

## **A STUDY ON THE ABILITY OF THE TENTH GRADE AT SMA N 1 TAMBANG IN UNDERSTANDING DESCRIPTIVE TEXT.**

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**Abstract:** In SMA N 1 TAMBANG, the researcher found Based on the result of observation the fact shows that most of the students have low ability in descriptive text, especially at the tenth grade students. It perhaps, caused by several factors such as, some students do not know generic of structure, some students do not really understand about information of given paragraphs, some students do not fully know the meaning of vocabulary, some students have problem in the background knowledge of the text given, and some students get bored they have to as look up a dictionary in frequent. This research was conducted to know the students ability in understanding descriptive text and what factor influence their ability. Survey design was method used in this research. There was quantitative descriptive statistic. The result showed that the ability of the at tenth grade SMA N 1 TAMBANG in understanding descriptive text. The average of mean score of the students' ability in understanding descriptive text is 56.5. It could be identified that the students' ability in understanding descriptive text is categorized into less. It is hoped that the finding of the present study will be useful for the teaching of English, especially in understanding descriptive text.

***Key Words: Ability, descriptive, and text***

**Abstrak:** Penelitian ini dilakukan DI SMA N 1 TAMBANG mata pelajaran bahasa inggris. Subjek penelitian ini adalah siswa kelas X, and objek penelitian ini adalah kemampuan siswa dalam pemahaman teks descriptive. Karena hasil dari observasi peneliti sebelum melakukan penelitian, menemukan beberapa masalah yang dihadapi siswa dalam reading teks, khususnya dalam teks deskriptif. Tentang struktur yang umum dalam teks deskriptif. Penelitian ini dilakukan untuk mengetahui kemampuan pemahaman dalam teks descriptive. Metode yang digunakan dalam research ini adalah *survey design*. Untuk pengambilan sampel peneliti menggunakan tes, dalam mengolah data kemampuan siswa dalam pemahaman teks deskriptif. Dari hasil analisa dapat dilihat bahwa rata-rata kemampuan siswa adalah 56,5. Temuan dari penelitian ini diharapkan dapat bermanfaat dalam pembelajaran bahasa inggris, khususnya pemahaman siswa dala teks deskriptif.

## INTRODUCTION

Reading is of the most common ways to get the information and knowledge. Through reading people will get the ideas they want, and will be able to use them in accordance with their need and reading, we can have much useful knowledge such as, one can understand the structure of the sentence forms, and he enlarges his vocabulary. It means that reading is good for us. Reading is one of parts of four English skills such as speaking, listening, reading, and writing that have to be learned by students.

In addition, reading can include as an important part when we analyze a text, because it can help the students in analyzing what kinds of reading text by them and the information from the reading itself. In learning reading, students have to realize that the aim of learning this skill is to enable them to comprehend reading text and get ideas from that text. They are also expected to read the text effectively and efficiency, they should understand each paragraph in text and relate an idea from one paragraph to other paragraph. In junior high school, the purpose reading is to make them to be able in analyzing of the text. But sometimes they still can not analyze text well, because they

do not understand what text means. So that, they can not answer the questions of is given texts.

Moreover, reading is very important because, through reading the students can comprehend what the text tells about. For this instance, the primary important one of those skills mentioned above that is used to comprehend a text and to develop student's knowledge is reading skill. According to Nuttall (1982:3) "you read because you wanted to get something from the writing: facts, ideas, even feelings of family community (from a letter): whatever it was, you wanted to get the message that the writer had expressed".

It is clear that the reason why people read is intended to get the messages or information from what the readers has been read. Moreover, reading activity can develop people knowledge because when the people read, they get something new to add their knowledge from the reading text that they have been read to comprehend. So, to get the messages or information from a reading text, it needs to be comprehended as good as possible. Reading is an interactive process of communication and interaction between the writer and the reader.

Pertaining to understanding paragraph as one of reading skill, the student

are expected to be able to know the meaning of the paragraph as the whole, to see how a paragraph is organized, and to understand the relationship between sentences. It is important for student in reading to have ability to comprehend in reading paragraph. Because of the reading is to reach a point where the students understand the meaning of the word, and how to know about the kind of the paragraph.

