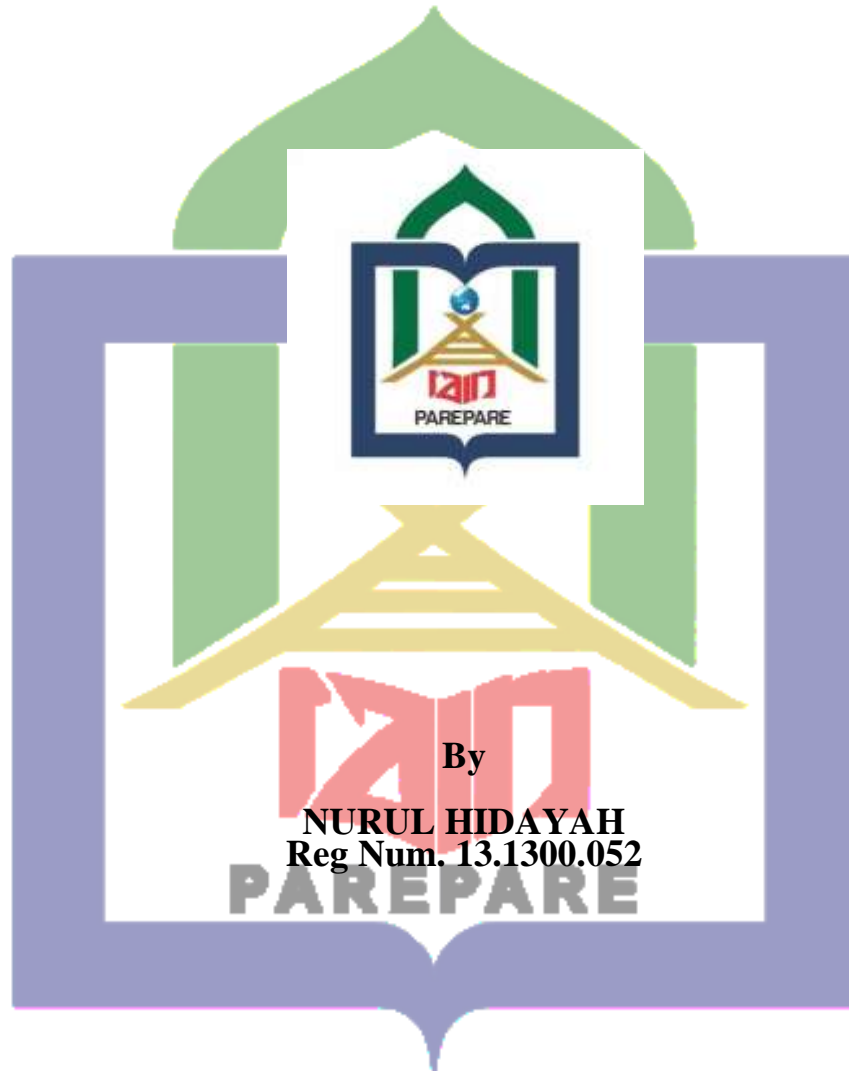


**SKRIPSI**

**THE STUDENTS' READING ABILITY IN RECEIVING  
INFORMATION OF DESCRIPTIVE TEXT  
AT THE FIRST GRADE OF SMK  
BUDI BANGSA PINRANG**



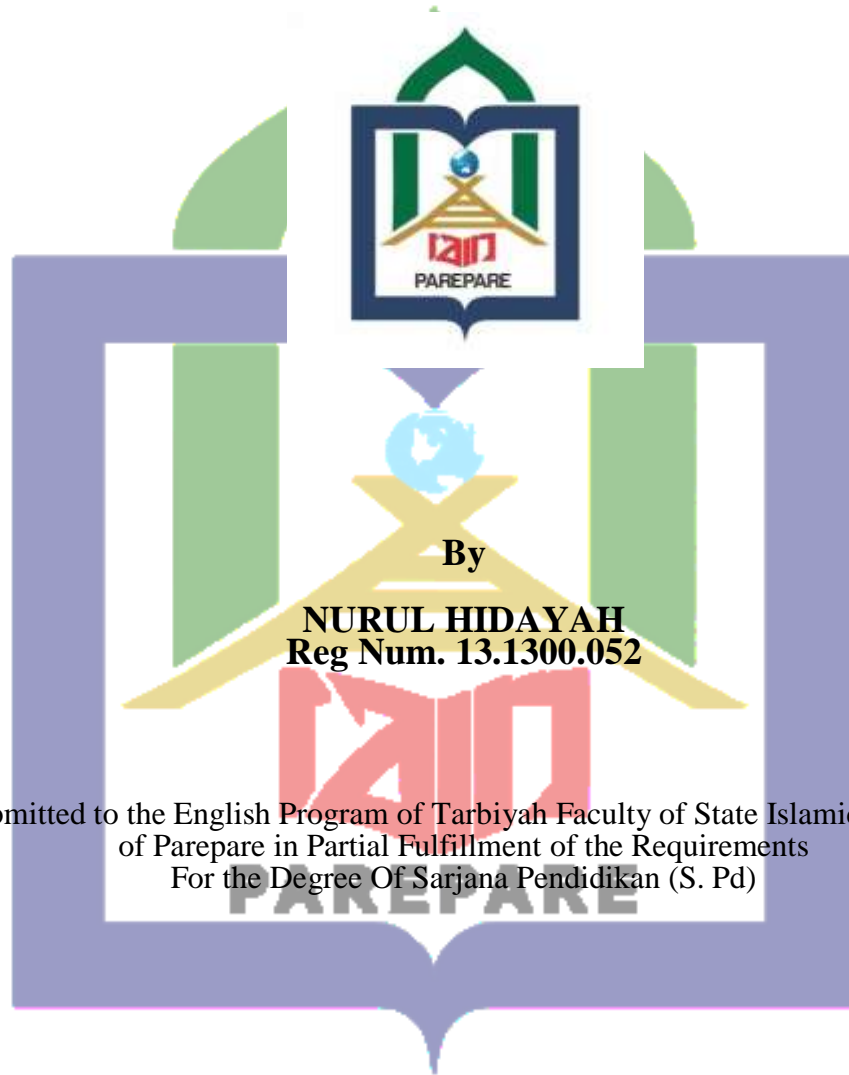
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Reg Num. 13.1300.052**

**ENGLISH PROGRAM  
TARBIYAH FACULTY STATE  
ISLAMIC INSTITUTE (IAIN) PAREPARE**

**2019**

**THE STUDENTS' READING ABILITY IN RECEIVING  
INFORMATION OF DESCRIPTIVE TEXT  
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**By**

**NURUL HIDAYAH  
Reg Num. 13.1300.052**

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute  
of Parepare in Partial Fulfillment of the Requirements  
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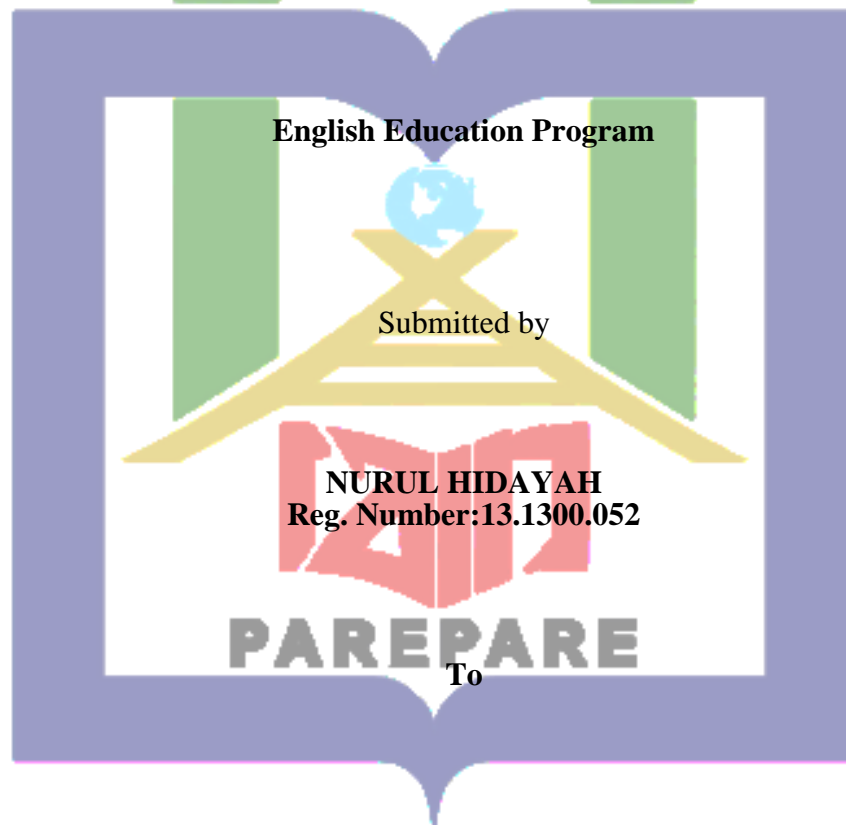
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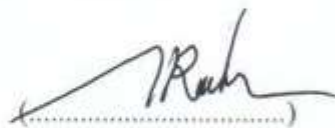
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SKRIPSI

**THE STUDENTS' READING ABILITY IN RECEIVING  
INFORMATION OF DESCRIPTIVE TEXT  
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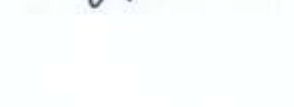
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Parepare, 14<sup>th</sup> February 2019

The researcher



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### DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 14<sup>th</sup> February 2019

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## ABSTRACT

**Nurul Hidayah**, *The Students' Reading Ability in Receiving information of Descriptive Text at the First Grade of SMK Budi Bangsa Pinrang*. (Consultant Abd. Rauf Ibrahim and Amzah).

One aspect that exists in English subjects is reading. Through reading children will discuss the information conveyed by the author in a writing. The research entitled "The Students' Reading Ability in Receiving Information of Descriptive Text at the First Grade of SMK Budi Bangsa Pinrang". What is meant by the formulation of the problem in this study is Concerning the level of students' Reading ability about the contents of the text in class X TKJ of SMK Budi Bangsa Pinrang ?. The objective of this research is to find out whether or not there is significant difference between the reading ability of descriptive text of the first grade students

The purpose of this study was to describe the ability of students to receiving information the of the descriptive text of class X TKJ at SMK Budi Bangsa Pinrang. The subjects in this studied were 33 students of class X TKJ Vocational High School Budi Bangsa, consisting of 20 female students and 13 male students. The approach used in this study was a qualitative approach with descriptive research types. The data collection technique used in this study is to distribute instruments in the form of tests to determine student learning outcomes in understanding the contents of the description text. The test is made in the form of choice, which consists of 10 items. This test was conducted in class X TKJ Budi Bangsa Pinrang. Based on the results of the research at SMK Budi Bangsa Pinrang, it can be concluded that: (1) Analysis of data performed with the presentation formula on the deskriptive text material of student learning outcomes is very good, (2) Analysis of data performed by presentation formula on items well answered by students.

