and its function	Did not like studied English
2	Supporting details	States at least 2 important details with some paraphrasing of information	10	Four of them, confused in understanding the text Three of them, lazy to read the text and lazy to write all supporting	Three of them, the text is too long and convoluted complicated Three of them also, did not know how to read and how to write English text

²³ Irham Hamidi, *Op. Cit.*, 17th, February 2014.

				Three of them, could not write English text.	Four of them, did not understand about sentence elements (SPO)
		States at least 1 important details, demonstrate little if any paraphrasing	3	Could not translate the text.	Poor in vocabulary
		Includes unnecessary detail. does not demonstrate any paraphrasing	1	Did not know what the supporting detail is	Did not like studied English
3	Conclusion	Writes an adequate concluding statement	9	Four of them, could not translate and understand the text Five of them, confused difficult to constructing sentence.	Had poor in vocabulary
		Writes a weak concluding statement	5	Could not translate the text without open dictionary	Had poor in vocabulary
		Does not include a concluding statement	5	Did not understand element of sentence while write English text.	Did not know about grammar because difficult to remember the formula
4	Mechanics and	Contains several	15	Seven of them, did not	Forget vocabulary in a long time

	grammar	errors in punctuation, spelling, or grammar that do not interfere with meaning		know the function of the punctuation in a sentence. Eight of them, did not understand about grammar and elements of sentence	Did not like studied about grammar, because confused in understand some tenses in grammar
		Contains many errors in punctuation, spelling or grammar that interferes with meaning	4	In write English text, did not care about grammar and punctuation	Did not understand about grammar and did not like studied English

B. Discussion

In this research, the researcher found that the students' ability in summarizing descriptive text at grade VIII SMP Negeri 1 Panyabungan is enough categories by percentage (47.25%), and in Maymunah's thesis she found that the result of her research categorized into enough also by percentage (53.15%),²⁴ by the title A Study on the Grade IX Students' Ability in summarizing Narrative text of SMK Putra Jaya Langkat Next, related to Ahmad Riadi's thesis the title is The Correlation between Mastering Word Class and The Students' Ability to Summarize Reading Text at MTS

²⁴Maymunah, *Op. Cit.*, p.47

Robitotul Istiqomah Padang Law, he found the ability of the students in summarizing text categorized into enough also by percentage (48.25%),²⁵ and meanwhile Ratna sari's thesis the title is the correlation between five basic tense and the students ability in summarizing descriptive text of the first year students of SMK Negeri 2 Panyabungan, she found the ability of the students in summarizing descriptive text categorized into high categories by percentage (75.05%).²⁶

Based on the explanation above the researcher concluded that the average between this research with Maymunah's thesis there are 5.9% and average between this research with Riadi's thesis there is 1% and the last average between this research with Ratna's thesis there are 27.8%. So, Based on the each average above it can be seen that the average of their result higher than this research.

After doing the interview in this research the researcher found some problems, the problem are the students' could not distinguish between main idea and important idea, did not know what the main idea is and what is the function is, confused in understanding the text, lazy to read the text and lazy to write all supporting detail, could not write English text, could not translate the text, did not know what the supporting detail is, confused and difficult to constructing sentence, did not understand about sentence elements while write

²⁵ Ahmad Riadi Fansuri, *Op. Cit.*, p. 43

²⁶ Ratna sari, *Op. Cit.*, p. 45

English text, in write English the students' did not care about grammar and punctuation. Then, in Maymunah's thesis she found some problems in her research that is could not translate the text and more than half of students also difficult in understanding the text because the students' were lack in vocabulary. But, in her interview she did not found that the students did not understand about grammar and sentence elements they are good in grammar and sentence elements. Next in Riadi's thesis, he found some problems also, first, the students' could not constructing the sentence well after they read the text, the next problem was the students lack in word class such as noun, verb, adjective, etc. They did not understand about word class so they felt difficult in constructing the sentence well, and the last in Ratna sari's thesis she did not found the problem in her research.

Furthermore based on the explanation above the researcher concluded that the problem that found between this research and maymunah's thesis there are two problem that same with this research that is the students' was could not translate text and did not understand the text because they had poor in vocabulary. Next, the problem that found between this research and Riadi's thesis there is one problem that same with this research that is the students' was difficult in constructing sentence well. And the last the problem that found between this research and Ratna sari's thesis was had a difference, in this research the researcher found some problems but in Ratna sari's thesis she did not found problem.