With regard to School Based Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP), Senior High School students are expected to understand about paragraph that is the students must know kinds of paragraph and the social function and generic structure of the descriptive text. In conclusion the student should comprehend both of the paragraphs well in order to improve their knowledge and ability in English especially on understanding descriptive text.

Based on the result of observation at SMA Negeri 1 Tambang the fact shows that most of the students have low ability in descriptive text, especially at the tenth grade students. It perhaps, caused by several factors such as, some students do not know generic of structure, some students do not really understand about information of given paragraphs, some students do not fully know

the meaning of vocabulary, some students have problem in the background knowledge of the text given, and some students get bored they have to as look up a dictionary in frequent.

So, based on the problem above the I am interested in conducting a research entitled” A study on the ability of the tenth grade at SMA N I TAMBANG In understanding descriptive text”.

#### **A. The nature of reading**

Reading can be an enjoyable activity when it is carried out effectively, students should be motivated to acquire this competence. They should read a lot to cover information to increase their knowledge. Reading is an activity with purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer’s idea or writing style. A person may also read for enjoyment or to enhance knowledge of the language being read. Talk this as consideration, the purpose for readings guide the reader’s selection of the text.

Reading is one of skill that should be mastered by the students. Students’ will be able to understand a text if they master in reading. Nunan (1991: 65) explains that Bottom-up is the process to find the

information only after the act of reading activities. It means that the readers' understanding of the text will depend only on the meaning of the word, sentence, and paragraph. The meaning of the words will contribute to the meaning of a sentence, a sentence to a paragraph and so on.

According to Nunan (1991: 66) top-down reading is the process where the reader can find the information of the text and understanding the text based on their knowledge about the text. Many readers do not understand all of the text, not because they do not know the meaning of the words and sentence in the text but because they do not have appropriate background knowledge about the text.

Although people read many kinds of reading material and have interest in reading, actually they do similar thing. They try to catch the meaning or the idea of the text. It means that they do not only interaction with the written symbol, but they also use the knowledge to catch the meaning. The ability of the students in reading is very important because by having the ability to read, they will be able to improving their knowledge.

Reading is activity with purpose. Longman (1998:68) state that reading is useful for other purpose too: any exposure to

English (provided students understand it more or less) is a good thing for language students. Nunan (1991:33) defines that reading is an interactive process between what are reader already knows about given topic or subject and what the writer writes. Reading is a process of understanding of the symbol. It means that reading is an interactive process between writer and the reader in delivering information.

Reading is one of skill that should be mastered by the students. Students' will be able to understand a text if they master in reading. According to Nunan (1991: 65) explains that Bottom-up is the process to find the information only after the act of reading activities. It means that the readers' understanding of the text will depend only on the meaning of the word, sentence, and paragraph. The meaning of the words will contribute to the meaning of a sentence, a sentence to a paragraph and so on.

Moreover, Nunan (1991: 66) top-down reading is the process where the reader can find the information of the text and understanding the text based on their knowledge about the text. Many readers do not understand all of the text, not because they do not know the meaning of the words and sentence in the text but because they do

not have appropriate background knowledge about the text.

Also, Harmer (1995: 90) defines that reading is an exercise dominated by the eyes and brain. It means that the eyes receive message and brain then has to work out the significance of these message. Therefore, reading is an activity of the eyes and brain to delivery information or message to the reader.

Alyousef (2006: 64) states that “reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or reading fluency”. It means that reader should understand the text well. It is purposed to make him/her get the point of the text and whether the text means.

After that, Ziegler (2005:3) defines that “reading is the process of understanding speech written down”. Reading is a result of the interaction between: the perception of graphic symbol that represent language and the reader’s language skills, cognitive skills, and knowledge of the word. It means that students’ who mastering in reading they can understand to gain information from the text. The students’ can be easy to enrich their ability in reading.

According to Nunan (1990:33) reading is an interactive process between what a reader already knows about given

topic or subject and what the writer writes. Reading is a process of understanding of the symbol. It means that the reader which wants to understand any text he/she should know whether the text means is.