The result in this research indicated that there was the student ability in receiving information of reading text. It indicated by the students' mean score of second-test (74.85) was greater than first-test (43.94). Thus, it could be concluded that descriptive text can improve students' reading ability in receiving information of reading text yang which has several questions to answer that are obtained in the discussion of related texts.

**Keywords:** The Reading Ability in Receiving Information, Descriptive text.

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8	Curriculum Vitae

## CHAPTER I

### INTRODUCTION

#### 1.1 Background

Teaching means helping students to learn how to do something, giving instruction, causing to understand. It has an aim to make the students understand from the lesson given. It is usually equalized with transferring knowledge but also to help students responding their environment in an effective way. Teaching in language education emphasizes the acquisition of language competence. It means that the students are encouraged to be able to use the language. To gain success in teaching language, the teacher needs to emphasis more on practice rather than explanation.

Reading is an essential skill for learners of English. For most of learners it is the most important skill to master in order to ensure success in learning. They need to be introduced with as many reading materials as possible in order to help them acquiring many informations and knowledge by the language. Reading provides some activities to help the reader comprehend the written expression. The reader can get a lot of knowledge, information, enjoyment, or even problem solution. Reading is one way for the reader to receive information from the writer in the form of text. With strengthened reading skill, learners of English tend to make greater progress in other areas of language learning. Reading should be an active, fluent process that involves the reader and the reading material in building meaning.

The students' ability in receiving information is one of the pillars of the act of reading. The students' ability in receive information is the act of understanding what



you are reading. The students' Reading ability is not just reading with a loud voice but reading is established to understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is. If a student just reads loudly but can't understand the content of the text, it means that he fails in comprehending passage. The purpose and objective of reading can be achieved well by someone who can read well and get the idea from the passage.

There are three levels of receive information which are presented from the simple to the complex level of reading. Understanding what we read is really the result of 3 levels of skills. Was begun from the easiest level is literal that focuses on reading the passages, hearing the words or viewing the image and then move to the next level is interpretive that focus shifts to reading between the lines, looking at what is implied by the material under study.

At Senior High School level, the students are expected to be skillful in reading. Based on the syllabus of School-based Curriculum, there are several kinds of text that need to be mastered by the students. They are narration, description, procedure, reporting, recount, news item, analytical exposition, hortatory exposition and spoof. Based on Competency Standard and Basic Competency that says that the students are expected to be able to understand and respond meaningful written texts in term of functional written text and simple short essay in the form of descriptive and recount text interact with people in the nearest environment. There are many types of texts in reading, which are closely related to the purpose of each type. Descriptive text is one of the text types taught at Senior High School.

In this research, the writer focuses in reading descriptive text, because it is the text type to be acquired by first grade students of Vocation high School. According to

Gerot (1995, p.208) descriptive text is define as a kind of text which is aimed to describe a particular person, place or thing. It also has the generic structure like identification which identifies phenomenon to be described, descriptive which describes parts, qualities, characteristics and the language function. Students may face difficulty to read this type of text because they need to identify phenomenon described on the text and everything described like particular person, place or thing. The problem was also found when the students were asked to read an article and then restate about the content of the article with their own word. The ability of the students in reading an English text was very low. Many students can recognize words and know how they are pronounced, but they do not know the meanings.

In order to find the potential solution to the problem above, the writer wanted to investigate what level use of Descriptive text can improves students' ability reading on receive information. Descriptive text is an technique developed for teaching students reading ability. Descriptive research designed for teacher-led small group. It is also find out how to help students of mixed achievement levels apply descriptive strategies while reading content area text in small groups. Because this technique is a kind of describe learning that ask the students to work in a group, it can give a benefit for the teacher to pay more attention to the students activities in the class.

Instruction media is one of the most important elements in the learning process because there is a message that will be delivered to students in the form of tools or instructional material to be understood. In this research, the researcher gave reading in receiving information of descriptions text to know the ability students.

The research conducted in SMK BUDI BANGSA PINRANG because in other side the researcher is society around there . In addition, the student's comprehend in reading low because the students seldom to read especially reading English text Descriptions.

Based on the background above, the researcher emphasize the research in the used of descriptive text by conducting design description research. It helps the students comprehend the text easily. So, the title research is "The students' Reading Ability in Receiving Information of Descriptive text at The First Grade of SMK Budi Bangsa Pinrang"

### **1.2 Problem Statement**

Based on the previous statements, the researcher would like to formulate some research question as follow: "What is the level of students' reading ability in receiving information about text description is the first grade of SMK Budi Bangsa Pinrang?"

### **1.3 Objective of the Research**

Based on the problem statement above, the research is to find out the students reading ability in receiving information of descriptive research at the first grade of SMK BUDI BANGSA PINRANG.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with previous finding of research, some pertinent ideas, conceptual framework.

#### 2.1 Previous Finding of Research

In concerning to this research, there are many scholars who have done research on this subject:

Eka Dewanti on her research finding information on the reading text by Using Picture to Improve the Reading Comprehension of the Eight Year Students of SMPN 11 Parepare, concluded that using picture to find information on the reading text is effective to improve the reading comprehension of the Eight Year Students of SMP Negeri 11 Parepare.<sup>1</sup>

Hastuti in “Improving Reading Comprehension Ability of The second Year Students of MTs Negeri Parepare by Retell Context” conclude that in reading learning process able to improve the students reading comprehension of the second year students of Mts Negeri Parepare.<sup>2</sup>

Based on the previous research finding above, the researcher concludes that the students need many exercise to improve their English skill especially reading. In this case, the teachers are expected to give some tasks about reading lesson. And to get successful in learning reading the people have to be able to choose suitable media

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<sup>1</sup>Eka Dewanti on her Research, *Finding Information on the reading text by Using Picture to Improve the Reading Comprehension of the Eight Year Students of SMP Negeri 11 Parepare*. Unpublished Thesis. Parepare : FKIP UMPAR 2009, p.39

<sup>2</sup>Hastuti, *Improving Reading Comprehension Ability of The Second Year Students' of Mts Negeri Parepare by Retell Context*, (Unpublished Skripsi STAIN Parepare, 2011), p.40

with situation of the students and it is attended with appropriate strategy. It means to minimize the difficulties of the students to get understanding in learning reading and to help the students to improve their reading ability. That why the researcher in this research tries to conclude one media, it's quick on the draw that also an effective way to teach reading in the classroom. It's media would be useful for learning and teaching reading.

## 2.2 Some Pertinent Ideas

### 2.2.1 The Concept of Reading

#### 2.2.1.1 Definition of Reading

Reading is one of them important skills from the four skills. There are some definitions of reading, namely:

##### 2.2.1.1.1 Reading are:

- 1.) The action or practice of one reads.
- 2.) The extent to which one has read.
- 3.) The indication of a dial or a graduated instrument.<sup>3</sup>

Reading is language dependent because students use concepts they have formed and used in their oral language as they begin to react to print. Oral language is a mediator for perceiving written messages in the initial stages of processing the written word.<sup>4</sup>

Reading is a complex processing which the recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills, experiences, language background, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read.<sup>5</sup>

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<sup>3</sup>Mario Pei *the Grolier Webster International Dictionary of the English language : Volume I & II*. New York : Grolier Incorporated 1975, p. 796.

<sup>4</sup>Alexander, et. Al, *Teaching Reading*(Canada: Brown & Company (Canada) limited, 1979), p. 16.

<sup>5</sup>Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability* (Seventh Edition, London: Longman, 1980), p.10.

2.2.1.1.2 Reading is the meaningful interpretation of printed or written verbal symbol<sup>6</sup>.

#### 2.2.1.2 Kinds of Reading

Beside definition of reading in English, in this case there are some kinds of reading, namely:

There are some kinds of strategy in reading, such as:

##### 2.2.1.2.1 Scanning

Scanning reading is a technique for quickly looking through reading matter to locate a particular piece of information, a date, a name, a statistic. Scanning in this way is time consuming, frustrating, and often forces the reader to give up and read the entire selection. The key to effective scanning is to approach the material in a systematic manner.

##### 2.2.1.2.2 Skimming

Skimming reading is appropriate when complete information is not required. Skimming is a process of speed reading that involves visually searching the sentences of a page for clues to meaning. For some people, this comes naturally and usually may not be acquired by practice. Skimming is used to look for the most important idea of reading or the gist of the article. There are three types of skimming, they are:

1. Preview skimming to become generally familiar with the organization and content of the material before reading it.
2. Overview skimming to get an overview of the content and organization without reading the material completely.

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<sup>6</sup>Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability* (Seventh Edition, London: Longman, 1980), p. 8.

3. Review skimming to get back over material you have already read to review the main point of the material.

#### 2.2.1.2.3 Survey reading

In survey reading, a reader surveys some information that they want to get. Thus, before the reading process, a reader must set what kind of information the reader needs.

#### 2.2.1.2.4 Reading aloud

Reading aloud is provided when the others in the class or group are unfamiliar with the material being presented. In such instances. The members of the class must listen in order to understand the message. The reader could be asked to lay down the text and then answer content questions from others in the class.

#### 2.2.1.2.5 Silent Reading

Silent reading is the essential first step in breaking students from the habit of devoting all attention to the precise decoding of the shapes and sounds of letters. Phrase reading, timed reading, and guessing activities are likewise useful.<sup>7</sup>

#### 2.2.1.2.6 Reading Comprehension

Reading comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts), raising student awareness of main ideas in a text and exploring the organization of a texture essential for good comprehension.<sup>8</sup>

Comprehension is a multifaceted process affected by a variety of factors.<sup>9</sup>

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<sup>7</sup>J. Donald Bowen, Harold Madsen and Ann Hilbert, *TESOL Techniques and Procedure* (London: Newbury House Publishers. Inc: 1985), p. 232.

<sup>8</sup>Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current practice* (Cambridge University Press: 2002), p. 277.

<sup>9</sup>Arthur., Timothy., and William. *Principle of teaching reading. Fifth edition.* Charle E. Merill Publishing company and A Bell & Howel Company 1981, P. 237.

Comprehension are:

- a.) The power of understanding.
- b.) An exercise aimed at improving or testing one's understanding of a language (written or spoken).<sup>10</sup>

Comprehension are:

- a) The act of comprehending, or embracing.
- b) Capacity of the mind to understand.
- c) Power of understanding to receive and contain ideas.
- d) Capacity of knowing.

Comprehension involves thinking. A crucial factors affecting comprehension is the importance of the reader's background of experience is that related to language development and growth. The following factors are among those that affect the comprehension of written material:

- a) Oral language development related to real objects, experiences, and picture.
- b) Ability to listen with understanding to stories read aloud.
- c) Firsthand experiences with people, objects, and place.
- d) Continous development of the child's listening and speaking vocabularies.
- e) Oral language development of syntactic and semantic features.

There are three level of comprehension are:

- a) Literal comprehension
- b) Interpretative comprehension
- c) Critical comprehension.<sup>11</sup>

<sup>10</sup>Homby, A.S. Oxford Learner's Pocket Dictionary. Fifth Edition. Great Britain : Oxford University Press 1995, p.235.

<sup>11</sup>Mario Pei. *The Grolier Webster International Dictionary of the English Language* : Volume I & New York : Grolier Incorporated 1975, p. 208.



