THE STUDENTS' ABILITY IN READING DESCRIPTIVE TEXT AT GRADE VIII-1 SMP NEGERI 5 PADANGSIDIMPUAN

A THESIS

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

Written by:

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Reg. Number: 1420300092

ENGLISH EDUCATIONAL DEPARTEMENT
TARBIYAH AND TEACHERS TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020

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Term : Thesis
Item : 6 (seven) examplars

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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nurhapsi Dayani Hasibuan**, entitled "**The Students' Ability in Reading Descriptive Text at Grade VIII-1 SMP Negeri 5 Padangsidimpuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

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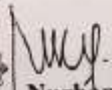|	
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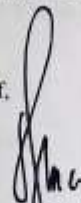Padangsidimpuan, September 2020

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Date	:	Oktober, 21th 2020
Time	:	14.00 WIB until finish
Result/Mark	:	70 (B)
IPK	:	2.78
Predicate	:	Memuaskan

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Title of Thesis :**The Ability of Students' at grade SVIII-I SMP N 5 Padangsidimpuan in Reading Comprehension of Descriptive Text**

ABSTRACT

This research focuses of students' ability in reading descriptive text at grade VIII SMP N 5 Padangsidimpuan. There are some problems of the students in this research are: 1) The students'difficult in reading descriptive text. They don't know how to reading descriptive text well generally.2)The students difficult to reading descriptive text if their teachers order them to reading a descriptive text. 3) The students could reading a descriptive text, but not with right pronounciation, they had difficulty reading text in English. The formulates the problem on specific question as follow: "How is the ability of the students of SMP Negeri 5 Padangsidimpuan at grade VIII in reading descriptive text" and then the objectives in this research to find out the significance ability in reading descriptive text at grade VIII students of SMP N 5Padangsdimpuan.

The method of this research was designed by quantitative descriptive research. The population of this research at VIII at grade students SMP N 5 Padangsidimpuan which the total 246 students. This research used VIII-I as the sample that consist of 31 students. To collect the data researcher used test, the test was multiple choice test. Tthen, the research analyzed the data, use mean score to find out students' reading ability and research used Z-test formula to find the hypothesis testing and to know whether the hypothesis is good criteria.

Based on the data it found that students ability in descriptive text at grade VIII students of SMP N 5Padangsidimpuan70.4 mean score and good category. From the hypothesis testing the researcher found that the hypothesis good criteria. It can be proved from Z count = 15 >Ztable = 3.26 by level of significant 0.05 or 5%. So, from the result the researcher concludes that the hypothesis was accepted. Therefore, students' ability in reading descriptive text at grade VIII students of SMP N 5Padangsidimpuanare good category is accepted.

Key Words: *Student, Ability, reading comprehension, of Descriptive Text*

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Judul Skripsi : Kemampuan Siswa Dalam Memahami Bacaan Teks Deskripsi di kelas VIII-I SMP N 5 Padangsidimpuan

ABSTRAK

Penelitian ini berfokus pada kemampuan siswa dalam membaca teks deskriptif pada siswa kelas VIII SMP N 5 Padangsidimpuan. Ada beberapa masalah siswa dalam penelitian: 1)Siswa kesulitan dalam membaca teks deskriptif. Mereka tidak tahu bagaimana membaca teks descriptif dengan baik secara benar. 2)Siswa sulit untuk membaca teks deskriptif jika guru mereka memerintahkan mereka untuk membaca teks deskriptif. 3) Siswa dapat membaca teks deskriptif, tetapi dalam bacaan yang tidak pas, ia kesulitan membaca teks dalam bahasa Inggris.Rumusan masalah pada pertanyaan yang spesifik adalah: "Bagaimana kemampuan siswa SMP N 5 Padangsidimpuan di kelas VIII dalam membaca text deskriptif" dan kemudian tujuan dari penelitian ini adalah untuk mengetahui kemampuan yang signifikan dalam memahami bacaan pada teks deskriptif di kelas VIII SMP N 5 Padangsidimpuan.

Metodelogi penelitian ini adalah penelitian deskriptif kuantitatif. Populasi dalam penelitian ini adalah siswa kelas VIIISMP N 5 Padangsidimpuan yang berjumlah 246 siswa. Penelitian ini menggunakan kelasVIII-I sebagai sampel yang terdiri dari 31 siswa. Instrumen dari penelitian ini adalah tes, tes dalam bentuk tes tertulis atau multiplechoice tes. Kemudian untuk menganalisis data peneliti menggunakan meanskor untuk menemukan kemampuan siswa dan peneliti mnggunakan Z-test untuk mengetahui pengujian hipotesis dan untuk mengetahui apakah hiphotesis itu kriteria yang baik.

Bedasarkan data ditemukan bahwa kemampuan siswa dalam menulis teks deskriptif pada kelas VIII SMP N 5 Padangsidimpuan 70.4 meanskor dan kategori yang baik. Dari pengujian hipothesis peneliti menemukan bahwa hipotesisnya adalah criteria yang baik.Hal ini dapat dibuktikan dari $Z_{count} = 15 > Z_{table} = 3.26$ dengan tingkat signifikan 0.05 atau 5%. Jadi, dari hasil tersebut peneliti menyimpulkan bahwa hipotesis diterima. Sehingga, kemampuan siswa dalam teks deskriptif pada siswa kelas VIII SMP N 5 Padangsidimpuan termasuk dalam kategori baik.

Kata Kunci: "Siswa, Kemampuan, Membaca, Teks Descriptif"

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

The first, Alhamdulillahirabbil'alamin Praised to Allah swt., the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis. The second, peace and greeting be upon to the prophet Muhammad SAW that has brought the human from the darkness era into the lightness era.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Eka Sustri Harida, M.Pd., as my first advisor and Zainuddin, S.S., M.Hum, as my second advisor who have guided me to make a good thesis, who have been the great advisor for me and gave me many ideas and criticisms and suggessionin writing this thesis.

2. Mr. Prof. Dr. H. Ibrahim Siregar, MCL., as the Rector of IAIN Padangsidimpuan.

3. Mrs. Dr. Lelya Hilda, M.Si, as the Dean of Tarbiyah and Teacher Training Faculty.

4. Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Education Department who always supports us in finishing the thesis and always be patient in facing our problems.

5. All lecturers and all the academic of IAIN Padangsidimpuan who had given so much knowledge and helped during I studied in this institute.

6. IAIN Padangsidimpuan Librarian (Yusri Fahmi, S.Ag., M.Hum. and staffs), for their cooperative and permission to use their books.

7. The Headmaster, English teacher and also students of SMP N 5 Padangsidimpuan who have helped me to complete my research.

8. My beloved parents (Bahron Hasibuan and Tilumonggom Harahap) who have taught me to be patient and strong, who always give me pray, motivation, and moral encouragement to finish my study. They are very important person to me. You are my reason to be spirit for finishing this thesis.

9. My beloved sisters (Leliani Hasibuan, Memi Herawati Hasibuan) and my brother (Diris Hasibaun, Sarkai Hasibuan,) who have taught and supported me in writing this thesis.

10. My beloved husband and my son (Ahmad Raja, and Umar Ghaisan Altamis Lubis)

11. My lovely friends Nurmayunita L. Tobing, Letmaida Dongoran, Awal Delina Harahap, Isra Soliyah Siregar, Dewi Wahyuni , and all of my friends in TBI-4 who always supported me to finish my thesis at the time and also be my spirit in writing this thesis. Thank you so much for the help and the happiness that you brought to my life.

12. All of my friends in IAIN Padangsidimpuan, especially for TBI I, II and IIIthank you so much for your support and help and also all of the people who have helped me to finish my study that I cannot mention one by one.

Hope, all of them given health always and all the kindness will be replied by Allah SWT. This thesis is still so far from being perfect based on the weaknes of the research. Therefore, it is such a pleasure for me to get critiques and suggestion from the readers to make this thesis better.

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Padangsidimpuan,   2020
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CHAPTER I

INTRODUCTION

A. Background of the problem

As a foreign language, English is one of the subjects learned by students of junior high school (SMP). As stated in the education curriculum for junior high schools, English is targeted to make students reach the functional level, which is to communicate in writing and orally to solve daily problems.[1] It means that students have to be able to understand and share their ideas, information, thought, opinions, and feelings through spoken or written communication. To achieve successful language learning, the students are required to master four English language skills that consist of receptive skills, i.e. reading and listening skills, and productive skills. These skills function to complete each other.

There are many languages, as a first language, second language, or national language and international language such as English, Arabic, Mandarin, Spain, Russia, French and Indonesian. But the first international language in this world is English. Therefore is taught as a foreign language in Indonesia.