According to Bordman (2007: 3-4) there are some strategies and good reader:

1. Rapid and accurate word reading
2. Setting goals for reading
3. Noting the structure and organization of text
4. Monitoring their understanding while reading
5. Creating mental notes and summaries
6. Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed
7. Capitalizing on what they know about the topic and integrating that with new learning
8. Making inferences
9. Using mental images such as visualization to assist them in remembering or understanding events or characters

From Bordman’s ideas above, the researcher takes conclusion that there are some strategies to measure the students’ ability in reading. The teacher can know what aspect that should be measured from the students’ ability in reading. If the students do all strategies they will more careful in understanding reading a text in getting ideas about whether the text mean is.

Grace (2005: 80) say that there are twelve kind of the text , they are recount, report, discussion, review, explanation, anecdote, exposition, procedure, news item, descriptive and narrative. Descriptive text means to described and reveal a particular person, place or thing. The purpose of descriptive is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we are describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details. Syafi'I (2007:43) defines is descriptive paragraph is told what the subject looks, sounds, feels, and/ or smell like.

According to Wahyudin (2010) descriptive text is a text which says what a person or a thing is like. It means that descriptive text is a text that describes something such as person, place, and thing. Its purpose is to describe and reveal a particular person, place, or thing. Generic structure of descriptive text is identifying the phenomenon to be described such as describing the phenomenon in parts, qualities, and characteristics.

Ahmad (2009) explains that descriptive text is a text which lists the characteristics of something. We get the purpose from the text above that description is used in all forms of

writing to create a vivid impression of a person, place, object or event to:

- 1) Describe a special place and explain why it is special.
- 2) Describe the most important person in your live.
- 3) Describe the animal's habit in your report.

Descriptive text is described ideas and examples focused on a particular subject. The generic structures of descriptive text are identification and description. Furthermore, Budi (2009) state that Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. So, descriptive paragraph is a piece of writing that is intended to convey meaning to the reader through sensory details. A good I will be able to use a few well-chosen words to help the reader have a level of familiarity that enables full comprehension, which is the desired end effect of reading. According to Budi (2009) there are three generic structure of descriptive text as follows:

- **Identification:** identifies phenomena to be described.
- **Description:** describe parts, qualities, characteristics.

According to syafi'I (2007: 43) state that is descriptive paragraph fall into two board categories: objective and subjective. Objective paragraphs describe the topic in a literal, impartial way. These type of paragraphs tend the include words that don't convey a high degree of emotion. And subjective paragraph is on the other hand, communicate the writer's opinion, their intention is to evoke from the reader an emotional response, among other thing. These types of paragraph use words charged with some emotional tone and a clear-cut attitude.

Descriptive writing or text is usually also used to help writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc. To complete our intention to, here are the characteristics based on descriptive writing or text, below;

a) As a feature, description is a style of writing which can be useful for other variety of purposes as:

- 1) To engage a reader's attention
- 2) To create characters
- 3) To set a mood or create an atmosphere
- 4) To being writing to life

b) While in language function, descriptive writing;

- 1) Aims to show rather than tell the reader what something/someone is like
- 2) Relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs.
- 3) Is focused and concentrates only on the aspects that add something to the main purpose of the description.
- 4) Sensory description-what is heard, seen, smelt, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the mind e.g. their noses were met with the acrid smell of rotting flesh.
- 5) Strong development of the experience that "put the reader there" focuses on key details, powerful verbs and precise nouns.

c) Beyond the characteristics stated on, descriptive writing also consists of generic structure in range as:

- 1) identification
- 2) description

- d) The description text has dominant language features as follows:
- 1) Using Simple Present Tense
  - 2) Using action verbs
  - 3) Using passive voice
  - 4) Using noun phrase
  - 5) Using adverbial phrase
  - 6) Using technical terms
  - 7) Using general and abstract noun
  - 8) Using conjunction of time and cause-effect.

In addition, descriptive text is a piece of reading that is intended to convey meaning to the reader through sensory details. A good I will be able to use a few well-chosen words to help the reader have a level of familiarity that enables full comprehension, which is the desired end effect o

### **B. Review of the Related Findings**

There are some researchers have proved their research dealing with analysis in understanding descriptive text Based on the title above, the researcher have to find out the previous research that relate to the title as follows:

The first, the research from Sri Hartati (Islamic University of Riau) which is entitled “*A Study on The Second Year Students’ Mastery of Transition in Reading*

*Paragraph at SMAN 1 Lubuk Muda Bengkalis Regency*” she was conducted this research at SMAN 1 Lubuk Muda Bengkalis Regency. The results are: The data analysis clarified that in recognizing transition in reading paragraph is good with the mean score 63.6. The highest level of mastery of transition of the student in reading paragraph is transition expressing example. The mean score of the student is 69, which fall to level good.