Based on definitions above, the researcher concludes that in reading, the reader need subject to reading text. Because without read the text, the reader can't know what text is about and the researcher decides to use scanning strategies to get information on reading.

### 2.2.1.3 The Definition of Literal Comprehension

Literal comprehension focuses in ideas explicitly stated in selection. Purpose of reading may range from simple to complex, encouraging *recognizing* and *recall* of simple or detailed parts.<sup>12</sup>

Literal comprehension represent the ability to obtain a low-level type of understanding by using only information explicitly stated. This category requires a lower level of thinking skills the other three level.<sup>13</sup>

Based on the definition above, the researcher concludes that the definitions of reading is the process of getting meaning, information ideas of the writer from the written text. Reading may help the students learn think in new language, get more vocabulary and the students can enrich their knowledge about everything. it was brought to the final conclusion that the ability to receive the information on read text English of SMK BUDI BANGSA PINRANG. It is a one-way researcher in reading by giving descriptive texts.

### 2.2.1.4 The Types of Reading

There are four types of reading, such us:

2.2.1.4.1 *Perceptive*. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing

<sup>12</sup>Arthur, Timothy, and William. *Principle of teaching reading. Fifth edition*. Charle E. Merill Publishing company and A Bell & Howel Company 1981, P. 246.

<sup>13</sup>Rubin, Dorothy. *Diagnosis and Correction I Reading Instruction*. New York : CBS College Publishing 1982, P. 208.

terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom up processing is implied.

2.2.1.4.2 *Selective*. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, of discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. stimuli include sentence, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top down processing may be used.<sup>14</sup>

2.2.1.4.3 *Extensive*. Extensive reading, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than a page.)

2.2.1.4.4 *Interactive*. Included among interactive reading types are stretches of language of several paragraphs to one page or ore in which a reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of<sup>15</sup> schemata for understanding it, and intake is the product of than interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements,

<sup>14</sup>Sukirah Kustaryo, *Reading Technique for Collage Students*, p. 2.

<sup>15</sup>Nila Smith B. and Alah H. Robinson, *Reading Instruction for Today's Children* (Boston: Prentice Hall, Inc., 1980) p. 6.

directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.

## 2.2.2 The Concept of Receptive Skill

2.2.2.1 There are some literate people who use language. They will be able to speak on the telephone, write letters, listen to the radio or read the books. In other words they possess the four basic language skills of speaking, writing, listening and reading. Speaking and writing involve language production and are therefore often referred to as *productive skills*. Listening and reading involve receiving messages and are therefore often referred to as *receptive skills*.<sup>16</sup>

If we look at the receptive skills (reading and listening) we can see that there are many sub-skills which we can call upon. The way we listen for general understanding will be different from the way we listen in order to extract specific bits of information. The same is true for reading, of course. Sometimes we read in order to interpret, sometimes we read in order to transfer the information to another medium, e.g. a chart. We can summarise the difference between skill (sometimes called *macro skills*) and sub-skills (sometimes called *micro skills*). In sub-skills they are able to process the language that they use and receive.<sup>17</sup>

Readers or listeners employ a number of specialist skills when reading or listening and their success at understanding the content of what they see or hear

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<sup>16</sup>Jeremy Harmer, *The Practice of English Language Teaching* (New York: United States of America by Longman Press 1992), p. 16.

<sup>17</sup>Jeremy Harmer, *The Practice of English Language Teaching* (New York: United States of America by Longman Press 1992), p. 18.

depends to a large extent on their expertise in these specialist skills. We can look at six of these skills below:

#### 2.2.2.1.1 Predictive skills

Efficient readers or listeners predict what they are going to hear and read; the process of understanding the text is the process of seeing how the content of the text matches up to these predictions.

#### 2.2.2.1.2 Extracting specific information

Very often we read something or listen to it because we want to extract specific bits of information – to find out a fact or two. We may quickly look through a film review just to find the name of the star. We may listen to the news, only concentrating when the particular item that interests us comes up.

#### 2.2.2.1.3 Getting the general picture

We often read or listen to things because we want to ‘get the general picture’. We want to have an idea of the main points of the text. When applied to reading this skill is often called *skimming*.<sup>18</sup>

#### 2.2.2.1.4 Extracting detailed information

A reader or listener often has to be able to access texts for detailed information. The information required exactly what does the writer mean? What the precisely is the speaker trying to say? Question like ‘How many?’ ‘How often?’

#### 2.2.2.1.5 Recognising function and discourse Patterns

Native speakers of English know that when they read or hear someone say. Recognising such discourse markers is an important part of understanding how a text

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<sup>18</sup>Jeremy Harmer, *The Practice of English Language Teaching* (New York: United State of America by Longman Press 1992), p. 183

is constructed. We know which phrases are used by speakers to structure their discourse or give them ‘time to think’. We need to make students aware of these features in order to help them to become more efficient readers and listeners.

#### 2.2.2.1.6 Decoding meaning from context

The other important sub-skill has already been dealt with. One of the things we can do for students is to help them to develop their ability to deduce the meanings of unfamiliar words from the context in which they appear.<sup>19</sup>

2.2.2.2 The model for teaching Receptive Skills as reading and listening has five basic stages which are:

2.2.2.2.1 *Lead-in*, here the students and teacher prepare themselves for the task and familiarize themselves with the topic of the reading or listening exercise.

2.2.2.2.2 *T directs comprehension task*, here the teacher make sure that the students know what they are going to do. Are they going to the answer questions, fill in a chart, complete a message pad or try and re-tell what they heard/saw? The teacher explains and directs the students purpose for reading or listening.

2.2.2.2.3 *SS listen/ read for task*, the students then read or listen to a text to perform the task the teacher has set.

2.2.2.2.4 *T directs feedback*, when the students have performed the task the teacher will help students to see if they have completed the task successfully and will find how well they have done. This may follow a stage in which students chek their answers with each other first.*T directs text-related task*, the teacher will then probably organise some kind of follow-up task related to the text. Thus if the students have

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<sup>19</sup>Jeremy Harmer, *The Practice of English Lnguage Teaching* (New York: United State of America by Longman Press 1992), p. 184.

answered questions about a letter the text-related tasks might be to answer that letter.<sup>20</sup>

Researcher often refers to these two skills of receptive which listening and reading skill. The job of the teacher is to train students in a number of skill they will need for the understanding of receive reading skill through discourse analyses. the approach that was to find out the student's receptive is the detailed information extracting.

### 2.2.3 The concept of the Descriptive

#### 2.2.3.1 Definition of Descriptive Text

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.

*Description*, descriptive text aims to describe people, animals, places, or certain objects. The description of the person usually displays the person's identity as well as the physical characteristics, character, passion, and activities. Animal descriptions are usually about physical features, residence, habits and likes. The description of the place describes the location/ location, parts, special features and interesting things about the place, while the description of the object describes the part, special features and usefulness of the object.<sup>21</sup>

David Nunan state text is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of text include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving text, typing a letter, taking a hotel

<sup>20</sup>Jeremy Harmer, *The Practice of English Language Teaching*, New York 1991, p. 189.

<sup>21</sup>Bachtiar Bima M, Cicik Kurniawati and Susiningsih, *Detik detik Ujian Nasional Bahasa Inggris*. Tahun Pelajaran 2015/2016, p.32.

reservation, writing a cherub, finding a street destination and helping someone across a road. In other words, by text is meant the hundred and one things people do in everyday life, at work, at play and in between. Take is defined in terms of what the learner will do in the classroom rather than in the outside world. Test is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning from the simple and brief exercise type to more complex and lengthy activities such as group problem-solving or simulation and decision making.<sup>22</sup>

Dear Guy, since descriptive text is describing a specific thing, we need to identify which particular thing we want to discuss in the text. structuring identification is necessary in order to avoid having general statement/classification which belongs to report text. Identification introduces the main particular topic of the text.<sup>23</sup>

Communicative purpose of the narrative text is to tell stories or past events and entertain the readers or listener. There some number of narrative styles and as children get older this can develop to include short stories, mysteries, adventures, and fairy tales.

2.2.3.1.1 The outline or generic structure of a narrative includes:

1. Orientation: beginning of the story, introduces who the main character are and sets the scene, describing where and when the story takes place.

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<sup>22</sup>David Nunan. Designing Tasks for the Communicative Classroom. Cambridge University & Press 1989. P. 5.

<sup>23</sup><http://understandingtext.blogspot.com/2008/02/what-is-descriptive-text.html> .download at 6<sup>th</sup> December 2011

2. Complication: something goes wrong or a problem arises such as in most stories you read, there is something that happens to one of the main characters.
3. Resolution: showing the way of participant to solve the crises. This can be a good or bad resolution. The resolution also includes the ending of the story.

#### 2.2.3.1.2 Language feature of narrative text are:

1. Using noun phrases, example: beautiful princess, a budge temple
2. Using connectives, example: first, before, that, then, finally
3. Using adverbial phrases of time and place
4. Using simple past tense, example: he walked away from the village
5. The use action verb, example: walked, sleep, wake up
6. Using thinking verb or feeling verb, example: she felt hungry, she thought show was clever.<sup>24</sup>

#### 2.2.3.2 Characteristic of descriptive text;

- 1) A descriptive text is a text that describes the features of someone, something, or a certain place.
- 2) Introduction is the part of the paragraph that introduces the character.
- 3) Description is the part of the paragraph that describes the character.<sup>25</sup>

### 2.3 Theoretical Framework

Reading ability is a component that is really needed in a successful reading in receiving information of descriptive text. Without a good quality of reading ability and reader ability, a reader will face many hindrances in finding out ideas that are

<sup>24</sup>Narrative Text, <http://novial3.blogspot.com/2010/02/narrative-text-definition-of-narrative.html>, retrieved on 20<sup>th</sup> December 2010

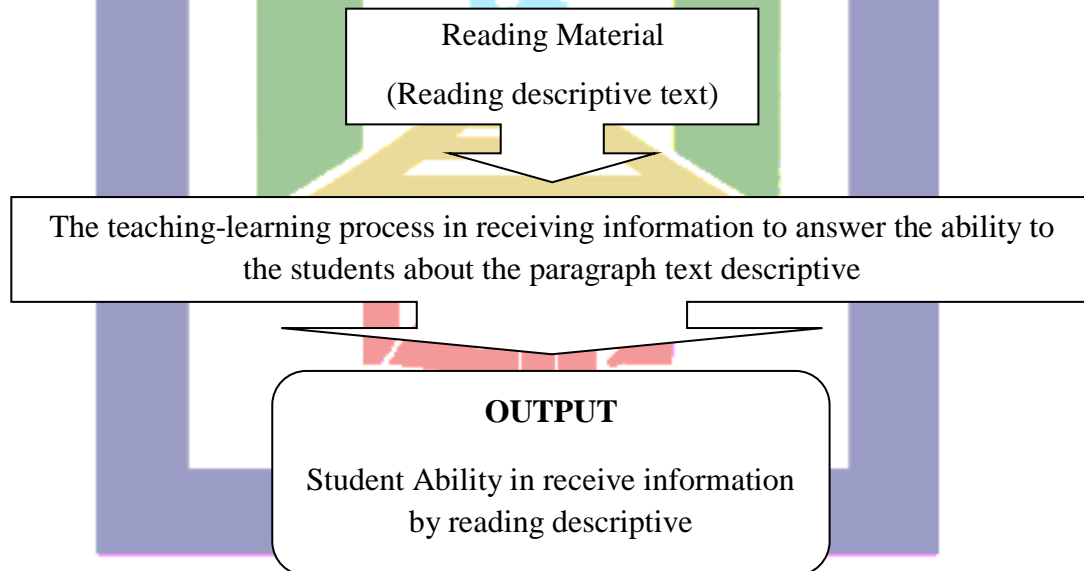
<sup>25</sup>Artono Wardiman dkk. *English in Focus*. Pusat Pembukuan Departement Pendidikan Nasional. 2008. P. 16.



written by author. A reader must be able to comprehend the text by analyzing in decoding information stated directly and indirectly. In the other word, reading in receiving information is not a kind of reading that the reader just goes on reading for fun like reading magazine at home, reading nonscientific as it does not used through as the scientific one.