As one for language skills, reading is really important for students of junior high school, especially those in Indonesia, since this skill is highly needed for them to deal with the growing exposure of English in

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[1] Dediknas, *Panduan Penyusunan (KTSP), Jenjang Pendidikan Dasar Dan Menengah* (Jakarta: BP. Citra Jaya, 2006), p.15.

daily life. In the teaching and learning process of reading inSMP, students are required to comprehend and to respond meaning of short functional text and essay in their daily life in order to access knowledge. Which is really fundamental for the students' future study? As they move into the higher level of education, the need of skills is also bigger since this can also help them determine their success of study as well. In line with this, reading is also essential here merely because those students will face the final examination in which the students deal mostly with texts during the test in the exam. For such as reason, students are demanded to have abilities to understand many kinds of text such as narratives, recount, descriptive, exposition, procedures, reports, and discussion either formally on informally. They are also expected to be able to get the message of the text. Indeed, the students need reading skills so that they can do the test on the final examination well.

In Indonesia, English is knowledge as a foreign language. The needed of English as a foreign language has developed. It is an instrument to transfer modern knowledge, culture, and to develop international relation. Realizing how the important this language, the government has determined English as a foreign language which is taught in Indonesia. It has become an obligation subject that must be learnt by students from elementary school level up to university level.

In studying English, students will learn language competence. there are four language skills. They are: speaking, listening, reading, and

writing. There four language skills are divided in two kinds they are: receptive competence and productive competence. In receptive competence, language they can understand there are: listening and reading. Whereas in productive competence, language they can produce there are: writing and speaking. Then, there are also English component such as: grammar/structure, vocabulary, and pronunciation.

Reading is a receptive skills, it is a transactional between a reader and a writer or interactive process between the readers and the text. Reading is happens is human minds, people receive the text and the process with their mind. In processing in their minds, they make their own interpretations of the text they read.

There are significances of reading for ours life. We can get knowledge through reading. Reading is a fluent process of reader combining information from the text and their own background knowledge to build meaning many people or students understand to understand the text and difficult to build meaning. Many people or students misunderstand to understanding the text and difficult to find some information in book, textbook, newspaper, magazine, and tabloid.

Reading receptive skill is really fundamental for the students' future study. As they move into the higher level of education, the need of better reading skills is also bigger since this can also help them determine their success of study as well. In line with this, reading is also essential here merely because those students will face the final examination in which the

students deal mostly with texts during the test in that exam. For such a reason, students are demanded to have abilities to understand many kinds of texts such as narratives, recount, descriptive, exposition, procedures, reports, and discussion either formally or informally. They are also expected to be able to get the message of the texts. Indeed, the students need reading descriptive texts.

Actually, descriptive text must study and should be matterm by the students. Descriptive text is a written text in which the writer describes and objects. Descriptive text containing two components, identification and description by which writer describes a person, animal and others. Sometimes there are many adjectives and adverbs in descriptive text. So, students will be easy to build their read descriptive text. According to Michael , the students of grade VIII have difficult in learning English, because the student difficult and they do not understand meaning of the text and the students do not know how to use good sentences when they are identify vocabularies in descriptive text. Students' ability in mastering vocabulary and the conversation can be still low.

Unfortunately, not all students 'are to read well; not all students understand about the material especially in reading descriptive text. Many students difficult for understanding the text and they do not the meaning of the text, reading materials selected are not suitable with their development.

The researchers describe SMP N 5 Padangsidimpuan that the students get some difficulties in mastering especially in reading descriptive

text. However reading skills is problematic at SMP N 5 Padangsidimpuan the aspect of achievement or motivation.

In editions, based on interview with English teacher, researcher found that student is lazy to go to library for reading the book. She said that the library still vacant when student is taking a rest. They choose to go to the canteen for eating, playing, games, than reading library.[2] So, it could be concluded that students find difficult to understand what is on reading passage since they didn't know the technique which can help them to comprehend the text. In this case, the researcher used descriptive text to improve students reading.

Students' difficulties in understanding text. Febriani halawa said she cannot read as a good as a possible because she does not have the suitable method for reading. He does not understand the meaning of the text. So, he does not read the text when teachers give some text in learning. In this case, the researcher students reading descriptive text.

Based on the explanation above, the researcher is interested in conducting quantitative research with the title "The Students' Ability In Reading Descriptive Text at Grade VIII-1 SMP Negeri 5 Padangsidimpuan".

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[2]Private Interview, Sartika Teacher of Grade VIII SMP N 5 Padangsidimpuan (Padangsidimpuan: September 11th, 2018).

B. Limitation of the Research

Based on above background of the problem, the researcher found some problems concerned with the students' at SMP Negeri 5 Padangsidimpuan the crucial problems that influence the students reading skills are: students reading achievement was low, students' were passive in the class, student were lack of motivation in reading and low intensity for the students to communicate with their friends. From the third problems, this research only concern with solving the students' reading achievement by students ability in reading descriptive text.

C. Formulation of the Problem

Based on the problems above, the researcher formulates the problems on the question below: "how is the students' ability in reading descriptive text at grade VIII-I SMP N 5 Padangsidimpuan?"

D. The Purpose of the Research

Based on the formulation of the problems, the researcher states the objectives on the research as follow:" to examine the students' ability in reading descriptive text at grade VIII-I SMP N 5 Padangsidimpuan?"

E. The Significances of the Problem

1. Theoretically, this study is to enrich the theory of reading, especially in learning reading descriptive text.

2. Practically, the significances of this study are as follow: (1) for the students of SMP N 5 Padangsidimpuan as the information to help researcher to solve their problems in reading descriptive text, (2) for the

headmaster in guiding the English teachers of SMP N 5 Padangsidimpuan, it can be used as a reference in terms of increasing the students ability in reading descriptive text, (3) for the principal of SMP N 5 Padangsidimpuan, to improve the teachers competence in teaching reading, (4) for other researcher, as references to do further research in the same subject in various topic in the different context.

F. Definition of key Terms

In this research, there are some terminologies, the terminologies that use it regarded important to be clarified about the topic. It is done for avoiding the vagueness and misunderstanding between the researcher, the researcher states key terms is follows:

1) Students

Students are a pupil especially in elementary school, junior high school, senior high school and university. According to Hornsby that the student is person who is studying at college of university, person studying at secondary school, any person interested in a particular subject.[3] The last the students is a person who is studying at university or college.[4]

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[3] A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p.1187.
[4] Hornby, p.441.

2) Ability is physical, mental or legal to perform (he has ability accomplish whatever he sets his mind to).[5] Therefore ability is the mental or physical, capacity, power or skill required to do something.

So students' ability in this the achievement of person who is studying at secondary school. Ability is skill or potential to getting about a competence special nature power of result for action or practice and used to work something. Students must be understood about it. So, the ability in this research means the ability of the students of grade VIII-1 SMP Negeri 5 Padangsidimpuan In Reading Descriptive Text.

G. Outline of the Thesis

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

1. Chapter one, consists of background of the problem, focus of the problem, formulation of problems, the objective of the research, significance of the research, and definition of the key terms.

2. Chapter two, consists of the theoretical framework, which explain about definition of descriptive text and also about purpose of descriptive text and example of descriptive text

3. Chapter three, consists of research methodology and research methodology consist of time and place of time and place of the research, research design, informant of the research, the technique of

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[5] A. Mariam, *Webster Collage Thesaurus* (USA: Massa, 1976), p.33.

collecting data, technique of data analysis, and the last technique of data trustworthiness.

4. Chapter four consists the result of the research talking about the analysis of data. There is described of data analysis of the research. The data analysis is describe the actions of researcher in date processing to get relative result.

5. Finally, chapter five consists of conclusion and suggestion. This is sort explaining of result in research. There are representative the capacity of researcher. And the suggestion is idea a researcher for reader especially the headmaster, and the English teacher of location research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Students' Ability

Ability means a skill to perform certain action both physically and mentally both before and after receiving training.[6] While according to A Merriam Webster stated the ability is a physical, mental or legal to perform (he has ability accomplish whatever he sets his mind to).[7] Therefore ability is the mental of physical capacity, power or kill required to do something.

So, students' ability comes from to words; students and ability. Student according to oxford dictionaries is person who is studying at a collage of university, person studying at secondary school, any person interested in a particular subject.[8] In addition, a student is denoting someone who is studying in order to enter a particular profession.[9] Then a person engaged in study one who is devoted to learning, a learner, a pupil, a scholar, especially, one who attend a school, or who seeks knowledge from professional teacher or from books as the students of an academy, a collage or a university, a medical students and a hard student's. Whereas, in Indonesian dictionary explain that the student is a learner especially on the

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[6]A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p.1334.
[7]A Merriam Webster, *Collage Thesaurus* (USA: Massa, 1976), p.33.
[8]Hornby, *Oxford Advanced Learner's Dictionary*, p.442.
[9]Victoria Neufelat and David B. Guralmik, *Webstern New World Collage Dictionary* (U.S.A: Mac Millan, 1995), p.4.

grade of elementary, junior, senior high school.[10]So, based on those definitions, the research concludes that the students is a person who lives together and studies in formal education and how is their relation as a member of society to develop educational level process.

Furthermore, according to A.S Hornby ability is "able to do a level of skill or intelligence."[11] Then the ability means "the quality or capacity of being able to do something well".[12] "Ability is capacity or power to do something physical and mental. That's mean to do something consists of physical or mental achievement".[13]So, ability can be determined as a skills, expertness or talent.