Then, in this research the researcher found the causes of the problem, the causes of the problem are lack in understanding main idea and important idea, the text is too long and convoluted complicated, did not know how to read and how to write English text, did not understand about sentence elements, had poor in vocabulary, did not like studied about grammar and confused in understand some tenses, and did not like studied English. Then, in Maymunah's thesis, the cause of the problem that she found in her research that is the students' was lazy to memorize vocabulary because they felt difficult in memorize English word and the students' did not like studied English. Next, in Riadi's thesis and Ratna's thesis they did not found the cause of the problem in summarizing.

So, based on the explanation above the researcher concluded that the cause of the problem that found between this research and Maymunah's thesis there are two causes that same with this research that is the students' lazy to memorize vocabulary and did not like studied English. Next, the causes of the problem that found between this research, Riadi's thesis and Ratna's thesis was had a difference because in their thesis they did not found the causes, but in this research, the researcher found some causes in summarizing.

So based on the explanation above the researcher concluded that based on the each average above it can be seen that the average of their result higher than this research and based on the problem that founds in each research above it can be seen that in this research researcher finds more problems in

summarizing than another research. Furthermore based on the causes of the problem above also in this research researcher finds more causes than another research, moreover in two another researchers they did not found the causes of the problem in summarizing in their research.

So, based on the explanation of discussion above it can be seen in the following table:

Table 4.8
The Similarity and Dissimilarity of the Problem

Maymunah (53.15 %)	Riadi (48.25 %)	Ratna (75.05 %)	This research (47.25%)	
			Problem	Causes
			could not distinguish between main idea and important idea	lack in understanding main idea and important idea
			did not know what the main idea is and what is the function is	text is too long and convoluted complicated
√			confused in understanding the text	Did not know how to read and how to write English text.
			lazy to read the text and lazy to write all supporting detail	did not understand about sentence elements
*			Could not write English text	had poor in vocabulary
√			could not translate the text	did not like studied about grammar and confused in understand some tenses and remember the formula
*			did not know what the supporting detail is	did not like studied English
	√		confused and difficult to constructing sentence	

			did not understand about sentence elements while write English text	
			in write English did not care about grammar and punctuation	

Explanation :

√: Problem

*: Cause of the problem

C. The Threats of the Research

The steps of the research had been done appropriate with the steps which were on the methodology of research. The steps were done to get the result of the research objectively and systematically, but to get the excellence results from this research were more difficult because there were some problems of this research.

The first problem was about the time, when doing the research, researcher often advice the students so that did not make a noise in classroom while doing the test, so the researcher spends enough time to resolve this problem. The second, the students had activities such as bullying another students, so, when they answered the test they less concentrate on the test.

In this research, although there was many problems but, the researcher attempted to do the best, so many weaknesses and decreases the meaning of this research were finished by consultation with the advisors

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 in summarizing descriptive text at grade VIII SMP N 1 Panyabungan can be categorized into enough categories. It can be seen from the total of percentage by students, that is 47.25%.
2. The students problem in summarizing descriptive text
 - a. The students could not distinguish between main idea and important idea
 - b. The students did not know what the main idea and what is the function
 - c. The students was confused in understanding the text
 - d. The students was lazy to read the text and lazy to write all supporting detail
 - e. The students could not write English text
 - f. The students could not translate the text
 - g. The students did not know what the supporting detail is

- h. The students was confused and difficult to constructing sentence
 - i. The students did not understand about sentence elements while write English text
 - j. The students did not care about grammar and punctuation in write English.
3. The cause of the problem in summarizing
- a. The students was lack in understanding main idea and important idea
 - b. The text is too long and convoluted complicated
 - c. The students did not know how to read and how to write English text
 - d. The students did not understand about sentence elements
 - e. The students had poor in vocabulary
 - f. The students did not like studied about grammar and confused in understand some tenses
 - g. The students did not like studied English

A. The Suggestion

- 1. It is suggested to English teachers
 - a. To use English more than indonesian in explaining the lesson in order to made students familiar with the English word.
 - b. In teaching Reading especially in summarizing, the English teacher should give more exercize in reading and summarizing.

- c. English Teaching learning process should be done using various methods or techniques to develop students' English ability especially in summarizing.
 - d. To English teachers should always try to attract students to study English, especially reading, writing, speaking, listening.
2. It is suggested to Headmaster
- a. To motivate the English teachers to develop their ability in teaching English especially in studying English.
 - b. The headmaster has to complete the facilitates of teaching English in order the process of learning English can be maintained well. Especially the facilitates for four English skill.
3. It is suggessted Readers and Researchers to take benefits from this paper for futher research. It is hoped can use of other researchers in order to made a research.

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