The second, the research from Safrion( Riau University) which is entitled” *A Study on the Ability of the Second Year Students of SMP 4 Teluk Kuantan in Uerstanding Descriptive Text*” This research involved 32 students of SMA 4 Teluk Kuantan. From these 32 students 17 students or (50%) are classified as good, 12 student or (37, 5 %) are classified as mediocre, 4 students or (12,5%) are classified as poor.

The third, the research from Noviana Dwi(,Universitas Muhammadiyah Surakarta) which is entitled “*A Descriptive Study on Teaching-Learning Process of Reading to the First Year Student of SMP N 3 Colomadun in 2010/2011 Academic Year*”. This research the writer finds that from the observation, there are some problems faced by students; (1) students difficulties in finding the main idea of

descriptive text,(2) most of students have difficulties in arranging the sentence correctly, and (3) the students have difficulties in translating the word from English into Indonesian and Indonesian into English.

And the last, the research from James M.Royer ( Universitas of Massachusetts) which entitled “ *Assessment of Reading Comprehension Using the Sentence Verification Technique: Evidence from Narrative and Descriptive Texts*”. This research the writer the results indicated that the SVT was sensitive to teacher-defined differences in reading competence and that SVT performance was significantly related to a students understanding of printed text. These results were viewed as being consistent with the interpretation that the SVT is a valid means of measuring reading comprehension.

Based on the above findings, it can be seen that there are some researchers that have successfully conducted a research reading understanding paragraph, such as vocabulary and reading. Apart from that, I will also have conduct a research dealing with reading paragraph. Nevertheless, it is important that more studies need to be conducted in order to identify, clarify, and modify what the students’ problems in

reading and the way to solve the students problems in reading comprehension.

## **METHOD**

### **A. Kind of the Research**

This research was designed as survey research. Creswell (2005: 354) defines that “survey design are procedure in quantitative research in which investigation administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviors, or characteristic of the population. In this procedure, a survey researcher collect quantitative, numbered data by using test and statically analyze the data to describe trends about response to questions and to test research question or hypotheses.

The survey design has two kinds; the first is “at one point in time” (cross-sectional), and the second, “study over time” (longitudinal). However, a research I will conduct is “at one point in time” (cross-sectional). Creswell (2005:355) states that” cross-sectional designs consist of particularly type that matches to this research is related to program evaluation. Program evaluation is a survey that provides useful information to decision makers. In this study, the performance of students’ ability in reading paragraph will be reported

to the school SMA N 1 Tambang. With regard to the finding of the research it will be an input for the English teacher make such as evaluation in teaching especially, in reading according to the curriculum target.

In doing this research, I conducted quantitative research. According to Creswell (2005: 39) “A quantitative research is a type of educational research in which the researcher decides what to study, asks specific, narrow questions, collects numeric (numbered) data from participants, analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner”.

Because this study used quantitative method, I will use descriptive statistics test to students’ ability in descriptive paragraph in. Creswell (2005:183) states that: “Descriptive statistic will help you summarize the overall trends or tendencies in your data. Provide insight into where one score might be, and provide insight into where one score stands in comparison with others.

These three ideas from descriptive statistic are the central tendency, variability, and relative standing.” Descriptive statistic can be used in analyzing data statically, which in short the data is gained from test.

**B. Place of the Research**

In trying to get relating to variables of research, it is necessary to determine where the research will be held. In doing a research, the area where the data will be taken must be restricted. It aims to make the research easy to be done, and it does not need much time. This research is conducted at the first year students of SMA N 1 TAMBANG.