Based on above those definitions, the researcher concludes that the students who are studying in a school up to university or college in performing something. So, ability is the talent or special nature power to do something well of the students. Students' ability is understanding or power of the students or the knowledge of the students and gets good score in the class

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[10]*Tim Penyususn Kamus Pusat Pembimbingan dan Pengembangan Bahasa* (Yogyakarta: PT. Hidakarya Agung, 1992).

[11]Hornby, *Oxford Advanced Learner's Dictionary*, p.2.

[12]Hornby, p.1334.

[13]Neufelat and Guralmik, *Webstern New World Collage Dictionary*, p.2.

2. Reading

A. Definition of Reading

Reading is a complex skill, is to say that involves a whole series of lesser skills.[14] Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[15] Reading is essential skill for learners of English as a second language.[16] The linguistics state about reading many ways, such as Beatrice S and Linda said that reading is one of important way to improve general language skills in English. Reading is a good way to find out about new ideas, facts, and experience.[17] In reading, readers can discover new things. Books, magazine and even the internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate themselves in any area of life they are interested in. so, reading activity is the main way to take many information.

Based above, definition reading is an interactive activity for taking or comprehending the message or meaning of the text. Reading is a process of getting meaning from print. Understanding information In the

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[14]Geooffrey Broughton et al., *Teaching English as a Foreign Language* (London: University of London Institute of Education, 1980), p.89.

[15]David Nunan, *Practical English Teaching*(New York: McGraw-Hill Companies Ins, 2003), p.68.

[16]David Nunan, *Practical English Teaching* (New York: Mc. Grown-Hill Companies Ins, 2003), p.69.

[17]Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power*, *Pearson Longman*, 2005.

text is, of course, the whole purpose of reading.[18] Or reading is a set o skills that involves making sense and deriving meaning from printed word.[19] Generally, the process getting meaning has three phases are, before reading as the first phase before the reader starts to read the text, it is as a phase to know or introduce the topic or the idea of the text; during reading as the second phases when the reader stars to read the text, it can be the activities during reading the text; and after reading as the last phase to get the conclusion what we have read based on our goal to read.

In conclusion, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and get the information from printed media or visual information like books, magazine and even the internet. It helps the reader to get new ideas, facts, and experiences.

B. The Reading Goals

There are many goals of reading, such as:

1) Reading for identifying important information/ for detail or facts.

2) Reading for main idea.

3) Reading sequence or organization.

4) Reading for inference.

5) Reading to classify.

6) Reading to evaluate.

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[18]Peter Westwood, *Learning and Learning Difficulties: Approaches to Teaching and Assessment*, *Learning and Learning Difficulties: Approaches to Teaching and Assessment*, 2013, https://doi.org/10.4324/9780203823767.
[19]Caroline T. Linse, *Practical English Language Teaching: Young Learners*, ed. David Nunan (New York: McGraw-Hill, 2005), p.69, http://en.bookfi.net/book/825299.

7) Reading to compare or contrast.

So, the main goals of reading are to get and find information include content and meaning of the text based on the purpose.

C. Reading Assessment

Assessment is a tool measure how far the students ability and comprehension of the material.[20] Types of reading assessment are multiple choices, matching tasks, editing tasks, picture-cued tasks, gap – filling tasks.[21] Researcher used multiple choice .a multiple choice. A multiple choice test item is usually set out in such as a way that the candidate is required to select the answer from a number of given options.[22] Only one of which is correct, the marking process is totally objective because the marker is not permitted to the exercise judgment when marking the candidate's answer, agreement has already been as to the correct answer to the each item.

Table

Indicators of reading assessment

No	Indicator of Reading Assessment
1	To identify topic of the text
2	Able to identify main idea of the text
3	Able to identify specific information of the text

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[20]Malle Michael O and Lornae Valdes Vierce, *Assessment for English Language for Learners* (American: United State of America, 1996), p.98.

[21]H.Dauglas Brown, *Language Assessment, Principles and Classroom Practices* (San Fransisco: Logman, 2003), p.194.

[22]Cyril J. Weir, *Communicative Language Testing* (UK: Prentice Hall International, 1990), p.43.

4	Able to identify characteristic of people or thing from the text
5	Able to identify the meaning of underlining word

D. Types of Reading

The purpose of this paper is to identify and discuss the different types of texts that are needed for effective reading instruction. Reading as it refers to comprehension has a broad and complex coverage. Reading activities can be done at school, at home and at work or wherever the readers want. In order to acquire reading comprehension, the students should read different kinds of reading text. There are two kind of reading that will be explained below:

1. Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

The material selected should parallel the type of material the advance student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary

community life in a country where the language is spoken. Since this reading matter will be studied in detail, it will not serve as ideal vehicle for further practice in direct teaching. This purpose will be served by the material chosen for extensive reading.

The goal of this reading is to read short text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.[23] Intensive reading needs the deep comprehending the text.

2. Extensive Reading

Extensive reading is the best possible way for students to develop automatically- that is automatic recognition of words. One of the fundamental conditions of a successful extensive reading programmer is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly be for pleasure the main of this activity.[24]

So, extensive reading is for leisure reading. based on explanation above, it can be concluded that read a narrative text is included intensive reading. It caused read a narrative text by using short story.

If seen from listen or not reader's voice when they reading, so reading process can divided in two kinds.

1. Silent Reading

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[23]M. F Patel and M. Prapen Jain, *English Language Teaching* (Jaipur: Sunrise, 2008), p.118.

[24]Broughton et al., *Teaching English as a Foreign Language*, p.92.

According to oxford dictionary silent is condition of not speaking and without a sound track.[25]Then Tarigansaid "reading is a process who done and be used by reader to get message from written. Silent reading is a reading a text without voice. Silent reading is to training students to really pay attention to can understand text. Reading is primarily a silent activity.[26] And the last according to David Nunan, "silent reading generally focus in the classroom should be on getting meaning print when comparison is the goal of reading".[27] Henry Guntur Tarigan Said "silent reading it is use only visual memory, by silent reading, the student to be train really can understand material of text". So silent reading is a process who done and be used by reader to get message from written by condition not speaking and without sound track. The researcher concludes silent reading is reading activity with doing without voice.

There were many skills were clime in silent reading, as follow:

a) Reading without voice, without move of lip

b) Reading without the move of head

c) Silent reading is faster than voice reading

d) Reading without finger of things as director

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[25]Hornby, *Oxford Advanced Learner's Dictionary*, p.887.
[26]Hendry Guntur Tarigan, *Reading Comprehension*, ed. Ebell (Yogyakarta: Karangdadap, 2000), p.22.
[27]Nunan, *Practical English Teaching*, p.64.

e)   Understanding of the text

f)   The speed of eyes is claimed in reading

g)   Reading with the good understanding

h)   To coherent of speed with difficulties in the text.[28]

2. Reading aloud

According to Kasihani stated that, "aloud reading is to train students able to read with good pronunciation or speak. The aim of loud reading is able to tell good words, fares, and sentence of English.[29] According to H. Douglas Brown, "silent reading is the test-takers sees separate letters, words, and/ or short sentences and read them a loud, one by one, in the presence of an administrator. Since the easements is of reading comprehension, any considered correct.[30]Then, Ag, BambangSetiyadi stated that "Oral reading is relatively uncommon in modern language classes. This type of reading is still important in improving learner's pronunciation. Working in groups will make language learners fell confident to pronounce word in foreign accent and practice is really recommended in this method. This is really helpful for language learners who are reluctant and say to imitate the teacher

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[28]David Nunan, *Oxford Advanced Learners' Dictonary* (New York, 2000), p.24.
[29]Suyanto and Kasihani K. E., *Cara Membaca yang Baik dan Benar* (Yogyakarta: PT Raja Grifindo Persada, 2000), p.64.
[30]Brown, *Language Assessment Principles and Classroom Practices*, p.190.

expression individually.[31] So, reading aloud is the best approach for teaching.

Henry Guntur Tarigan said "loud reading is activity to read use voice and saying and the correct intonation to listener and reader can get information by also, likes thinking feeling attitude, or writers experience"[32]. Generally loud reading is oral matter; therefore, especially in teaching foreign language, loud reading activity is more depend to pronunciation instead of reading comprehension. For this case reading text must be choice which the content and language is easier to understand.

E. Strategies for Reading

There are some principal strategies for reading according to Nunan. They are:[33]

1. Identify your purpose in reading a text.

2. Apply spelling rules and conventions for bottom- up decoding.

3. Use lexical analysis . to determine meaning

4. Guess at meaning of words

5. Skim the text for specific information.

6. Use silent reading techniques for rapid processing

7. Use marginal notes, outlines, or semantic maps for understanding and retaining information.

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[31]Ag and Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.67.

[32]Tarigan, *Reading Comprehension*, p.22.

[33]Tarigan, p.32.

8. Distinguish between literal and implied meaning.

9. Capitalize on discourse markers to process relationship.

   Biside the principal strategies for reading above reading still has many the other strategies. One of popular strategy is SQR3R or survey, question, read, recite and review.