Reading ability is also supported by reading techniques. A reader who has a good technique in reading or master the technique of reading, he will have a good ability in catching and decoding ever message stated by the author in reading printing materials.

The theoretical framework underlying this research is given in the following:



## 2.4 Research Variable and Operational Definition

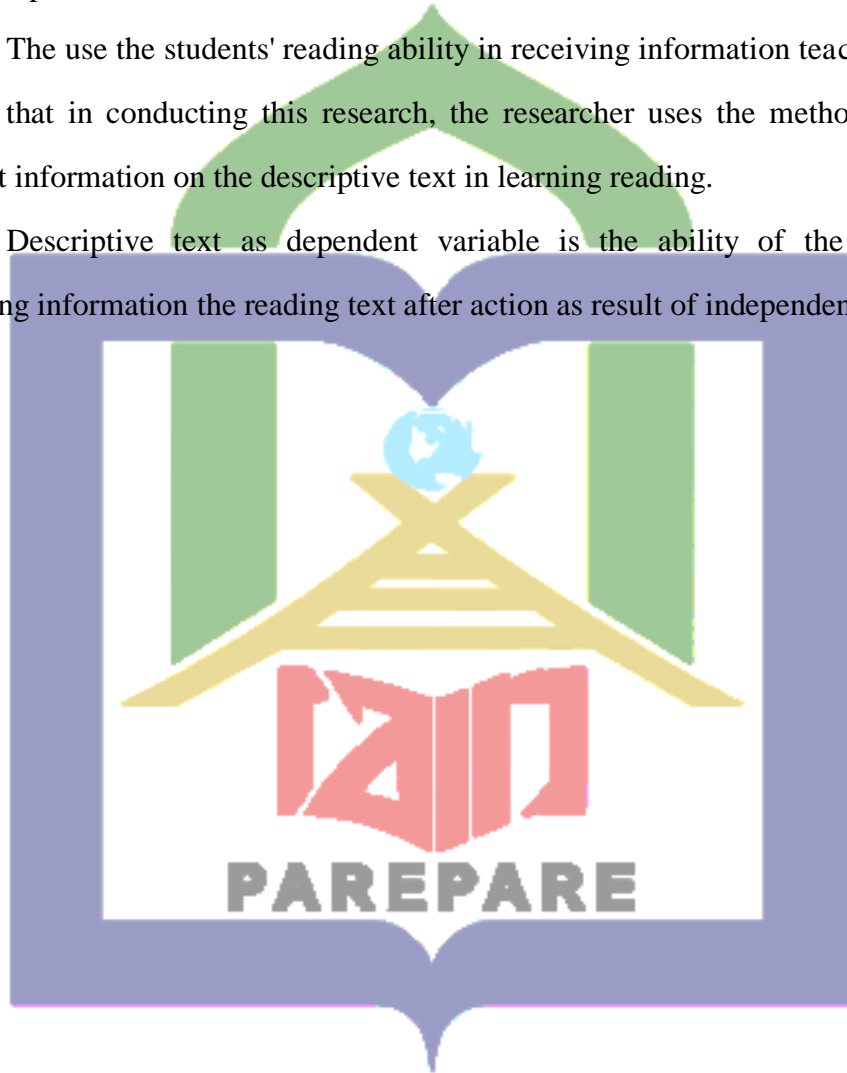
### 2.4.1 Variables

There are two variables will be involved in this research, namely independent and dependent variables. The independent variables is the use reading ability in receiving information, and dependent variable is the descriptive text.

#### 2.4.2 Operational Definition of Variables

2.4.2.1 The use the students' reading ability in receiving information teaching reading means that in conducting this research, the researcher uses the method of finding explicit information on the descriptive text in learning reading.

2.4.3 Descriptive text as dependent variable is the ability of the students to receiving information the reading text after action as result of independent variable



## CHAPTER III

### RESEARCH METHOD

This chapter presents the research design, location and duration, population and sample, procedure of the research, instrument of the research, procedure of collection data, technique of data analysis.

#### 3.1 Research Design

This research is a research with qualitative research by use descriptive design. This research was used in the study to describe reading as receptive skill of students at the first grade of SMK BUDI BANGSA PINRANG. The purpose of this study is to get a clear picture of the descriptive text learning process, the learning model or strategy that is currently being applied is to read the text to answer questions to obtain results from students' ability to receive information in the first grade reading of Budi Bangsa Pinrang Vocational School

#### 3.2 Location and Duration

- 3.2.1 The researcher had the research in SMK BUDI BANGSA PINRANG and locates in south Sulawesi province, Pinrang.
- 3.2.2 The duration of the research is 1 month, where three meetings for the gift material descriptive text and one meeting for first test and one meeting for second test to collect and analyze the data.

#### 3.3 Population and Sample

The population of this Research is the tenth year students of SMK Budi Bangsa Pinrang. the research will run in one month. And the sample of this research

is the tenth year students of SMK Budi Bangsa Pinrang, the first grade 2018/2019 academic year. This research will take class X TKJ, with 33 total number students, it consist 13 male and 20 female.

### 3.3.1 Population

Table 3.1 The population of tenth year students of SMK Budi Bangsa Pinrang

No	Class	Male	Female	Total
1	X TKJ	13	20	33
2	X TBSM A	24	-	24
3	X TBSM B	22	-	22
4	X ASISTENSI KEPERAWATAN	2	5	7
5	X PKM	7	9	16
6	X HOTEL	2	4	6
	Total	70	38	108

Source: SMK BUDI BANGSA PINRANG

The population in this research all class X SMK BUDI BANGSA PINRANG in the academic year 2018/2019 which spread in six classes totaling 108 students.

### 3.3.2 Sample

Based on the population above, the sample this research is the first year students of SMK BUDI BANGSA PINRANG, related the total the number of the research population consisting of 108 students. The research used purposive sampling technique and chose class X TKJ as the sample because this class lack of English especially in reading as receptive skill between the other classes in X to get valid data with the total sample of the researcher 33 students we can see the table follow:

Table 3.2 The sample of tenth year students of SMK Budi Bangsa Pinrang

No	Class	Male	Female	Total
1	X TKJ	13	20	33

*Source SMK BUDI BANGSA PINRANG*

### 3.4 The Instrument of the Research.

The researcher would apply reading text to find out the students' ability in receiving information of reading descriptive, this test include first test in the beginning activity and second test in the end activity. This reading test aim to gain data of the students' ability in receiving information during the process learning. The test intended to measure the students' reading to know the student ability in receiving information of reading descriptive text before giving process learning would use to find out the student ability in receiving information of reading Descriptive text.

#### 3.4.1 Descriptive test

The writer used test to get the data result about know the students reading ability in receive information. The all of test as result in descriptive research to evaluate the the students ability. The form of the test is multiple choice item. The data from the test was collected and analyzed in the form of numerical data. The test used after implementing descriptive text. it is to evaluate their reading ability on receiving information. On the other hand, the second test used to implement after using descriptive research. All of 40 numbers question which given every materials 'The Hobbit' consisted 10 number multiple choice, 'Paris' consisted 5 number essay, the title 'Octopus' consisted 5 essay, 'Peter' consisted 10 question with form 5 essay and 5 multiple choice as the end observation. And the last meeting the researcher combine the title descriptive text to evaluate the students which 10 numbers question.

### 3.5 Procedure of Collecting Data

The procedure will present in chronological order as follow:

Before conducting the learning process, the researcher gave first test to find out information and data about students receptive skill before read material descriptive text. The material descriptive text was four times. Each meeting ran for 2 x 40 minutes. The researcher gave materials which used text as a technique in teaching process.

#### 3.5.1.1 First meeting

3.5.1.1.1 The researcher gave greeting to the students to open the class.

3.5.1.1.2 The researcher gave motivation about the importance of English to the students before giving material.

3.5.1.1.3 The researcher gave direction to the students what they had to do and explained the material about '*Paris*'

3.5.1.1.4 The researcher gave the students some questions about 'Paris'

3.5.1.1.5 The researcher collected the students' answer sheets.

3.5.1.1.6 The researcher gave greeting to the students to close the class.

#### 3.5.1.2 Second meeting

3.5.1.2.1 The researcher gave greeting to the students to open the class.

3.5.1.2.2 The researcher gave motivation to the students.

3.5.1.2.3 The researcher gave direction to the students what they had to do and explained the material about 'Octopus'.

3.5.1.2.4 The researcher gave the students some questions about 'Octopus'.

3.5.1.2.5 The researcher collected the students' answer sheets.

3.5.1.2.6 The researcher gave greeting to the students to close the class.

### 3.5.1.3 Third Meeting

- 3.5.1.3.1 The researcher gave greeting to the students to open the class.
- 3.5.1.3.2 The researcher will gave direction to pray before learning.
- 3.5.1.3.3 The researcher will absent the students.
- 3.5.1.3.4 The researcher convey to learning process.
- 3.5.1.3.5 The researcher will ask students to read and understand the description texts that have been studied.
- 3.5.1.3.6 The researcher will gave some question about the 'Peter'
- 3.5.1.3.7 The researcher will ask students to receive about text.
- 3.5.1.3.8 The researcher collected the students' answer sheets.
- 3.5.1.3.9 The researcher gave greeting to the students to close the class.

### 3.5.2 Second Test

After giving the treatment in the end of teaching learning process the students examined by test to find out the students' reading receptive skill. In this time the researcher will give one theme. Like in the three material descriptive text above, the researcher learning to the students in reading as mediator. And in the last test, the researcher will be given the test after read material through descriptive text.

### 3.6 Technique of Data Analysis

The data will be collected through the test that have been analyzed by using quantitative and qualitatively analysis employed statically calculation to test. From the above, the researcher was applied the statistically analyzing by some of the procedures below:

### 3.6.1 Scoring Students' Correct Answer

The data of the researcher's observation result for the students' activity during the teaching-learning process will be analyzed by using the pattern as follow:

$$\text{Score} = \frac{\text{Student' correct answer}}{\text{The Total number of question}} \times 100\%$$

$$= \frac{\sum x}{N}$$

Where:

X = the percentage of the students' activity to do an activity

$\sum x$  = the amount of the kinds of activity, done by the students each meeting.