**C. Population and Sample**

**1. Population**

The population is the subject of this research. In this research, the population is all the students’ tenth grade at SMA N 1 TAMBANG. The population of this research consists of four classes; Class X1 consists of 40 students, class X2 consists of 40 students, and class X3 consists of 41 Students, and class X4 consists of 39 so that the total of the population is 150 students. The population of this research can be seen in the following:

**Table 1**  
**The Population of the Research**

No	Classrooms of the				Total
	Second Semester				
	X1	X2	X3	X4	

<b>Population</b>	<b>40</b>	<b>40</b>	<b>41</b>	<b>39</b>	<b>150</b>
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## 2. Sample

Regarding to the population number, the researcher will be taken sample because the total of population is large number. Gay (2000: 121) defines that sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they are selected. Because the population is too big, the researcher minimizes the number of population to be the sample. In this research, the researcher uses simple random sampling to collect the data. The researcher is not presented all of the students but he takes some students as delegation from all of the students in every classes. Creswell (2005:147) explains that in simple random sampling the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population. It means that the intent of simple random sampling is to choose individuals to be sampled that will be representative of the population.

Based on Creswell's suggestion above, the researcher takes 30 % of the population in this research. Therefore, the total of the sample in this research is 40

students. In the other words, ten (10) students from class X1, X2, X3, and X4 of the students at tenth grade SMA N 1 TAMBANG. A further explanation of the sample of the research can be seen in the following table.

**Table 2**  
**The Sample of the Research**

No	Classrooms of				Total
	the Second				
	Grade				
	X1	X2	X3	X4	
	1	2			
<b>Population</b>	<b>40</b>	<b>40</b>	<b>41</b>	<b>39</b>	<b>150</b>
<b>n</b>					
<b>Sample</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>40</b>
	<b>Total of the</b>				<b>40</b>
	<b>Sample</b>				

## D. Instrument of the Research

Instrument the research is I will be used in this research is test it can be seen as follow:

### 1. Test

Test is the first instrument in this research. Test is the instrument in quantitative method to answer the research question in this research. Test is used when the researcher works on the inquiry of numbers using statistics in analyzing the

obtained data. With regard to how to score the test, I will refer to KKM (60) if the students make a total correct, so the score will be 100.

**E. Data Collection Technique**

Technique in collecting the data for this research I will use test.

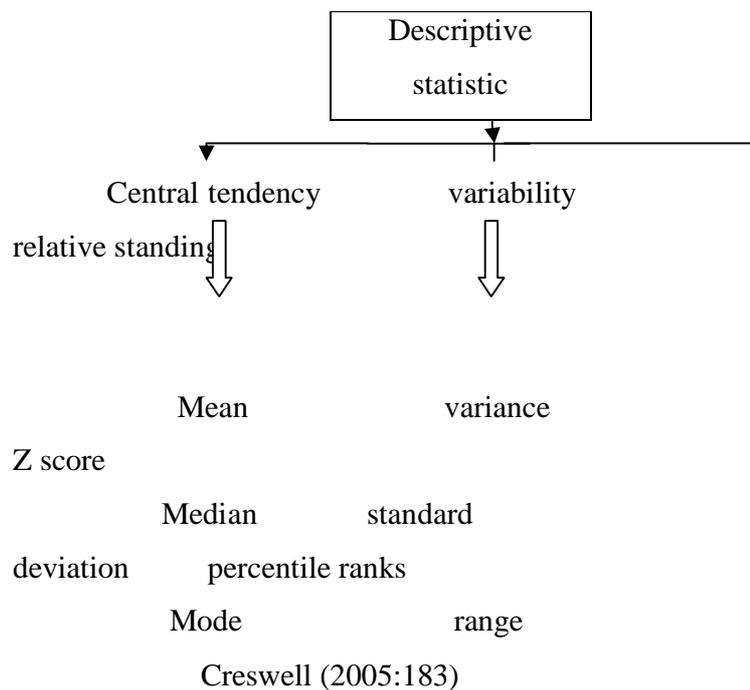
**1. Test**

This instrument is going to be used by the researcher to get the data pertinent to the students' understanding paragraph in reading. The researcher uses this instrument to identify descriptive statistic of the students' understanding descriptive text in reading. The test that is going to be used in this research is reading test. The researcher will give some the text that kind of descriptive text. Then the students will read the paragraph and identify the generic structure of the descriptive text such as, identification, description, and closing by underlined each of the text.

**F. Techniques of analyzing the data**

The data will be collected from the participants by using test. The researcher will analyze the data to know the ability of the students in understanding descriptive text. The data obtained from the test will be

quantitatively analyzed by descriptive statistic test. Creswell (2005:183) states that: "Descriptive statistic will help you summarize the overall trends or tendencies in your data. Provide insight into where one score might be, and provide insight into where one score stands in comparison with others." It clear description of using this statically method is as in the following diagram.