F. Process of Reading

The process of reading may be broadly classified into three stages, they are:[34]

a. The first stage is 'the recognition stage'. At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

b. The second stage is the 'structuring stage' the learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

c. The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and statement

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[34]Bachtiar and Muhammad Paisal Situmorang, "Improving Students Achviment in Reading Report Text" 01, no. 01 (2012).

of opinion. It is this stage at which a person really reads for information of for pleasure.

3. **Descriptive Text**

   a. **Definition of descriptive text**

   Descriptive is 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 OtongSetiawanDjuharic" descriptive text is composition that describes people, thing, pace, and animal. Then sanggamsiahaan said that descriptive is a written English text in which the writer describes an object. In this text, the object can be concrete or abstract object. It can be a person, or animal, or a tree, or a house, or camping. It can be about topic.[35]Contains two components: identification and description. Writing that presents ideas by providing defiles about characteristic of people, place and things and the object can be a concrete or abstract. Definitely a descriptive text consists of a group of sentences and composed of a group of sentence expressing one central idea.[36] Next, to the definitions above it can be concluded that the descriptive text is which is describes person, place, mood, situation, and etc, it is also describes an object that appeal to the sense.

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[35]A. J. Thomsom Martinet and A. V., *The Definition Descriptive*, vol. 1 (Canada: Cambridge University Press, 2001), p.52-58.

[36]Charles Miguel Cobb, *Process and Pattern*, ed. Wadswar (California: Publishing CO, 1985), p.35.

According to Charles Miguel Cobb, said that descriptive is kind of writing that tries to put a picture in the reader's min. it tells how something looks or sounds or states or smells or fells.[37] In addition, according to SriDewiAstutidescriptive text is that describes the characteristics of a particular thing, a place, or a person.[38] A descriptive text usually started by a clear topic sentence which identifies a thing place, or a person. It is about whom, what and where.

Mursyid said that "Descriptive Text is a kind of text with a purpose to give information". The context of this kind of text is the description or particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from report which describes things, animals, persons, or others in general. The social function of descriptive text is to describe a particular person, pace, or thing.[39]So, descriptive text is a text which describes person, place, mood or situation.

Beside that descriptive text has the characteristic like Sharon Sorenson said that there are some characteristic of descriptive text, they are:

1. A subject worthy of description

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[37]Cobb, p.41.

[38]Sri Dewi Astuti, *Comparing and Constrasting Descriptive and Report Text*, (Bekasi: Aldi Aksari Abadi Indonesia, 1999), p.1.

[39]M. Muryid PW, *The Language of Descriptive Text*, Karangdadap: Widia Utama, 2005), p.4.

2. An emphasis, either direct or indirect, on the five senses,

3. Use of figures of speech, especially to enrich description and spark reader interest.

4. A topic or thesis sentence that names the subject to be described and establishes the attitude toward the subject,

5. One of three patterns of organization: chronological, spatial, or order of importance,

6. A single, consistent tone and mood, *(see tone and mood in the Glossary)*,

7. Details that support the tone and mood,

8. Unity within the paragraphs and the paper as a whole,

9. Vocabulary that clarifies,

10. Varied sentence structure, which enhances the general attitude and adds appropriate emphasis,

11. An effective conclusion[40]

Mursyid explains that the descriptive text has the generic structure and language features, it can be defined by a series of contrast:

1. The generic structure of descriptive text consists of identification and descriptions.

    a. Identification: identifies phenomenon to be describe.

    b. Description: describes parts, qualities, characteristic, etc.

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[40]Sharon Sorenson, *Writing Handbook*, (Canada: Wiley Hoboken, 2010), p.90.

2. Language features, descriptive often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore. Significant Grammatical features:

    a. Focus on specific participants (My English Teacher, Nadine's cat, my favorite place)

    b. Use of Simple Present Tense

    c. Verbs of being and having 'relational processes. (My mum is really cool, she has long black hair)

    d. Use of descriptive adjectives (strong legs, white fangs)

    e. Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)

    f. Use of action verbs 'Material Process' (It eats grass, it runs fast)

    g. Use of adverbials to give additional information about behavior (fast, at tree house)

    h. Use of figurative language (Jhon is a white as chalk.) In this case, the researcher explains about generic structure of descriptive text.[41]

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

b. Component of Description text

Descriptive is text containing two component identification and description by which a writer describes a person, or an animal. The identification is to identify the object to describe parts, qualifies and

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[41]PW, *The Language of Descriptive Text*, p.4.

characteristic: of the parts of the object the function description is to describe a particular person, place, or thing.[42] However, descriptive text means to descriptive things, people, place especially.

c. Function of descriptive text

The researcher would explain the function of descriptive text. According to George E. Wishon, Julia M. Burks, "description functions to give a picture or impression of person, place, or thing but unlike the photograph or the painter who has only word to use.[43] Meanwhile according to George and Wignell, "social function of description is to describe a particular person, place or thing."[44]

d. The generic structures descriptive text

Anderson and Anderson divided the generic stricter of descriptive text into:

1) A general opening statement in the first paragraph
   This is statement introduce the subject of the description to the audience. It can give the audience brief details about the when, were, who what of the subject.
2) A series of paragraphs about the subject
3) A concluding paragraph (optional)
4) Concluding paragraph signals the end of the text.[45]

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[42]Sanggam Siahaan, *Component of Descriptive Text*, (Yokyakarta: PT Remaja Rosdakarya, 2009), p.89.
[43]George E. Wishon and Julia M. Burks, *Let's Write English*, (1980: Litton Educational Publishing, 1980), p.128.
[44]George and Wignell, *The Genre Functional Grammar*, (New York: Oxford University Press, 2001), p.186.
[45]Mark Anderson and Kathy Anderson, *Types Text*, (New York: Educational Publishing, 2001), p.26-27.

Next, the generic structure of descriptive text is identification and description. Identification intended of the topic and description intended of writing.

e. Language Features of Descriptive Text

According to Peter Knapp and Megan Watkins, grammatical features of descriptive text such as:

1. The present tense is predominantly, for example: has, eats, sings, lays, swims.
2. Relational verb are used when classifying and describing appearance, functions of phenomena (is, are, has, have).
3. Action verb are used when describing behavior for example: the queen lays the eggs. Ant lives in colonies.
4. Mental verbs are used when describing feeling in literary description.
   For example: she felt unhappy. He like dancing.[46]

From the explanation the above the writer concludes that descriptive text is to do describe person, animal, and thing by using identification, description and lexicon grammatical features.

In writing descriptive text, there are many aspects that should be attention, they are: place correct punctuation, correct grammar, word choice, spelling, and language features. Descriptive is a text containing two components; identification is to identify the object to describe, and the description describes parts, qualities and characteristics of the parts of the object.[47]So, the significant language feature in descriptive text is that description text uses simple present tense.

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[46]Peter Knapp and Megan Watkins, *Genre of Grammar*, (New Sourth Wales: University of New Sourth Wales, 2005), p.98.
[47]Siahaan, *Component of Descriptive Text*, p.89.

SanggamSiahaan and KisnoShinoda describes the language features or dominant grammatical aspect of descriptive text are focuses, on specific participants, uses to attributive and identifies process, frequent use of epithets and classifiers in nominal groups, and uses of simple present tense.[48]

f. Purposes of Descriptive Text

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. we even use description to persuade others to think or act in particular ways: advertisers describes products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them.

g. Language Elements of Descriptive Text

The language elements used in descriptive text are;[49]

    a) Focus on specific participants.

    b) Use of attributive and identifying process.

    c) Frequent use of epithets and classifiers in nominal groupsd.

    d) Use of simple present tense.

h. Kinds of Descriptive Text

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[48]Siahaan, p.93.
[49]Siahaan, p.99.

As we know that descriptive text is a text to describe something, such as persons, place, or things. So, it normally takes on three forms, they are:

a. Description of people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have of then been asked, "what's so and like?" in replying, you might resort to identification, and impression, or a character sketch, depending on the situation.[50]

b. Description of a things

In describing a thing, it is also started by presenting the physical appearance of its character well. There are important points that you can describe such as its shape, size, color, size, and the cost.

c. Descriptive of place

When describing a place, the writer often goes beyond physical appearances op it's a place that reveals its character as well. There are certain important places from our childhood and from our current lives perhaps a particular room.[51]

i. Example of Descriptive Text

[50]Barbara, *The Students Write*, (New York: McGraw-Hill Companies, 2004), p.143.
[51]Marta Oktavia Tangorop, *The Effect of Talk and Illustartion Technique of the Students Descriptive Writing Accepment*, (Unimed: Unpublished Scipt, 2009), p.13-14.

My House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for washing my spare time

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bathroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading. I usually play online games, chat my friends via face book.

Next to my bed room is my mother's I do not know what inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cook, the smell fills my whole house. I know it is very small house? but is the best place I have ever seen.

Based on example above, the structure descriptive text is explained more in the table below.