N = the amount of all activities each meeting.<sup>26</sup>

### 3.6.2 Classifying the Students' Scoring

The data of students' learning result (test) will be analyzed by using descriptive statistic. the students' score in the following criteria at the book that was written by Suharsimi Arikunto that is modified as follow:

Table 3.3 the Classification of the Students Score

No	Score	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor <sup>27</sup>

<sup>26</sup>Buhaerah. *Pengembangan Perangkat Pembelajaran Berdasarkan Masalah pada Materi Statistika di Kelas IX SMP Makassar*. Tesis. Makassar : Progam Pasca Sarjana UNM 2009, p. 55.

<sup>27</sup>Suharsimi Arikunto *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006)



### 3.6.3 Frequency and Rate Percentage of the Students

In calculating of frequency and percentage of the students, the researcher will use the formula as follows:

$$P \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total Number of Sample<sup>28</sup>

### 3.6.4 Mean Score Technique

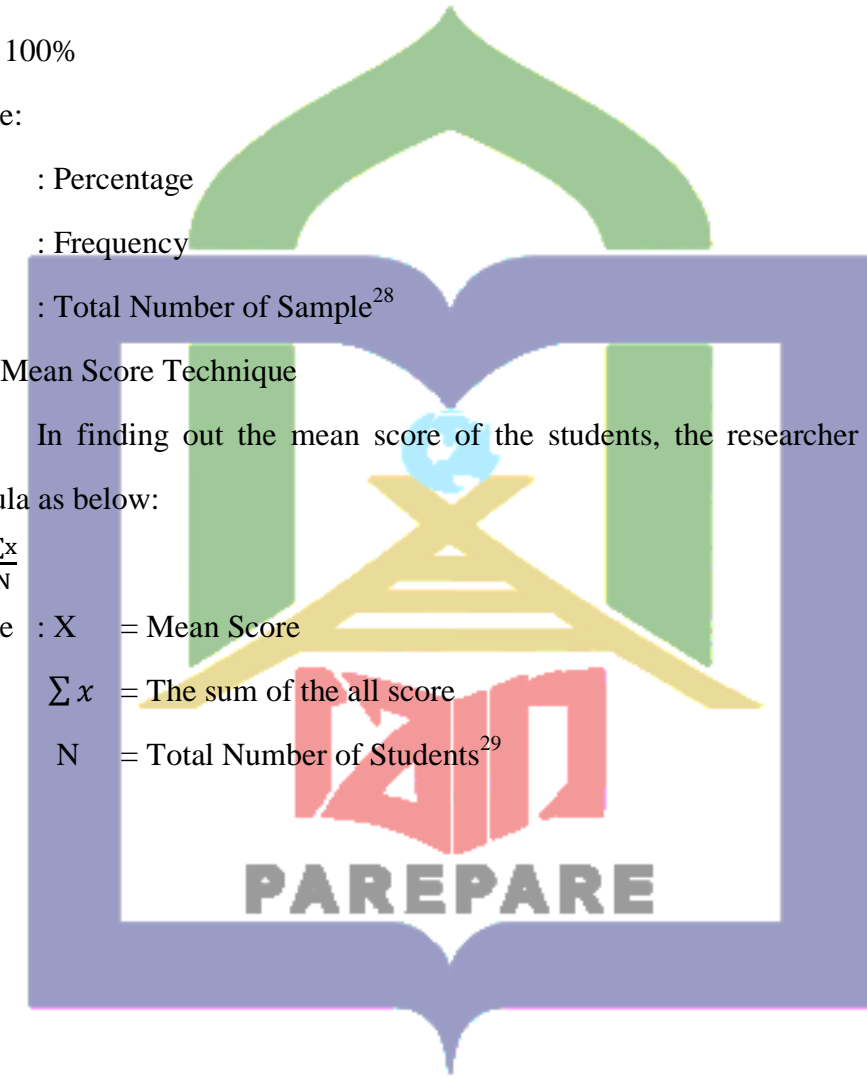
In finding out the mean score of the students, the researcher will use the formula as below:

$$X = \frac{\sum x}{N}$$

Where : X = Mean Score

$\sum x$  = The sum of the all score

N = Total Number of Students<sup>29</sup>



<sup>28</sup>L.R. Gay, *Educational Research Competencies for Analysis and Application*, p. 225.

<sup>29</sup>Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana Prenada Media Group, 2010), p. 212.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consisted. The parts were description of research result, testing of the data analysis requirements and discussion of research result. The description of research result focused on presenting of the data analysis, testing of the data analysis requirements focus on finding the variance of the data on second test which was after give observation and discussion which was presented the description of the result (discussion of the data analysis).

#### 4.1 Finding of the Study

##### 4.1.1 Description of Reading Test

The findings of this research deal with the classification of students' first test and second test. To find out the answer of the research question in the previous chapter, the researcher gave a test that was given twice. A first test was given before descriptive text or material to know the students' reading ability in receiving information through descriptive text before giving them the learning process, while second test was given after descriptive text or material to know the students' reading ability in receiving information after learning process and the result of the second test of this research can answer the question of this research that aims to find out the students reading ability in receiving information of descriptive research at the first grade of SMK BUDI BANGSA PINRANG.

4.1.1.1 The students reading ability in receiving information of descriptive text at the first grade of SMK BUDI BANGSA PINRANG:

#### 4.1.1.1.1 The students' score in the first test

The first test had done before implementation descriptive text. It was conducted on Augustus 8th, 2017. The students was given the test. The researcher found out the result of the students' test based on the scoring of 10 number test before giving material in descriptive text which were analyzed and resulted in the information as shown in the following table:

Table 4.1 the Students' Score in First Test

No	Respondent	The First Test	
		Correct Answer	First Test
1	R1	5	50
2	R2	4	40
3	R3	3	30
4	R4	6	60
5	R5	3	30
6	R6	6	60
7	R7	3	30
8	R8	6	60
9	R9	3	30
10	R10	3	30
11	R11	5	50
12	R12	4	40
13	R13	3	30
14	R14	3	30

15	R15	4	40
16	R16	3	30
17	R17	3	30
18	R18	4	40
19	R19	4	40
20	R20	6	60
21	R21	5	50
22	R22	6	60
23	R23	5	50
24	R24	5	50
25	R25	5	50
26	R26	5	50
27	R27	5	50
28	R28	5	50
29	R29	3	30
30	R30	4	40
31	R31	6	60
32	R32	5	50
33	R33	5	50
<b>N</b>	<b>TOTAL</b>		<b>1.450</b>

*(Data' source: the Students' Score in the First Test)*

After knowing the students' score in pre-test, the researcher following table are students' score to find out the mean score:

Table 4.2 the Classification Students' Score in the First Test

No	Respondent	Before give descriptive research			
		Ideal Score	Value (X)	(X) <sup>2</sup>	Classification
1	R1	100	50	2.500	Poor
2	R2	100	40	1600	Poor
3	R3	100	30	900	Very poor
4	R4	100	60	3600	Fair
5	R5	100	30	900	Very poor
6	R6	100	60	3600	Fair
7	R7	100	30	900	Very poor
8	R8	100	60	3600	Fair
9	R9	100	30	900	Very poor
10	R10	100	30	900	Very poor
11	R11	100	50	2.500	Poor
12	R12	100	40	1600	Poor
13	R13	100	30	900	Very poor
14	R14	100	30	900	Very poor
15	R15	100	40	1600	Poor
16	R16	100	30	900	Very poor
17	R17	100	30	900	Very poor
18	R18	100	40	1600	Poor
19	R19	100	40	1600	Poor

20	R20	100	60	3600	Fair
21	R21	100	50	2.500	Poor
22	R22	100	60	3600	Fair
23	R23	100	50	2.500	Poor
24	R24	100	50	2.500	Poor
25	R25	100	50	2.500	Poor
26	R26	100	50	2.500	Poor
27	R27	100	50	2.500	Poor
28	R28	100	50	2.500	Poor
29	R29	100	30	900	Very poor
30	R30	100	40	1600	Poor
31	R31	100	60	3600	Good
32	R32	100	50	2.500	Poor
33	R33	100	50	2.500	Poor
<b>Total</b>			1.450	67.700	

*(Data' source: the Students' Score in the First Test*

Based on the table above, showing the result of students' reading ability in receiving information before giving material through descriptive text, six students in fair classification, seventeen students in poor classification, ten students in very poor classification, then no one in very good and good classification. Total score in the first test was 1450. It could be seen that almost of the X TKJ students' reading ability in receiving information was low. Because most of students gained poor score. The following are the process of calculation to find out the mean score:

$$X_1 = \frac{\sum x}{n} = \frac{1450}{33}$$

$$X_1 = 43.94$$

This is the mean score is 43.94

#### 4.1.1.2 The students score in the Second test

Meanwhile, the students' score on the second test would be presented in the following table:

Table 4.3 the students score in the second test

No	Respondent	The Second Test	
		Correct Answer	Score
1	R1	7	70
2	R2	8	80
3	R3	9	90
4	R4	8	80
5	R5	5	50
6	R6	7	70
7	R7	8	80
8	R8	7	70
9	R9	5	50
10	R10	6	60
11	R11	7	70
12	R12	8	80
13	R13	6	60
14	R14	6	60

15	R15	10	100
16	R16	7	70
17	R17	8	80
18	R18	8	80
19	R19	7	70
20	R20	9	90
21	R21	8	80
22	R22	8	80
23	R23	9	90
24	R24	8	80
25	R25	8	80
26	R26	7	70
27	R27	7	70
28	R28	7	70
29	R29	7	70
30	R30	9	90
31	R31	8	80
32	R32	7	70
33	R33	8	80
<b>N</b>	<b>TOTAL</b>		<b>2.470</b>

*(Data ' source: the Students' Score in the Second Test)*

After knowing the students' score in the second test, the researcher following table are students' score to find out the mean score:



Table 4.4 the students classification score in the second test

No	Respondent	The Students' Score in The Second Test			
		Ideal Score	Value	Value (x)2	Classification
1	R1	100	70	4.900	Good
2	R2	100	80	6.400	Very good
3	R3	100	90	8.100	Very good
4	R4	100	80	6.400	Very good
5	R5	100	50	2.500	Poor
6	R6	100	70	4.900	Good
7	R7	100	80	6.400	Very good
8	R8	100	70	4.900	Good
9	R9	100	50	2.500	Poor
10	R10	100	60	3.600	Fair
11	R11	100	70	4.900	Good
12	R12	100	80	6.400	Very good
13	R13	100	60	3.600	Fair
14	R14	100	60	3.600	Fair
15	R15	100	100	10.000	Very good
16	R16	100	70	4.900	Good
17	R17	100	80	6.400	Very good
18	R18	100	80	6.400	Very good
19	R19	100	70	4.900	Good
20	R20	100	90	8.100	Very good

21	R21	100	80	6.400	Very good
22	R22	100	80	6.400	Very good
23	R23	100	90	8.100	Very good
24	R24	100	80	6.400	Very good
25	R25	100	80	6.400	Very good
26	R26	100	70	4.900	Good
27	R27	100	70	4.900	Good
28	R28	100	70	4.900	Good
29	R29	100	70	4.900	Good
30	R30	100	90	8.100	Very good
31	R31	100	80	6.400	Very good
32	R32	100	70	4.900	Good
33	R33	100	80	6.400	Very good
<b>Total</b>			2.470	178.910	

*(Data' source: the Students' Score in the Second Test)*

The table above showed that there was an improvement of students' score after giving material descriptive research reading in receiving information, seventeen students in very good classification, eleven students in good classification, three students in fair classification, two students in poor classification and no one student very poor. It means that the students reading ability in receiving information has improved through descriptive text. The total score in the second test is 2470. It proved that there were increasing of students' score in the second test. In this, the researcher analyzed the data of students' score in the second test to know whether there is or there is no a significant difference of students' achievement before and

after learning process through descriptive text in reading ability in receiving information.