The first step, I will analyze the central tendency. Central tendency are summary numbers that represent a single value in a distribution of score (Vogt. 1999).

They are expressed as an average score (the mean), the middle of a set of scores (the median), or the most frequently occurring score (the mode). A mean is the total of the scores divided by the numbers of scores. To calculate the mean, you sum all of scores and then divide the sum by the number of scores. The median is score divides the score, rank ordered from top to bottom, in half. Fifty percent of the scores lie above the median and 50% lie below the median. The mode is the score that appears most frequently in a list of scores.

The next step is Variability; Variability indicated the spread of the scores in distribution of scores in a distribution. Range, variance, and standard deviation all indicate the amount of variability in a distribution of scores. Range of scores is the difference between the highest and the lowest scores to items on an instrument. The variance is indicates the dispersion of scores around the mean. Standard deviation does provide useful information, and we look on it as an indicator of the dispersion or spread of the score.

The last step is Relative standing Relative standing is statistic that describe one score relative to a group of score. Two frequently used statistics are percentile rank and Z score. A percentile rank of a

particular score is the percentage of participants in the distribution with scores at or below a particular. A z score is a popular form of the standard score, and it has a mean of zero and a standard deviation of one.

Also I will refer to *kriteria ketuntasan minimum* (KKM hereafter) to know the students' level ability in understanding descriptive text.

**Table 3**  
**Kriteria Ketuntasan Minimum SMA N 1**  
**TAMBANG**

No	Range of score	Level
1	90 – 100	Excellent
2	81 – 89	Very Good
3	71 – 80	Good
4	60 – 70	Fair
5	< 59	less

### Findings and Discussion

This chapter presents the description of data analysis namely findings and discussion. There is to answer the research questions, “How does the students' ability in understanding descriptive text at the ten grade of SMAN 1 Tambang?” This question is answered based on the data gotten from test.

#### A. Findings

I have done the real test to 40 students at the ten grade students of SMAN 1 Tambang on June, 08<sup>th</sup> 2011 to find out the students' ability in understanding descriptive text. The test has been given to answer the research question in this research. The question was "How does the students' ability in understanding descriptive text at the ten grade of SMAN 1 Tambang?" in order to answer this question, I gave some the texts that kind of descriptive text. Then the students read the paragraph and identified the generic structure of the descriptive text such as, identification, and description, by underlined each of the text.

After giving the test, I calculated the scores of the students from individual correct answer. The more the correct answer they made, the higher their scores would be. On the other hand, the fewer the correct answer they made, the lower their scores would be. The complete description of the scores obtained can be seen in the following table:

Students	Raw Scores	Raw Score-Mean	(Raw S
1	80	23.5	4
2	80	23.5	4
3	80	23.5	4
4	80	23.5	4
5	80	23.5	4
6	80	23.5	4
7	80	23.5	4
8	80	23.5	4
9	70	13.5	1
10	70	13.5	1
11	70	13.5	1
12	70	13.5	1
13	60	3.5	
14	60	3.5	
15	60	3.5	
16	60	3.5	
17	60	3.5	
18	50	-6.5	
19	50	-6.5	
20	50	-6.5	
21	50	-6.5	
22	50	-6.5	
23	50	-6.5	
24	50	-6.5	
25	50	-6.5	
26	50	-6.5	
27	50	-6.5	
28	50	-6.5	
29	50	-6.5	
30	40	-16.5	2
31	40	-16.5	2
32	40	-16.5	2
33	40	-16.5	2
34	40	-16.5	2
35	40	-16.5	2
36	40	-16.5	2
37	40	-16.5	2
38	40	-16.5	2
39	40	-16.5	2
40	40	-16.5	2
Total	2260		