Table 1

The example Of Descriptive text

Title	My house
Identification	I live in a small house. It has five rooms; three are two bedrooms, a living room, a bathroom and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.
Description	When the door is open, I can see the living room it is so small with only there chairs and a table, nothing else. I prefer reading novel in this room. My bedroom is in the left side of the living room. In this room three is a night table next to the bad, a TV, a radio, and a computer. When being bored of reading, I usually play online games , chat with my friends via face book. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see. In the right side of the living room there is kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks; the smell fells my whole house. I know it is a very small house; but is the best place I have ever seen.

The title of My House has the structures of the identification is in the first paragraph, and the description in the second and the third paragraph.

B. Review of Related Findings

Talking about related findings, the reading find some research have done by other person, they are:

First, a script of DeniErwindari she concluded A Descriptive Study in Reading Descriptive Text were good with the mean of score 65.63%.[52]The kinds of students' ability in reading descriptive text:

The first, they didn't know the different of sentences reading pattern, the second, they didn't know change from tenses, the third, and they didn't understand about generic structure of text .the last, they didn't know the main idea of test.

Second, in the RiyaYulHarmaini,[53] she concluded A study on the Ability of the Second Year Student' Reading of Descriptive, that came from good, the ability of data indicated that the students from good and knowledge of reading descriptive good understanding. It can be seen from the generic structure features of texts.

Third, IipKurniawan, Eliwarti, Rumiri A Study on the ability of the second Year Students' Reading Descriptive, at SMA N 5 Pekanbaru, from the data description of test .the students' problem in reading Descriptive

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[52]Deni Erwindari, "A Descriptive Study in Reading Descriptive Text to the First Year Students of SMK Negeri Peringkuku Pacitan" (Muhammadiyah University of Surakarta, 2013), p.9.

[53]Riya Yul Harmaini, "Improving Students Reading Comprehension in Reading Descriptive Text by Using Strategy" (Tanjungpura University, 2018), p.13.

were the students doesn't know reading the formula of tense that used in reading descriptive text.[54]

The last, Sukarta Karta Wijaya,[55] she concluded that generic structure can contribute to students in reading text. The students' reading ability was improved the teaching and learning activity using test. It was showed by the difference of the mean score of the result pre test and post test between experimental and control class. The mean score of experimental class both of test were 33.33% whereas the control class was 34.33%. From the data showed that there was a significant difference in the improvement of students' reading ability after being taught by using text and without text.

So, from the description, the researcher concludes that the method can increase the students' ability in reading descriptive text and now researcher refers to the text of reading , so in this research, the research analyze the students ability in reading descriptive text at grade VIII-1 SMP Negeri 5 Padangsidimpuan . The researcher found that there not found yet a research for especially students' ability in reading descriptive text; hopefully, this research will complete and contribute in reading descriptive text to enrich knowledge in language teaching literature for students.

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[54]Iip Kurniawan, Eliwarti, and Rumiri, "Students Ability Descriptive Research Reading Descriptive Text" 1, no. 1 (2014): p.2.

[55]Sukarta - Kartawijaya, "An Analysis of The Students' Reading Comprehension in Comprehending Descriptive Text," *Curricula*, 2017, p.5, https://doi.org/10.22216/jcc.2017.v2i3.2695.

C. Hypotheses

In accordance with the formulation and limitation of the problem above and in order to provide guidance for this research which specifies the correct processing, acquiring and analyzing of the data, it needs to formulate hypothesis. Thus, hypotheses of the research are follows: "the ability of students in reading comprehension at grade VIII-I SMP N 5 Padangsidimpuan of descriptive text are in the level of 60-70% is categorized in good.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research has be conducted at SMP Negeri 5 Padangsimpuan. It is located at jl.PerintisKemerdekaan, No.61,22731, Padang Matinggi, Padangsidimpuan Selatan, Kota Padangsidimpuan, Sumatera Utara 22711. This subject of research is grade VIII-1 SMP Negeri 5 Padangsidimpuan. The research started from 2018 until 2019.

B. Design of Research

This research used quantitative research with method o research is descriptive method. According to L.r Gay Peter Airasian that Quantitative method is based on the collect and analysis data by numeral, usually obtained from question, test, checklist, and other formal paper. Based on the method, this research use descriptive method, descriptive research is useful for investigating a variety educational problems and issue.[56] It means descriptive research is the research has a sense that perception (descriptive) about situation or events. Quantitative research with descriptive method is purpose to describe about situations or happens.

Descriptive research involves gathering data that describes events and the organizes, tabulates, depicts, and describes that the data collection. So, it can be concluded that descriptive method would

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[56]L. R. Gay and Petter Airasian, *Educational Research* (USA: Printice Hall Incomprate, 2000), p.275-279.

usedto search students' ability in reading descriptive text at grade VIII-I SMP N 5 Padangsidimpuan.

C. Population and Sample

1) Population

The population as the data sources of this research all of the VIII SMP N 5 Padangsidimpuan consist of eight classes. It can be seen in the following table:

Table
Population of the research

No	Class total of Students	Total of Students
1	VIII-1	31
2	VIII-2	31
3	VIIII-3	27
4	VIII-4	27
5	VIII-5	26
6	VIII-6	28
7	VIII-7	27
8	VIII-8	27
	Total of students	135

2) Sample

In this research the researcher used purposive sampling as a technique to get sampling. The purposive sampling is one of the non random technique where determines the sampling by specific characteristic that suitable with the objectives of the study to except to answer the research problems. So based on the explanation, the researcher has been taken one class to get the sample of this research. The sample of this researcher was students from grade VIII-I SMP N 5 Padangsidimpuan with the total 31 students. This researcher at grade VIII-I as a sample because the students in this

class have the suitable criteria. So, the number that has been chosen

becomes the sample in this research.

D. **Research Instrument**

Researcher used a test to students by using multiple choice

test. The question would be given to students. Then, they answer the

question with their own word and the students free to determine their

answer based on their knowledge or ability. So, the test was used to

measure students' ability especially I reading to found out the scores

of students' reading, the researcher has applied a rubric of reading. In

giving score for the students reading test, the researcher given 100

score for very good answer in reading text.

Table. The Indicators Reading Descriptive Text

No	Indicators	Items	Number of Items	Score	Total Sore
1	Able to find the topic of the text	4	1,6,11,16	5	20
2	Able to identify main idea of text	4	2,7,12,17	5	20
3	Able to analyzing generic	4	3,8,13,18	5	20

	structure				
4	Able to identify language features	4	4,9,14,19	5	20
5	Able to identify conclusion from the text	4	5,10,15,20	5	20
	Total	20		25	100

E. DataCollecting Technique

After preparing the test, the researcher had given the test to sample of the research that had tried to find out the result. There are some steps to collect the data, they were:

1. The researcher made preparation of the tests for students of related to the material, reading descriptive text test.

2. Then, the researcher reads the instruction test of students, they are as follow below:

   The instruction for doing test

   a) The researcher gives time students reading the topic in the paper.

b) The researcher explains what students to do.

c) The researcher gives time for doing or felling the answer.

d) The students answer question of test.

e) The researcher checked the answer of students and gives the score to the students.

F. Test Validity

SuharsimiArikunto said that, validity chance shown the level of instrument something. There is validity of instrument. Logical validity is the instrument which done analysis logically, it comfort content construct validity.

In this research, the research used content validity to establish the validity of the instrument. The logical validity is doe by divided variable to be sub variable and indicator of variable. Actually, content validity is the degree to which a test measure an intended content are. So, the researcher showed the test to be valid.

G. Data AnalysisTechniques

After preparing the test, the researcher had given the test to sample of the research that had tried to find out the result. There are some steps to collect the data, they were:

1. The researcher made preparation of the tests for students of related to the material, reading descriptive text test.

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    b) The researcher explains what students to do.

    c) The researcher gives time for doing or felling the answer.

    d) The students answer question of test.

    e) The researcher checked the answer of students and gives the score to the students.

CHAPTER IV

RESULT OF RESEARCH

This chapter presented the research result, in order to know the ability of the eight grade in SMP N 5 Padangsidimpuan in reading descriptive text. The researcher has calculated the data by using reading descriptive text test and also continued to the testing hypothesis. This quantitative description analysis was used mean score to get their whole result as general, then to taste the hypothesis, the researcher used formula of Z test. It would be description of data as follow:

A. Description of Data

1. The students' Ability in Reading Descriptive Text

Absolutely, to know the extended of the students' ability in reading descriptive text at grade VIII-1 SMP N 5 Padangsidimpuan, the researcher used test as instrument of the collecting data. The researcher asked the students to reading a text about descriptive. The test consist 20 text about reading descriptive text. The test consist 20 texts about reading descriptive text. In this material test, students reading a text descriptive after that student answer multiple choice of a test; students are able to understand about reading descriptive text.