The first, to get the mean score of the second test, used formula:

$$X_2 = \frac{\sum x}{n} = \frac{2,470}{33}$$

$$X_2 = 74.85$$

This, the mean score is 74.85

Based on the result of the second test, the data showed that the mean score of second test was 74.84. The lowest achievement gained score 50. From that analyzing, it could be seen that almost of the 33 students' reading ability in receiving information was good because there was an improvement of students' score twelve students in very good classification, eleven students in good classification, three students in fair, two students' score in poor classification, and no one very poor classification.

Table 4.5 the Mean Score of the First Test and Second Test

Test	Mean Score
The First Test	43.94
The Second Test	74.85

The data in table 4.5 indicates that there was an improvement while doing the first test up to second test. In first test had score 43.94 and the second test score increased become 74.85.

As the result at this item was the mean score of the second test was greater than the mean score in the first test. It meant that the students' reading ability in

receiving information had improvement after doing the learning process that used in class.

#### 4.1.1.3 The rate percentage of the frequency of the first test and second test

The following table shows the percentage of the frequency in the first test and second test.

Table 4.6 the Rate Percentage of the Frequency of the First Test and Second Test

No	Classification	Score	The First Test		The Second Test	
			Frequency	%	Frequency	%
1	Very good	80 – 100	-	-	17	51.52
2	Good	66 – 79	-	-	11	33.33
3	Fair	56 – 65	6	18.18	3	9.09
4	Poor	40 – 55	17	51.52	2	6.06
5	Very Poor	< 39	10	30.30	-	-
	<b>Total</b>		<b>33</b>	<b>100%</b>	<b>33</b>	<b>100%</b>

(Data' source: the Rate Percentage of the Frequency of the First Test and Second Test)

The table above explained about the students' classification and percentage score. Classification showed the category of score which obtained by the students. Frequency indicated how many students were getting score of each classification.

Based on the table 4.4 above showed that in pre activity of description research, which was the students got score under 39 were 10 students who score (30.30 %), there were 6 students who got score 56 – 65 which was classified fair who (18.18 %), then there were 17 students who got score 40-55 which was classified poor who (51.52 %), then there were 10 students who got score (30.30 %) which was classified very poor. It meant that the students' scores in first activity were middle

low. They could not answer most of the questions of the test. Where as reflection in second activity, there were 17 students who got score between 80 – 100 (51.52 %) which was classified very good, then there were 11 students who got score between 66 – 79 (33.33 %) which was classified good. 3 of the students got score between 56 – 65 (9.09 %) which was classified fair and 2 of the students got score between 40 – 55 (6,06 %) which was classified poor.

Based on the explanation above, it indicated that after giving planning, action, monitoring, and reflection there was ability of students' Reading of descriptive text. Before giving got score which was categorized fair 56 – 65 (18.18 %), poor 40 – 55 (51.52 %) and very poor < 39 (30.30 %) whereas categorized very good and good, some students score categorized fair and poor. Although 3 of students score' still categorized fair and 2 poor but no one students which categorized very poor.

#### 4.1.2 The Ways of teaching Reading Receiving Information of descriptive text.

To find out the teaching reading receiving information of descriptive text is able to improve the students' reading ability, the researcher got some pieces of information from the students' activities in learning process. There were five meetings for doing this research. Two meeting for doing the test and three meetings for doing the given material descriptive text to prove that is the teaching reading can improve reading ability students' in receiving information of descriptive text. At the first meeting, the researcher asked the students to answer test where there were ten numbers in multiple choice. It aimed to know the students' ability in reading test before got the text. In this case, the researcher gave score to the students' work at home based on scoring rubric of reading.

In the second meeting, the researcher explains about reading in receiving information about noun. The researcher began class presentation through descriptive to receive the word become the word which had meaning. It was aimed to caught the students' interest when learning process took place. The researcher asked the students to make sure to answer themselves. The researcher explained and gave same example the material. The researcher described the process of reading in receiving information to find out another word which had meaning. The researcher will ask to students to analyze several reading which relates based on the topic about "Paris". Every individuals students' was asked by the researcher to answer the test. Then researcher gave correction on their assignment.

In the third meeting, The researcher explained and gave same example the material. The students' read to find out another word which had meaning. The researcher will ask to students to analyze several information which relates based on the topic about "The Octopus". The researcher and the students discussed and checked the answers.

In the fourth meeting, The researcher explained and gave same example the material. The students' read to find out the ability students' in receiving information. The researcher would ask to students to analyze several which relates based on the topic about "Peter". The researcher gave assignment and the students discussed and checked the answers.

In the fifth meeting, The researcher asked the students to make individual answering the test. The researcher explained and gave same example the material. The researcher described

## 4.2 Discussion

In this part, the researcher discussed the result above finding according to the scope of this research. The discussion intended to describe the students' ability in receiving information by reading descriptive text.

### 4.2.1 The student ability in receive information

The ability student in receive information of reading descriptive text to measure to the student ability. The writer used description text as know the ability students' in receiving information can also improve students reading where, description text is to describe people, animals, place, or certain objects. Animal descriptions are usually about physical features, residence, habits and likes. The description of the place describes the location, parts, special features and interesting thing about the place, while the description of the object describes the part, special features and usefulness of the object. Then testing where, asking and answering are an important point to understand the materials well. It can be said receive information with use reading descriptive text able to improve ability student in receive information because can focus on practicing to answer the question besides that reading should be more practice in understanding the material to get a good result in the student ability in receiving. The line Jack C. Richards and Willy A. Renandya in the book *Methodology in Language Teaching* that after the students or I have read a portion of the text, we immediately analyze the strategy use of the reader through full class discussion: what the reader do, and when did he or she do it? What strategies did the reader use? Analysing the teacher's reading is a step toward ensuring that the students get the full benefit from the teacher's modeling behavior. By discussing what the teacher did, they will be better able to incorporate effective strategy use into

their own reading. When a student's reading is under discussion, the identification and analysis of strategy use is intermixed with teacher feedback on the reader's behavior. This feedback can include prompting to use specific strategies or eliciting suggestions from other students as to what strategies might be helpful in solving comprehension problems.<sup>30</sup>

At the last meeting, the researcher gave the second test to the students to know the result of the research. After all the activities above, the researcher calculated the data which was found. The data showed that the students who taught by descriptive text got better score than the students who taught by conventional way.

By looking at the test finding, from the data provided in classification of the table in clearly to see that there were six student (18%) got fair score, seventeen students (51%) poor score, then majority students got very poor score namely 10 (30%) score. Where in after giving action majority students got seventeen very good (51%), then students got good score namely eleven (33%), then three students (9%) got fair score, and only two students (6%) got very poor score. From the result, the writer can conclude that the students' ability to receive information of reading descriptive text from very poor up to poor then fair to good until excellent classification.

In addition, the mean score higher was 74,85. As conclusion, the mean score of (74) was greater where given process learning than (43,94).

After applying this method the students were improved, they understood where they did mistakes and discussed it with their friend and the teacher. And the

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<sup>30</sup>Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, America 2002, p. 290.



applying of descriptive the students' ability in receive information of SMK Budi Bangsa Pinrang, namely:

- a. Knowledge of word meaning
- b. Understanding of grammatical clues-subject, verb, pronouns, conjunctions, and so forth.
- c. Knowledge of sequence of information presented in passage
- d. Identifying the mean idea of a passage.
- e. Determining the meaning of word by content.
- f. Recognition of details or facts contained in the passage.

Based on the findings above, the writer concluded that there is reading ability in receiving information of descriptive text at the first grade of SMK Budi Bangsa Pinrang.

The problem occurred during the implementation of decriptive to ability the students in receiving information of reading descriptive text. first was related to time management, and the students also disturbed by the noisy so the researcher got difficult in controlling the students when explained the materials. To overcome this problem, the researcher planned to give the students an exercise reading text activities for the each meeting. The students would answer the question of reading descriptive text as reading ability students' in receiving information.

4.2.2 The way teaching reading students' ability in receive information of reading descriptive text

To find out what the level of students' reading ability about text descriptive is able to receive information of reading descriptive text, the research was doing this research that five meetings. Two meetings for doing test, first test and second test and

then three meetings for doing the give material through descriptive text in teaching reading. In teaching process, the researcher taught the way receive information of reading descriptive text to the students through test. The second test is result in this research.

#### 4.2.3 The Implementation teaching reading descriptive text

Here, the researcher implemented when the guided the students to find specific information of the text. To implement this research, the researcher applied the following steps:

First, keeping in mind at all the time what is being searched for. To get specific information, the researcher asked the students to keep clue words in mind after read the question, and then put a circle or underline at the clue words to the information that they want to look for. Second, anticipating in what form the information is likely to appear numbers, proper nouns, etc. third, analyzing the organization of the content before starting to scan. Fourth, if the material is familiar or fairly brief, the students may able to scan the entire article in a single search. But if the material is long or difficult, it may be necessary to determine which part of the article to scan, letting the eyes run rapidly over several lines of print at a time. And fifth, reading the entire sentence completely when find the sentence that has the information seeks.

From the result, the researcher concluded that, through descriptive research, students get satisfactory results in receiving information by reading text. the receiving information research could make students was tringgering the brain to think, focus and accurate eyes it was supported in the Faizal Risdianto book that scanning is quickly reading to find the specific information. According to Risdianto that scanning

is quickly searching for some particular piece or pieces of information in a text. it is useful to find specific name, date, statistic, or fact without reading the whole text. Suggestions for adapting the general procedure to each of these types follow:

In the third meeting the researcher was gave review to one by one the student about the last material. Make conclude based on the material above and convey to the students gave descriptive text the title was Peter. The student would read the text and used test, the researcher gave a chance to the students who would asked about the material the researcher have explained. The researcher gave to the student in ten minutes with ten questions the form multiple choice. After that, answering the questions together.

From the first meeting until the last meeting, the students can receive information of reading descriptive text. according to the result of the researcher's evaluation, it could be assumed that the implementing of descriptive text to the student ability in receive information was appropriate with planning of the researcher that had been discussed previously. In this case, every action was planned as good as possible. So that, the researcher activities could be accomplished well.

Based on the explanation the researcher have done at every meeting. The researcher that the way in receive information of reading descriptive text that is with use some step doing.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter would discuss two items namely conclusion and offer some suggestions based on the research that was done at SMK Budi Bangsa Pinrang.