**Table 4**  
**Descriptive Statistics Scores of the**  
**Students' Ability in Understanding**  
**Descriptive Text**

## B. Discussion

As explained previously, this

Sum	= 2260
Mode	= 50
Median	= 50.6
Mean	= $\frac{\sum \text{Raw scores}}{N} = \frac{2260}{40} = 56.5$
Variance (SD <sup>2</sup> )	= $\frac{\sum (\text{Raw score} - M)^2}{N} = \frac{8710}{40}$
Variance	= 217.75
Standard Deviation (SD)	= $\sqrt{\text{Variance}} = \sqrt{217.75}$
Standard Deviation	= 14.76
Z-score	= $\frac{\text{Raw score} - \text{Mean}}{SD}$
Range: Minimum	= 50; Maximum = 70

Based

seen that the ability of the students in understanding descriptive text test. The ability of the ten grade students of SMAN 1 Tambang in understanding descriptive text can be generally categorized into less. Table 4.1 above shows that the total of the students' scores in understanding descriptive text test is 2260, mode of the students' scores is 50, median of the students' scores is 50.6, variance of the students' scores is 217.75, and standard deviation is 14.76. The scores range from a low of 40 to a high of 80, a range of 40 points. The average of mean score of the students' ability in understanding descriptive text is 56.5.

analysis of the research data above, the finding of the whole participants (40 students) led the researcher to infer that the ability of the ten grade students of SMAN 1 Tambang understanding descriptive text is categorized into less. The total of the students' scores in descriptive text test is 2260, mode of the students' scores is 50, median of the students' scores is 50.6, variance of the students' scores is 217.75, and standard deviation is 24.76. The scores range from a low of 40 to a high of 80, a range of 40 points. The average of mean score of the students' ability in understanding descriptive text is 56.5. In

This grade assess structure in poses the ptive alysis rcher in fewer and

other words, the students' ability in understanding descriptive text is on fewer categories referring to *Kriteria Ketuntasan Minimum* (KKM) of SMAN 1 Tambang.

Based on the aims of survey design research, the findings of this research have purpose to give information or input for the English teachers such as evaluation in teaching especially in understanding descriptive text according to the English curriculum target of SMAN 1 Tambang. The findings of this research are hoped to develop the students' achievement in learning English especially in understanding descriptive text. The findings of this research can be seen that the mean score of the students' ability in understanding descriptive text is 56.5. In other words, the students' ability in understanding descriptive text is categorized into less. In short, this research aims to dedicate for English teacher of SMAN 1 Tambang.

## **Conclusion, Implication and Suggestion**

### **A. Conclusion**

Based on the data analysis explained in chapter IV, I will describe some conclusions as in the following:

1. There are 40 students of the tenth at grade SMA N 1 TAMBANG who participated in this research.

From these 40 students can be seen that the total of the students' scores in descriptive test is 2260, mode of the students' scores is 50, median of the students' scores is 50.6, variance of the students' scores is 217.75, and standard deviation is 24.76. The scores range from a low of 40 to a high of 80, a range of 40 points.

2. The average score of the students' ability in understanding descriptive text is 56.5. It means that the students' ability in identifying articles in sentences is categorized into fair.
3. The researcher concludes that the findings on students' ability in understanding descriptive text are categorized into fair.

### **B. Implications**

Referring to the findings and discussion, the implication of the students' ability in understanding descriptive text can be seen as follows:

1. To the English teacher:
  - a. Teacher will know the students' problems with their understanding descriptive text in learning English

2. And teacher will know how to respond the reading text in understanding descriptive text and know how to work on analyze about generic structure of descriptive texts.
3. To the students:
  - a. The students will know the importance of descriptive text, especially in generic structure
  - b. The students will really understand about information of given texts.
4. To the researcher himself:
  - a. I hopes that this research will give significant contribution to the students where have problem with their understanding descriptive text.
  - b. I hope the students' understand more improve after this research is completed and the students will be more active involving in learning process.
  - c. Finally, I hopes this research result is very useful for whoever teacher in teaching English especially in

understanding descriptive text.

### **C. Suggestions**

Concerning the above conclusions, it is necessary for the I will to give some suggestion as in the following:

1. The students of SMA N 1 TAMBANG are expected to increase their knowledge, particularly descriptive text.
2. The students should concern about generic structure of descriptive text in understanding reading.
3. The teacher should give more explanation about text with descriptive text.
4. It also hoped that all findings, conclusions, implication, and suggestions of this research will give a valuable contribution to both teachers and students especially the students of the tenth at grade SMA N 1 TAMBANG.
5. It is better for the next researchers to take some references in this research to be used in their research.

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