Based on the result of students ability in reading descriptive text, which the researcher had given multiple choice test about descriptive text. The researcher used the instrument to collect data is test. The test consist of five indicators, they are: topic, main idea, generic structure, language features, and form conclusion. From the result of the students it

could know the score of students was between 50 up to 85 score. It means that the higher score got by students was 80 and the lower was 50. After getting the higher and the lower score, then the researcher analyzed the range. Formula of range was high score minus low score, 85-50= 35. It means that 35 was range. Means score was 70.4. so, application in reading ability in reading descriptive text was good, it can be known from table interpretation means score in **chapter III.** Next, researcher analyzed the means score, median, modus and interval of data. **(See appendix II & III)**

The describe of students' ability in reading descriptive text as below:

Table IV

The Resume of Variable sore Students Ability in Reading Descriptive Text

No	Statistic	Variable
1	High Score	85
2	Low Score	50
3	Range	35
4	Mean Score	70.4
5	Median	69

6	BK	5.917
7	Modus	75.6

From the above table, of 31 students it was known that the high score for variable students' ability in reading descriptive text at grade VIII-1 SMP N Padangsidimpuan, was 85 and low score was 50, mean score was70.4. Median score was 69,bk Score was 5.917, modus score was 75.6.

Based on calculation of variable score students' ability in reading descriptive text at grade SMP N 5 Padangsidimpuan, mean score 70.4. So application in reading descriptive text was good, it can be known from the table interpretation mean score in chapter III. Then, the computed of frequency distribution as follow:

Table V

Frequency Distribution Students Ability In Reading Descriptive Text

Interval class	Frequency absolute	Frequency Relative
50-55	4	10.%
56-61	2	6.5%
62-67	3	8.5%
68-73	8	30%

74-79	6	15%
80-85	8	30%
Total	31	100%

Based on the above table, students' ability in reading descriptive text can be drawn at histogram as below:
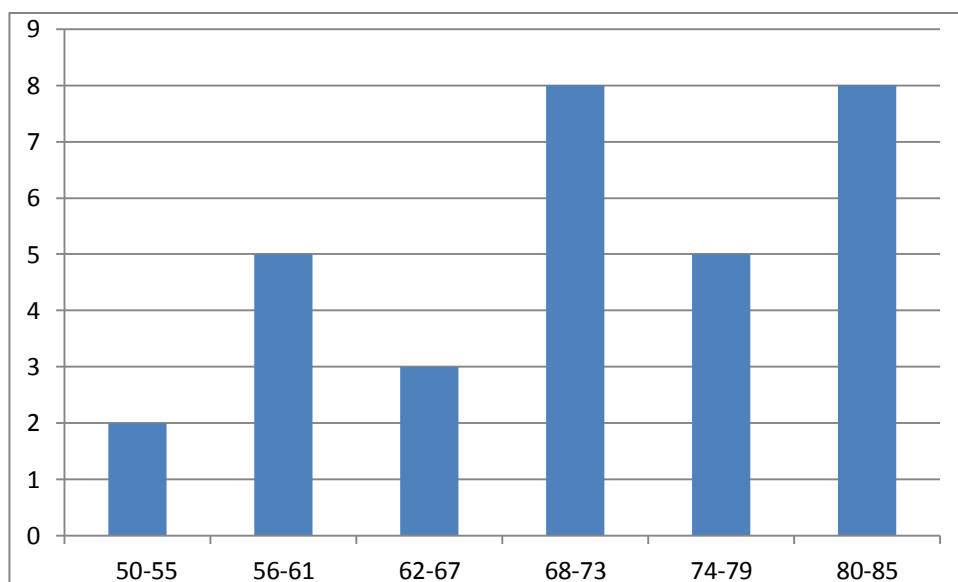
Figure 1: Histogram the Result Score of Students Ability in Reading Descriptive Text

Based on the above table, it was known that the variable revelation students ability in reading descriptive text shown that the respondent at 50-55 were 4 students (6.45%), interval 56-61 was 5 students (16%). Interval 62-67 were 3 students (9.67%), interval 68-73 were 8 students (28.5%), interval 74-79

were 5 students (16%), interval 80-85 were 8 students (28.5%), so, the meaning of interval in this research is showing the count of sample who got score in percentage.

B. Hypothesis Testing

The hypothesis this research for students' ability in reading descriptive text at grade VIII SMP N 5 Padangsidimpuan. Based on the collected data, the data will be analyzed to prove hypothesis by using formula of Z- Test. It can be seen as follow:

Calculation Z-count

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

$$Z = \frac{\frac{24}{31} - 75}{\sqrt{75 \frac{(1-75)}{31}}}$$

$$= \frac{0,77 - 75}{\sqrt{\frac{75\,(-74)}{31}}}$$

$$= \frac{-74{,}23}{\sqrt{\frac{-5{,}550}{31}}}$$

$$= \frac{-74{,}23}{-13{,}38} = 5{,}54$$

Calculation Z table:

$Z \, {}^{1}/_{2} \, {}_{\propto} = $ Z table

$\alpha = 0.\,05$

$Z = {}^{1}/_{2} \, (\alpha)$

$Z = {}^{1}/_{2} \, \alpha$

$Z = {}^{1}/_{2} \, (0.5)$

Z= 0.25= 3.26

Based on calculation it can be concluded that Z count = 31 was more than Z table= 3.26 (Z count = 31> Z table 3.26) by level of significance 0.25So, from the above result the researcher concluded that the hypothesis was accepted. The meaning in level significant 6% and the ability of the students at grade VIII-1 SMP N 5 Padagsidimpuan was good category.

C. Discussion

In this research, the researcher is explains about reading descriptive text especially in reading descriptive text. The researchers is explains definition of reading descriptive text, purpose descriptive, kinds of descriptive, generic structure of descriptive text. The researcher is explains of indicator.

After analyzing the data, it was gotten that the students' ability in reading descriptive text was enough. It can be known fro mean score of analysis of students' ability in reading descriptive text at grade VIII-1 SMPN 5 Padangsidimpuan are 70.4%. So, the students' ability in reading descriptive text are was good category.

In this research, after analyzing collecting data research gotten that students' ability in reading descriptive text was good. It could know from the calculated of the means score that the students' ability in reading descriptive text at grade VIII-1 SMP N 5 Padangsidimpuan was 70%. From the

classification quality of students' score, researcher concluded that the students' ability was good.

The researcher was related to some previous research concluding. The first A Script of DeniErwinandari in her thesis he concluded the students "A Descriptive Study on Teaching Reading Descriptive Text to the First Year Student of SMK NegeriPeringkukuPacitan In 2012-2013 Academic Year. Based on the research, she found that the percentages of teaching reading descriptive text to the first the student of SMK NegeriPeringkukuPacitan are good. The ability of the student's have calculated by mean score is 65.6%.[57]

Second, by RiyaYulHarmaini, Sofian, BambangWijayawith the title "Improving Students Reading Comprehension in Reading Descriptive Text by Using 3-2-1 Strategy" based on the research, he found that, the percentages of Reading Descriptive Text are good. The ability of students' have calculated by mean score is 71.66%.[58]

Addition, there are some criteria of reading assessment. For the first, students must understand about vocabularies. Next, students must understand about meaning. The last student must understand fluency and form (organization). Although, from the result of the test that have be given to the studentsat grade VIII SMP N 5Padangsidimpuan were lack understand

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[57]Deni Erwindari, "A Descriptive Study in Reading Descriptive Text to the First Year Students of SMK Negeri Peringkuku Pacitan" (Muhammadiyah University of Surakarta, 2013), p.9.

[58]Riya Yul Harmaini, Sofian, and Bambang Wijaya, "Improving Students Reading Comprehension in Reading Descriptive Text by Using 3-2-1Strategy" (Tanjungpura University, 2018), p.13.

and also unknown about the padangsidimpuan difficult in reading descriptive text.

Based on explanation above, researcher concluded that an ability of students'in reading descriptive text at grade VIII-1 SMP N 5 Padangsidimpuan was good. Researcher takes conclusion that student's good students ability in reading descriptive text because the result of the calculation the students ability in reading descriptive text was 70.4%. the result from good category.

D. The threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the title until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis and fells that research was still far from perfect.

This research still limited. They wee man mistakes and weakness. Mistakes and weakness were caused by limitation of the researcher time, the original answer of the students. On doing the test, there was the weakness of time, because the students had activities, when they answered the tests they less concentrate test, increase of many task to fulfill for examination a head and also there were many weakness of the researcher, and the researcher expected to the generation would be able to do best.

The researcher was aware al the things would want to be searched but to get the excellence result from the research were the threats of the

researcher. The researcher has searched this research only. Finally, it has been because the helping from the entire advisors, headmaster and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After calculating and analyzing the result of the data, research can be concluded that the students' ability in reading descriptive text at grade VIII-1 SMP N 5 Padangsidimpuan was categorized into good category. It can be seen from the scores of the percentage from mean score gotten by students, that 70.4 mean score. Then, the hypotesis of students' ability in reading descriptive text at grade VIII-1 SMP N 5 Padangsidipuan was accepted by using Z test. It Z-count 15> Z-table 3.26. it means hypotesis was accepted. It means the students' ability in reading descriptive text at grade VIII-1 SMP N 5 Padangsidimpuan it in good category.

B. The Suggestion

Based on the conclusion the research was can get several suggestions that are useful for improving the students' achievement later, they are:

1. The headmaster of SMP N 5 Padangsidimpuan always motivates the English teacher to increase his ability in teaching English.