#### 5.1 Conclusion

Based on the result of data analysis and discussion of the result in previous chapter, the researcher concluded that there is a significant difference of students' reading as receptive skill before and after going Descriptive text and is able the student receive information of reading descriptive text at the first grade of SMK Budi Bangsa Pinrang. It can be seen in the mean score of the second test the mean score (74).

Based on the data description above, it can be proved by looking the mean score in second test was greater than first test is categorized narrative text not descriptive text.

#### 5.2 Suggestion

Based on the research, the researcher gives some suggestion as follow:

##### 5.2.1 For the English teacher

The researcher suggests that the teacher should be used various methods in the classroom because it can motivate their students and they would not get boring easily especially teaching reading and also the students ability in receive information especially in reading descriptive text.

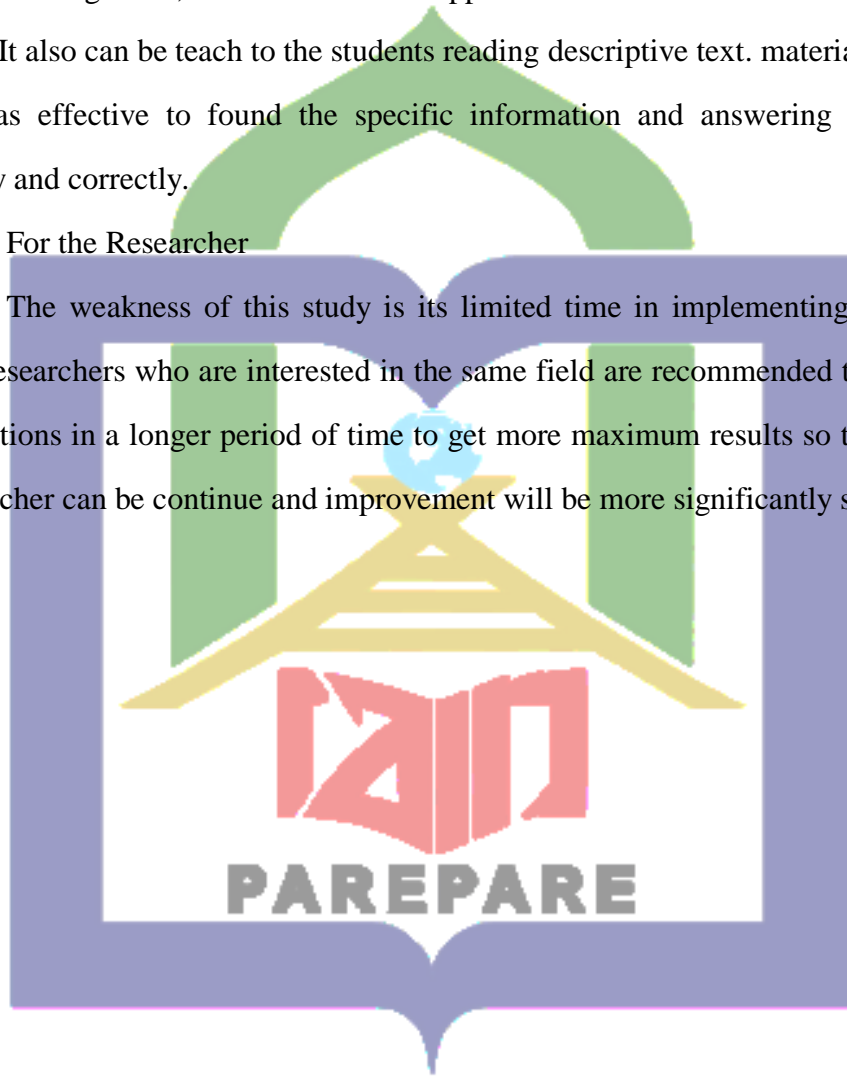
Material descriptive text could be used in teaching reading, because it was an effective strategy to their ability to answer the questions quickly.

#### 5.2.2 For the Students

Through text, the students have opportunities to receive information the text about. It also can be teach to the students reading descriptive text. material descriptive test was effective to found the specific information and answering the question quickly and correctly.

#### 5.2.3 For the Researcher

The weakness of this study is its limited time in implementing the actions. The researchers who are interested in the same field are recommended to implement the actions in a longer period of time to get more maximum results so that the other researcher can be continue and improvement will be more significantly seen.



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## Appendix 1. Material of Descriptive Text

### THE HOBBIT

The hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *the Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other Source material, such as Gandalf's investigation at Dol Guldur, and the Pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

## Paris

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

## Octopus

The Octopus is a sea animal with eight powerful feet which it uses as hands. These are called tentacles. The word “Octopus” comes from two greek words that mean “eight feel”.

The Octopus, the squid and the cuttlefish belong to the same family that has no outside shells. Their bodies are covered entirely with skin. Therefore the body an Octopus is soft. It looks like a big balloon. A fully-grown octopus can be as large as 8,5 meter from the tip of another. It can weigh as much as 45 kilograms. Beside using its tentacles to catch small fish, sea plants, crab and lobster, the octopus also uses them against its enemies. The octopus wraps its tentacles around the victim and squeezes it before eating it.

The octopus escapes from its enemies by giving out a thick dark fluid to darken the water. It can also change the color of its body to match it surroundings. It hides from its enemies by doing this.

### Peter

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Appendix 2. Instrument test of the Research (the first test)

**The First Test**

**A. Choose the correct answer above**

1. The Hobbit is a movie which is based on a book whose author is....
  - a. Jackson
  - b. Tolkien
  - c. Peter Tolkien
  - d. J. R.R Jackson
2. They are based on the...(Paragraph 1). The word "they" in the sentence refers to...
  - a. The Hobbit books
  - b. The Hobbit actors
  - c. Adventure series films
  - d. The Hobbit film series
3. The film take place in the fictional world... (Paragraph 2). The antonym of "fictional" is
  - a. Fabricated
  - b. Fictive
  - c. True
  - d. Imagined
4. If *The Lord of The Ring* takes place on 1150, when will probably *The Hobbit* film takes place?
  - a. 1100
  - b. 1210
  - c. 1090
  - d. 1134
5. What did the Wizard want Bilbo to do in the movie?
  - a. To join the dwarves' journey
  - b. To take care of the dwarves
  - c. To accompany him to meet smaug
  - d. To accompany dwarves and smug to the lonely mountain
6. The role of the dwarves' leader is played by?
  - a. Thorin Oakenshield
  - b. Bilbo Baggins
  - c. Richard Armitage



Appendix 3. Instrument test of the Research (Reading descriptive text of the second test)

### Second Test

#### A. Select the correct answer based on the text that has been given before!

1. The most famous building in Paris city called?
  - a. The Eiffel Tower.
  - b. The Pon Neuf.
  - c. The lie de la Cite.
  - d. The Sorbonne.
2. What is the best known bridge is called?
  - a. The Seine River.
  - b. The Pon Neuf.
  - c. The Sorbonne.
  - d. The lie de la Cite.
3. When was the octopus change the color of its body?
  - a. Meet with friends.
  - b. Meet with lobster.
  - c. Meet with enemies.
  - d. Meet with sea plants.
4. What is the texture of the octopus skin?
  - a. Soft.
  - b. Victim.
  - c. Coarse.
  - d. Rude.
5. How the octopus escapes from its enemies?
  - a. Change the color of its body.
  - b. It hides from enemies.
  - c. Giving out a thick dark fluid.
  - d. Using its tentacles.
6. The Octopus has the same way to protect itself from enemies like animals?
  - a. Squid.
  - b. Lobster.
  - c. Worm.
  - d. Suttlefish.
7. What is the octopus do before eat the victim?
  - a. Catch the small fish.
  - c. Sea plants.

- b. Victim and squeezes.
- d. Lobster.

8. “He usually does what he is asked to do”

The underlined phrase means..?

- a. He does anything he wants.
- b. He always asks.
- c. He is lazy.
- d. He is diligent.

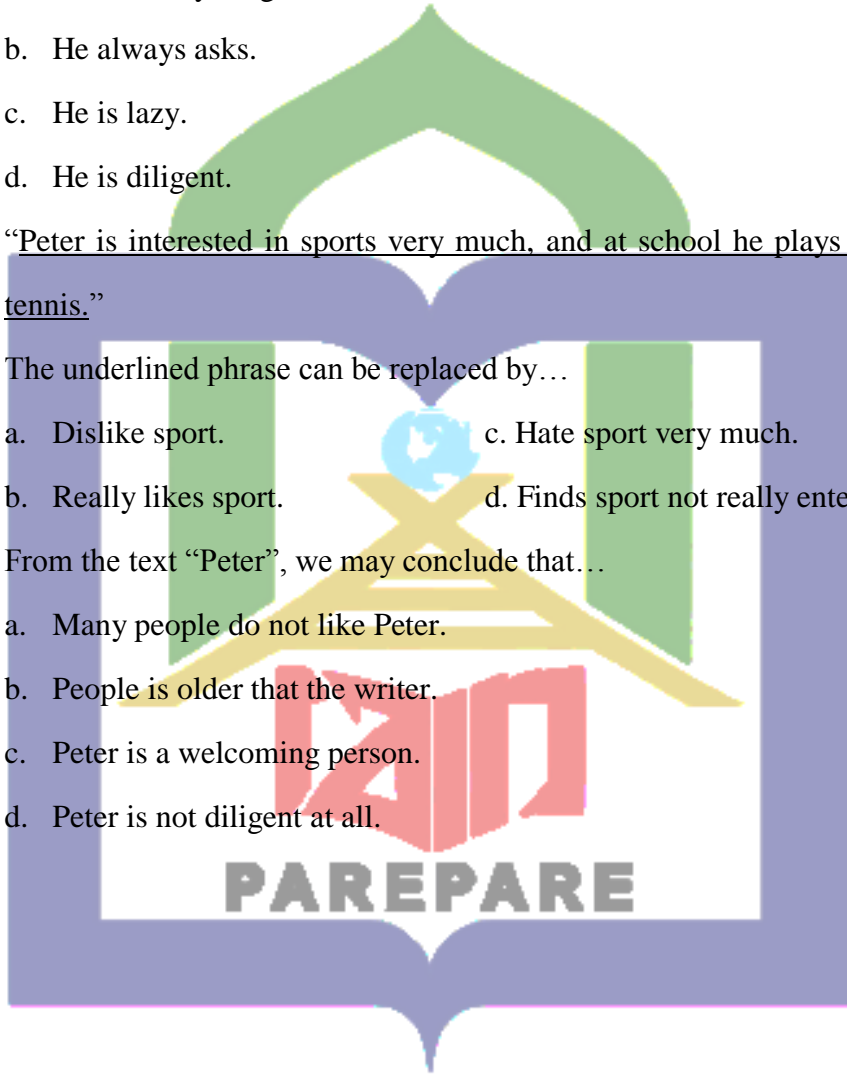
9. “Peter is interested in sports very much, and at school he plays football and tennis.”

The underlined phrase can be replaced by...

- a. Dislike sport.
- b. Really likes sport.
- c. Hate sport very much.
- d. Finds sport not really entertaining.