2. The English teacher to motivate students to improve their especially in reading descriptive text must be done by inner feeling. So, that the teacher always reading and the students can understand what do we say, and do an improvisation to attract students' enthusiasm and motivation in teaching learning process. Finally, the teacher should

give more exercises and explanation about descriptive text to the students especially who get bad scores.

3. The students, they have to understand well how to reading descriptive text and they will be able to figure out reading text well.

4. The reader especially English learners more improve their knowledge in reading descriptive text.

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CURRICULUM VITAE

A. Identify

    Name   : Nurhapsi Dayani Hsb

    Reg. Num   : 14 203 00092

    Place / Birthday   : Binangatolu/ Januari, 18th, 1996

    Sex   : Female

    Religion   : Islam

    Address   : Binangatolu, kec. Huristak Padang Lawas

B. Parents

    Father's Name   : Bahron Hasibuan

    Mother's Name   : Tilumonggom Harahap

C. Education Background

1. Graduation from Primary SD Aek Bongbongan in 2009

2. Graduation from SMP Negeri 1 Huristak in 2012

3. Graduation from MAN Barumun Tengah in 2014

4. Graduation from IAIN Padangsidimpuan in 2020

Name   :_____

Class   :_____

Instructions :_____

Read history texts carefully and answer the question below. Each one is follow by several questions about it. the questions are 1-20 items you choose the one answer, A,B,C,D, to each questions, give mark (X) on the best your answer.

The following text is for questions 1-5

Read descriptive text entitled Taman mini Indonesia Indah and learn theoretical steps of descriptive text. Then, answer the following questions.

Title	Taman Mini Indonesia Indah
Identifications	Have you visited Taman Mini Indonesia Indah? It is an extensive culture-based park, the prime showcase of Indonesia's rich and natural diversity in east Jakarta.
Descriptions	Taman Mini Indonesia Indah is about 25 kilometers from central Jakarta or some five kilometers from the Halim Perdana Kusuma airport reachable via the Jakarta toll road. It is reachable by public transportations or taxi. Rent car for a more comfortable journey.
Descriptions	The core of the park is 26 exclusive replicas of traditional houses of chieftains found throughout the Indonesia archipelago from Aceh to Kalimantan, Sulawesi, Java an d Papua. These are pavilions displaying the history, arts and crafts and traditions of each of the provinces. Built for education and family fun, Taman Mini has large areas for family recreation, a number of flora and fauna parks, various museums, performing theaters, and Imax theaters and accommodation facilities.
Descriptions	Furthermore, there is a large lake whit island in the shapes of the original Indonesian archipelago. From the sky lift that passes over the lake visitors can see clearly the entire map of Indonesia in the lake.

Closing	For visitors who have little time to explore the Indonesian Island, Taman Mini is a good Introduction to what the country has to offer in diversty and culture. During weekend and holidays, Taman Mini is ideal theme park for families to become more acquainted with other religion culture.

1. What is the topic of text?
    a. Taman Mini Indonesia Indah
    b. Culture-based park
    c. Indonesia islands
    d. My country
2. What is the main idea of the first paragraph?
   a. A large lake whit island
   b. The core of the park is 26 exclusive replicas
   c. Visited in Taman Mini Indonesia Indah
   d. Extensive culture-based park
3. What is the generic stricter of the text?
   a. Identification-Description-Closing
   b. Introduction -Description-Closing
   c. Introduction-Problems-Resolution
   d. Identification-Problems-Resolution-Closing
4. Have you… Taman Mini Indonesia Indah?
   a. Visite   b.Visited   c.Visting
5. What is the conclusion of the text?
   a. The most beautiful of Taman Mini Indonesia
   b. Beautiful Taman Mini Indonesia Indah
   c. , Taman Mini is a good Introduction to what the country has to offer in diversty and culture.
   d. To know Taman Mini Indonesia Indah

The following text is for questions 6-10

My Favorite Teacher

My favorite teacher is miss Lia. She is teaching English. There are some reason why she is my favorite teacher She is always smiling and kind to the students.

First, her friendly approach is very much liked by everyone in the class. She teaches very well and makes you understand the subject with fun learning. We are more involved in her class than any other subject classes. There is a lot of fun during her classes.

She is also patient and easygoing when we are naughty in the class. She is very enthusiastic to teach and clears all our doubts whenever we ask questions in her classes. She does not scold or beat us in the class unnecessarily. But when we do wrong, she disciplines us and teaches us good behavior. She is very caring towards weak students and helps them in their studies even after class hours.

That is the reasons why miss Lia is my favorite teacher. We all like her very much and wish her to be taking classes for us every year.

6. What is the topic of the text?
   a. My favorite subject
   b. My favorite teacher
   c. My sister
   d. School
7. What is the main idea of the first paragraph?
   a. Miss Lia is my favorite teacher
   b. Miss Lia is teaching math
   c. Miss Lia is friendly
   d. Miss Lia is patient
8. "She is also ….. and easygoing when we are naughty in the class."
   a. Patient
   b. Smart
   c. Happy
   d. Sad
9. The first paragraph is a ………..
   a. Identification
   b. Introduction
   c. Conclusion
   d. Resolution
10. The conclusion of the text is …….
    a. A favorite teacher
    b. We all like her very much and wish her to be taking classes for us every year.
    c. Miss Lia is smart
    d. Her friendly approach is very much liked by everyone in the class

The following text is for questions 11-15

My Best Friend

My best friend Abdul and he is my classmate. We go to school together. Abdul comes from an educated family, his father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. Abdul has a well-built today. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.He also plays the guitar, and makes his parents very proud of him. His sciences good marks and is usually top his classic in examinations.

He inspires me to work harder. He keeps me away from bad company. I am happy to have such a fried.

11. What is the topic?
    a. Abdul is the perfect boy
    b. My best friend
    c. My classmate
    d. My life and my best friend
12. What is the main idea of the fist paragraph……….
    a. He inspires me to work harder
    b. He is truthful, honest and obedient
    c. He always does his homework
    d. My best friend Abdul and he is my classmate
13. The second paragraph is a …
    a. Description
    b. Identification
    c. Introduction
    d. Conclusion
14. " Abdul has a well-built boday. He is … but …" …
    a. Gently and fearless
    b. Gentlemanly and fearlessly
    c. Gentlemanly and fearlessness
    d. Gentle and fearless
15. The conclution of the text is
    a. He inspires me to work harder
    b. Abdul has a well-built body
    c. He has a good heart
    d. He is truthful, honest and obedient

The following text is for questions 15-20

My Favourite Food

So far I have already eaten many kinds of food, but my favourite food is fried rice. I do really like the fried rice a lot, and I can eat it as much as possible.

Reason why I like fried rice are even though I have already been full, I am still able to eat fried rice. I am always in good feeling when I eat the fried rice. I have already become addicted to the fried rice. I have eaten many kinds of the fried rice in many places. All of the fried rices that I have eaten have no difference taste a lot. When the fried rice gets into my mouth, it feels like a lava explosion. Then when I smell the fried rice, it is sharp, fried, and spicy. The smell of fried rice always makes me feel hungry. The fried rice tastes very good and yummy. I usually eat the fried rice with my friends at home and sometimes in the restaurant. The best time to eat the fried rice is in the evening.

That are the reasons why I say fried rice is my favorite food. Because I like to eat the fried rice, I already bought the fried rice in many places.

16. What is the topic of the text?
    a. My Favorite food
    b. My favorite pet
    c. My favorite teacher
    d. My favorite drink
17. What is the main idea of the first paragraph?
    a. Reason why I like fried rice
    b. The smell of fried rice always makes me feel hungry
    c. The best time to eat the fried rice is in the evening.
    d. My favourite food is fried rice
18. The last paragraph is a ……..
    a. Conclusion
    b. Resolution
    c. Identification
    d. Introduction
19. What tense is mostly used in the text?
    a. Simple Present Tense
    b. Past tense
    c. Continuous tense
    d. Perfect tense
20. The conclusion of the text is………..
    a. Because I like to eat the fried rice, I already bought the fried rice in many places
    b. I have already become addicted to the fried rice

c. The fried rice tastes very good and yummy
d. The best time to eat the fried rice is in the evening.