10. From the text “Peter”, we may conclude that...

- a. Many people do not like Peter.
- b. People is older that the writer.
- c. Peter is a welcoming person.
- d. Peter is not diligent at all.



Appendix 4. Key Answer of the title “The Hobbit”

**KEY ANSWER OF FIRST TEST**

- I. The Correct Answer is red color of the title ‘The Hobbit’!
- The Hobbit is a movie which is based on a book whose author is....
    - Jackson
    - Tolkien**
    - Peter Tolkien
    - J. R.R Jackson
  - They are based on the...(Paragraph 1). The word “they” in the sentence refers to...
    - The Hobbit books
    - The Hobbit actors
    - Adventure series films
    - The Hobbit film series**
  - The film take place in the fictional world... (Paragraph 2). The antonym of “fictional” is
    - Fabricated
    - Fictive
    - True**
    - Imagined
  - If *The Lord of The Ring* takes place on 1150, when will probably *The Hobbit* film takes place?
    - 1100
    - 1210
    - 1090**
    - 1134
  - What did the Wizard want Bilbo to do in the movie?
    - To join the dwarves’ journey**
    - To take care of the dwarves
    - To accompany him to meet smaug
    - To accompany dwarves and smug to the lonely mountain
  - The role of the dwarves’ leader is played by?
    - Thorin Oakenshield
    - Bilbo Baggins
    - Richard Armitage**

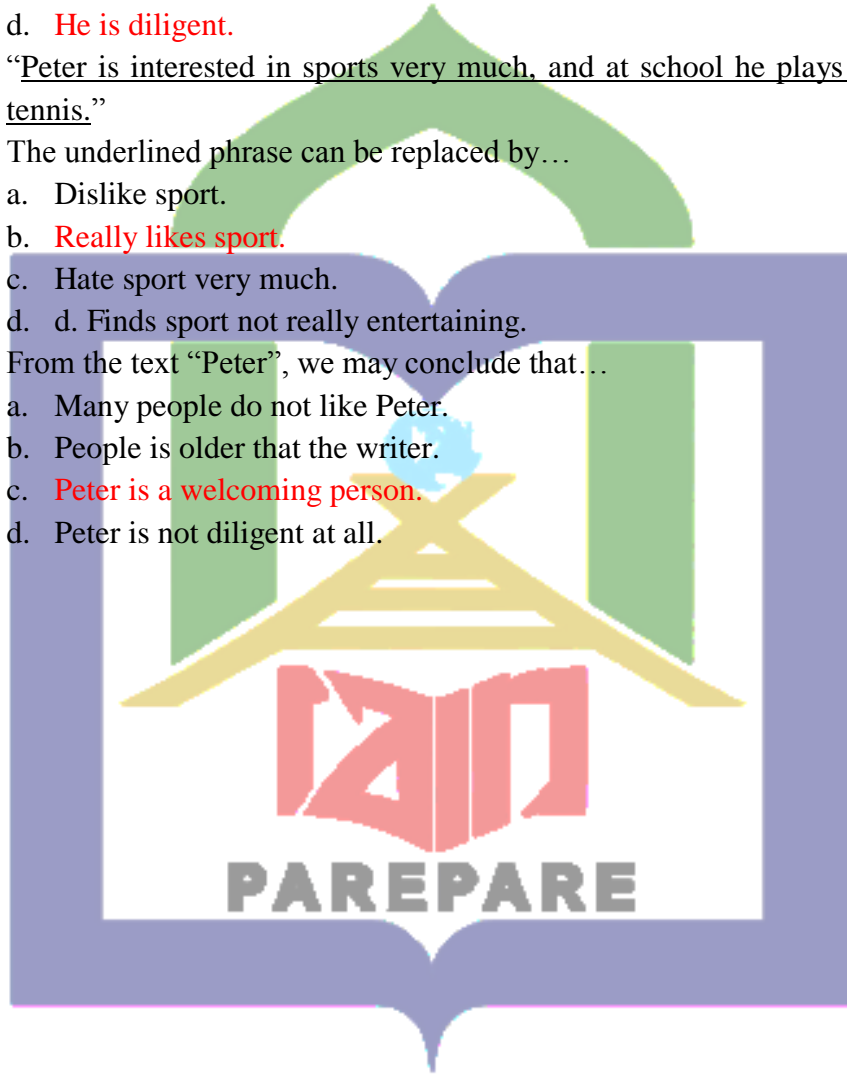




## KEY ANSWER OF SECOND TEST

- II. The Correct Answer is red color from the title 'Paris, Octopus and Peter'!
- The most famous building in Paris city called?
    - The Eiffel Tower.**
    - The Pon Neuf.
    - The lie de la Cite
    - The Sorbonne.
  - What is the best known bridge is called?
    - The Seine River.
    - The Pon Neuf.**
    - The Sorbonne
    - The lie de la Cite.
  - When was the octopus change the color of its body?
    - Meet with friends.
    - Meet with lobster.
    - Meet with enemies**
    - Meet with sea plants.
  - What is the texture of the octopus skin?
    - Soft.**
    - Victim.
    - Coarse.
    - Rude.
  - How the octopus escapes from its enemies?
    - Change the color of its body.
    - It hides from enemies.
    - Giving out a thick dark fluid.**
    - Using its tentacles.
  - The Octopus has the same way to protect itself from enemies like animals?
    - Squid.**
    - Lobster.
    - Worm
    - Suttlefish.
  - What is the octopus do before eat the victim?
    - Catch the small fish.
    - Victim and squeezes.**
    - Sea plants

- d. Lobster.
8. “He usually does what he is asked to do”  
The underlined phrase means..?  
a. He does anything he wants.  
b. He always asks.  
c. He is lazy.  
d. **He is diligent.**
9. “Peter is interested in sports very much, and at school he plays football and tennis.”  
The underlined phrase can be replaced by...  
a. Dislike sport.  
b. **Really likes sport.**  
c. Hate sport very much.  
d. d. Finds sport not really entertaining.
10. From the text “Peter”, we may conclude that...  
a. Many people do not like Peter.  
b. People is older that the writer.  
c. **Peter is a welcoming person.**  
d. Peter is not diligent at all.





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Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B. 2644/In.39/PP.00.9/11/2018

Lampiran : -

Hal : Izin Melaksanakan Penelitian

Kepada Yth.  
Kepala Daerah KAB. PINRANG  
di  
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : NURUL HIDAYAH  
Tempat/Tgl. Lahir : LASAPE , 06 Desember 1993  
NIM : 13.1300.052  
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris  
Semester : XI (Sebelas)  
Alamat : LASAPE, DESA KATOMPORANG, KEC. DUAMPANUA, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

**"TEACHING READING AS RECEPTIVE SKILL TO THE STUDENTS THROUGH DISCOURSE ANALYSES OF SMK BUDI BANGSA PINRANG"**

Pelaksanaan penelitian ini direncanakan pada bulan **Nopember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

2 Nopember 2018

A.n Rektor

Pt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaidi



**PEMERINTAH KABUPATEN PINRANG  
SEKRETARIAT DAERAH**

Jl. Bintang No. Telp. ( 0421 ) 923058 - 922914  
PINRANG 91212

Pinrang 05 November 2018

Nomor : 070/ 658 /Keinasy.

Kepada

Lampiran : -

Yth, Kepala SMK Budi Bangsa Pinrang

Perihal : Rekomendasi Penelitian.

di-

Tempat.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor: B.2944/In.39/PP.00.9/11/2018 tanggal 02 November 2018 Perihal Permohonan Izin Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama : NURUL HIDAYAH  
NIM : 13.1300.052  
Pekerjaan/Prog.Studi : Mahasiswi/Pend.Bahasa Inggris  
Alamat : Lasape, Desa Katompurang,  
Kec.Duampanua Kab.Pinrang  
Telepon : 082 346 578 195.

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara Dalam Rangka Penyusunan Skripsi dengan Judul "*TEACHING READING AS RECEPTIVE SKILL TO THE STUDENTS THROUGH DISCOURSE ANALYSES OF SMK BUDI BANGSA PINRANG*" Yang Pelaksanaannya pada tanggal 08 November s/d 08 Desember 2018.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini;

Demikian rekomendasi ini di sampaikan kepada saudara untuk di ketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH

Asisten Pemerintahan dan Kesra

Ub

Kabag Adm. Kemasyarakatan



PANGKAT : Pembina Tk.I

Nip : 19701011 199202 1 001

Tembusan

1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Kantor Kementerian Agama Kab Pinrang di Pinrang;
5. Kepala Badan Kesbang dan Politik Kab Pinrang di Pinrang;



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
SMKS BUDI BANGSA PINRANG

Kompetensi Keahlian : Asisten Keperawatan (Kep), Teknik Komputer dan Jaringan (TKJ),  
Teknik Sepeda Motor (TSM), Perbankan dan Keuangan Mikro (PKM) dan Perhotelan (Hotel)

Status Terdaftar Berdasarkan Izin Bupati Pinrang Nomor : 410.4/2317/Dikpora,

NSS : 302191407003, NPSN : 69762778, ID Data Pokok : 1915070003,

Alamat : Jln. Trans Sulawesi Km 17 Dusun Lasape Desa Katompurang Hp. 082347046163 Email :  
smkbudibangsapinrang@yahoo.com

**KETERANGAN MENELITI**

Nomor :50/SMK.BB/PRG/XII/2018

Yang bertanda tangan dibawah ini Kepala SMKS Budi Bangsa Pinrang menerangkan bahwa:

Nama :NURUL HIDAYAH  
NIM :13.1300.052  
PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS  
ALAMAT : LASAPE DESA KATOMPORANG KEC. DUAMPANUA KAB.  
PINRANG \*

Benar-benar telah melakukan penelitian di sekolah kami dengan Topik **"TEACHING READING AS RECEPTIVE SKILL TO THE STUDENTS THROUGH DISCOURSE ANALYSES OF SMK BUDI BANGSA PINRANG"**

Demikian surat keterangan ini Kami berikan untuk dipergunakan sebagai mestinya.

Pinrang, 10 Desember 2018

Kepala Sekolah,



**SYAFRI DJUMA, S.Pd**

Appendix 5. Photograph

### DOCUMENTATION OF PRE-EXPERIMENTAL











## CURRICULLUM VITAE

NURUL HIDAYAH was born on Lasape, 06<sup>nd</sup> july 1993. She is the first child from four sisters, and her parents name are father Abdul Wahid and mother Kasma.

The writer start her education formal on elementary school atSD 38Lasape, Lasape on 2000 and completed on 2006, then the writer continued her education on juniour high school atSMP 1 Kaballangang, Kaballangang on 2007 and completed on 2009, after that she enter to senior high school at SMAN 1 Pekkabata on 2010 and completed on 2013. After the writer completed her education on senior high school. Later writers have the resolve to continue his studies at the college in the year 2013 and the writer chose to continue her education at Institute Islamic Collage (IAIN) Parepare.

The writer have done her research by the title the “The Students’ Reading Ability in Receiving Information of Descriptive tExt at The First Grade of SMK Budi Bangsa Pinrang”.