APPENDIX II

ANSWER

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

APPENDIX III

No	Name	Total of Scores	
1.	AG	70	Good
2.	AS	85	Excellent
3.	AHS	70	Good
4.	AAS	70	Good
5.	AR	60	Average
6.	A	75	Good
7.	ALL	55	Average
8.	CN	75	Good
9.	CMP	85	Excellent
10.	CH	50	Average
11.	DR	55	Average
12.	DS	70	Good
13.	FH	60	Average
14.	FSL	70	Good
15.	JS	70	Good
16.	KSS	70	Good
17.	MH	80	Excellent
18.	MRD	75	Good
19.	MEH	75	Good
20.	NFH	70	Good
21.	NT	70	Good
22.	NH	80	Excellent
23.	NTR	75	Good
24.	NA	80	Excellent
25.	ES	70	Good
26.	RWS	85	Excellent
27.	RS	75	Good
28.	SAH	85	Excellent
29.	SW	50	Average

30.	SH	60	Average
31.	YST	80	Excellent

APPENDIX IV

No	Students' Name	Students' Initials
1	Abdi yaman gulo	AYG
2	Adelina sahrani	AS
3	Adrian hasan	AH
4	Anggi anjar sari	AAS
5	Anggina roida	AR
6	Asmin	A
7	Ayu lestrai l.gaol	ALL
8	Bunga lestari sihite	BLS
9	Cantika naria panggabean	CNP
10	Cantobos hikman	CH
11	Daniel rambe	DR
12	Elisabeth simbolon	ES
13	Febriani halawa	FH
14	Firman setia laoli	FSL
15	Jhonatan siregar	JS
16	Kevin simon sinmbela	KSS
17	Michael hilston	MH
18	Muhammad rafi D	MRD
19	Mutia enjel hutarauk	MEH
20	Nazwa fifta hayati	NFH
21	Nindy tresya	NT
22	Niko handayani	NH
23	Nilmalasari halawa	NH
24	Nur annisa	NA
25	Daulus sitorus	DS
26	Rafael wahyudi sng	RWS
27	Reka safitri	RS
28	Saman alfarisi	SA
29	Selfina wahyuni	SW
30	Steven hasihotan	SH

| 31 | Yohana sela stm | YSS |

The Description of Students Ability in Reading Comprehension of Descriptive Text Text at Grade VIII-1 SMP N 5 Padangsidimpuan

No	Name	Able to topic of the text	Able to identify main idea of the text	Able to analyzing generic structure	Able to identify language features	Able to identify conclusion from the text	Score
1.	AG	15	10	10	15	20	70
2.	AS	10	15	20	20	20	85
3.	AHS	10	15	15	10	20	70
4.	AAS	10	15	15	15	15	70
5.	AR	10	10	10	15	15	60
6.	A	10	15	15	15	20	75
7.	ALL	10	10	10	10	15	55
8.	CN	10	15	15	15	20	75
9.	CMP	15	10	10	20	20	85
10.	CH	10	10	10	10	10	50
11.	DR	10	10	10	10	15	55
12.	DS	15	10	15	15	15	70
13.	FH	10	10	10	15	15	60
14.	FSL	10	10	10	15	15	70
15.	JS	15	15	10	15	15	70
16.	KSS	10	10	15	10	10	55
17.	MH	10	15	20	15	20	80
18.	MRD	10	5	10	15	20	60
19.	MEH	10	15	15	15	20	75
20.	NFH	10	10	20	15	15	70
21.	NT	15	10	10	15	20	70
22.	NH	10	15	15	20	20	80
23.	NTR	15	15	15	10	20	75

24.	NA	15	15	20	15	15	80
25.	ES	10	10	15	15	20	70
26.	RWS	15	15	20	15	20	85
27.	RS	10	15	20	15	15	75
28.	SAH	15	15	20	20	15	85
29.	SW	10	10	10	10	10	50
30.	SH	10	10	10	15	15	60
31.	YST	10	15	20	20	15	80
Total			2.170				

Appendix VI

1. Maximal and minimum score were gotten by setting the variable score from low score and high score.

50	55	50	55	60	60	65	65	65	70
70	70	70	70	70	70	70	75	75	75
75	75	75	80	80	80	80	80	85	85
85									

2. High score: 85

3. Low score: 50

4. Range: high score-low score

      =85-50

      =35

5. The total of classes (BK)   = 1+3,3 log n

                    = 1+ 3,3 log (31)

                    = 1+ 3,3 log (1,49)

                    = 1+ 4,91

                    = 5,917 = 6

6. Interval (i) $= \frac{R}{BK} = \frac{35}{6} = 5,8 = 6$

7. Mean score $X = \sum \frac{fixi}{f}$

Interval	Fi	Xi	Fixi
50-55	3	52,5	157,5
56-61	4	58,5	234
62-68	3	64,5	193,5
69-74	8	71,5	572
75-80	10	77,5	775
81-86	3	83,5	250,5
Total	31	408	2.182,5

Mean score $X = \sum \frac{fixi\_2.182,5}{f \quad 31} = 70,4$

8. Median =

Me $= b+p\left(\frac{\frac{1}{2}n-F}{f}\right)$

$= 70,5 + 6\left(\frac{\frac{1}{2}31-18}{10}\right)$

$= 70,5 + 6\left(\frac{15,5-18}{10}\right)$

$= 70,5 + 6\left(\frac{-2,5}{10}\right)$

$= 70,5 + 6\,(-0,25)$

$= 70,5 + (-1,5)$

$= 69$

b $=70,5$

p $= 6$

F $= 18$

f   = 10

  9. Modus

Mo $= b + p\left(\dfrac{b1}{b1+b2}\right)$

b = 70,5

p = 6

b1 = 8 + 3 + 3 + 4 = 18   6 − 18 = -12

b2   = -2

Mo $= 70,5 + 6\left(\dfrac{-12}{-12+(-2)}\right)$

  $= 70,5 + 6\left(\dfrac{-12}{-14}\right)$

  = 70,5 + 6 (0,85)

  = 70,5 + 5,1

  = 75,6

<div align="center">HIPOTHESIS EXAMINE</div>

Z-Test

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

$$Z = \dfrac{\dfrac{24}{31} - 75}{\sqrt{75\dfrac{(1-75)}{31}}}$$

$$= \frac{0,77 - 75}{\sqrt{\frac{75\,(-74)}{31}}}$$

$$= \frac{-74,23}{\sqrt{\frac{-5,550}{31}}}$$

$$= \frac{-74,23}{-13,38} = 5,54$$

Calculation Ztable:

Z (1/2 α) = Ztable

α = 0,05

Z= $^{1}/_{2}$ (α)

Z= $^{1}/_{2}$ (0.05)

Z= 0.025 = 3,26

Based on calculation it can be concluded that Zcount = 15 was more than Ztable = 3,26 (Z count = 15 > Z table = 3,26) by level of significance 0.05 so, from the above result the researcher concluded that the hypothesis was accepted. The meaning in level significant 5% An the ability of the students' at grade VIII-I SMP N 5 Padangsidimpuan in reading comprehension of descriptive Text was good category.

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Padangsidimpuan 10 Oktober 2017

Nomor : 131 /In.14/E.6a/PP.00.9/09/2020
Lamp :-
Perihal : *Pengesahan Judul dan Pembimbing Skripsi*

Kepada Yth 1.**EkaSustriHarida, M.Pd**   (Pembimbing I)
           2.**Zainuddin, S.S., M. Hum**   (Pembimbing II)

Di Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan Hormat, sehubungan dengan hasil siding bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama   : **Nurhapsi Dayani Hasibuan**
NIM   :14 203 00092
Program Studi   : **Tarbiyah dan Ilmu Keguruan/ TBI**
JudulSkripsi   :**The Students' Ability In Reading Descriptive Text at Grade VIII-1 SMP Negeri 5 Padangsidimpuan**

Demikian disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

Ketua Jurusan Tadris Bahasa Inggris   Sekretaris Jurusan Tadris Bahasa Inggris

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Mengetahui
a.n. Dekan
Wakil Dekan Bidang Akademik

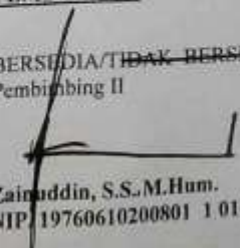**Dr. Lelya Hilda, M.Si**
Nip. 19720920 200003 2 002

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA   BERSEDIA/TIDAK BERSEDIA
Pembimbing I   Pembimbing II

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Nomor : B - 02 /In.14/E.1/TL.00/01/2020   2 Januari 2020
Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala SMP N 5 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Nurhapsi Dayani Hsb
NIM   : 1420300092
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan
Alamat   : Jl. Kenanga Gg.Kemuning

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Ability of the Student's of Grade VIII-1 SMP N 5 Padangsidimpuan in Reading Descriptive Text".

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

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

Dr. Lelya Hilda, M.Si.
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PEMERINTAH KOTA PADANGSIDIMPUAN
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NOMOR : 422 / 83 / SMP.5 / 2020

Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padangsidimpuan di Padangsidimpuan, menerangkan bahwa:

Nama   : NURHAPSI DAYANI HSB
NPM   : 1420300092
Prodi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan
Alamat   : Jl. Kenanga Gg. Kemuning

benar telah mengadakan penelitian (Riset) di SMP Negeri 5 Padangsidimpuan pada tanggal 6 Januari 2020 s/d selesai, guna untuk melengkapi penyelesaian skripsinya yang berjudul : **"The Ability of the Student's at Grade VIII-1 SMP N 5 Padangsidimpuan in Reading Comprehension of Descriptive Text"**, sesuai dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Padangsidimpuan nomor : B-02/In.14/E.1/TL.00/01/2020 tanggal 2 Januari 2020.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Padangsidimpuan, 27 Pebruari 2020
Kepala SMP Negeri 5 Padangsdimpuan
An. Wakasek Bid. Kurikulum

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