

**AN ANALYSIS OF THE TENTH-GRADE STUDENTS' ABILITY  
TO READ DESCRIPTIVE TEXT AT SMAN 4 MUKOMUKO**

**THESIS**



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PADANG  
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**UNIVERSITAS BUNG HATTA**

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**THESIS**

*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at the English  
Department, Teacher Training and Education Faculty, Bung Hatta University*



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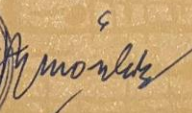


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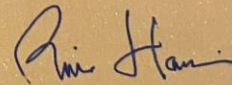
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The Researcher

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## ABSTRACT

Novella, A. 2024. *An Analysis of the Tenth-Grade Students' Ability to Read Descriptive Text at SMAN 4 Mukomuko*

Advisor: Dra. Lisa Tavriyanti, M. Pd.

This research aims to analyze the ability of tenth-grade students to read descriptive text at SMAN 4 Mukomuko. The researcher used a descriptive method in this research. The sample of this research was the students of class X IPA 1 and XI IPS 1 SMAN 4 Mukomuko. The researcher used a stratified cluster random sampling technique to select sample, and the total sample was 70 students. An instrument for data collection in this research was a reading test. To make the test reliable the researcher used the split-half method. The reliability index of the test was 0.86 (very high correlation). It means the test is reliable. Then the test is valid in terms of content because it covers the material that has been studied by students.

The result of this research in general showed that the tenth-grade students' ability to read descriptive text at SMAN 4 Mukomuko was low. It was supported by the fact that 29 students (41%) had high ability, and 41 students (59%) had low ability in understanding descriptive text. The details are that 38 students (54%) had high ability, and 32 students (46%) had low ability in understanding identification. For understanding description, 11 students (16%) had high ability, and 59 students (84%) had low ability. For understanding simple present tense, 32 students (46%) had high ability, and 38 students (54%) had low ability. To understand adjectives, 33 students (47%) had high ability, and 37 students (53%) had low ability. For understanding nouns, 51 students (73%) had high ability, and 19 students (27%) had low ability.

Based on the result of this research, it can be concluded that the tenth-grade students' ability to read descriptive text at SMAN 4 Mukomuko was low. The researcher suggests that teachers should give descriptive text exercises more often to students and motivate and guide them to understand the descriptive text. For the students, it is suggested to do more exercises in the descriptive text to improve their ability to understand descriptive text. For future researchers, it is suggested to find out the factors why students' ability to read descriptive text is low.

***Keywords: reading, descriptive text.***

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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher discusses about background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purposes of the research, significance of the research, and definition of key terms.

#### **1.1 Background of the Problem**

To master English, language skills such as listening, speaking, reading, and writing must be learned by students. Sadiku (2015) states that for successful mastery of English, English teaching places equal emphasis on the four skills, namely listening, speaking, reading, and writing. Kholmurodova (2021) states that four skills are developed in English lessons at school. Among the four language skills, understanding reading content can be one of the most difficult language skills.

Reading is one of the important skills to get information. Much information is served in the form of reading text, like newspapers, journals, websites, books, etc. According to Rohmah (2018), reading is a process of understanding a written language or text. From the reading activity, students can get information and support their writing, speaking, and listening skills because they can acquire vocabulary, grammar, and discourse markers. By reading, the knowledge of students gradually increases and acquires extensive intellectual abilities (Aziz, 2019).

Reading is taught at SMAN 4 Mukomuko. In reading, students learn several texts. One of them is a descriptive text (Curriculum K13). According to Fitriana

(2018), descriptive text aims to provide a detailed portrayal of a person, place, animal, or thing. Its primary objective is to describe and depict the characteristics.

In May 2023, the researcher interviewed Indri Fitria, an English teacher at SMAN 4 Mukomuko. Based on the writer's interview, most students still do not understand the descriptive text well. Then they do not understand the meaning of the entire contents of the descriptive text based on the description text they have read. They also found students' difficulties in understanding the generic structure and language features of descriptive texts. Meanwhile, students must be able to understand the descriptive text because the descriptive text is one of the materials that are learned by students at SMAN 4 Mukomuko.

Based on the reasons above, the researcher is interested in conducting a research entitled "Analysis of the Tenth-Grade Students' Ability to Read Descriptive Text at SMAN 4 Mukomuko". In addition, she wanted to know scientifically the students' ability to read descriptive text.

## **1.2 Identification of the Problem**

Based on the background of the problem above, some problems may appear in reading descriptive text. The first problem concerns the types of descriptive text, which include describing people, describing places, and describing things. The second problem relates to the generic structure, which consists of identification and description. The third problem involves the language features of descriptive text, covering the use of simple present tense, adjectives, and nouns.



### **1.3 Limitation of the Problem**

In this research, researchers limited students' ability to read descriptive text focusing on describing people, places, and things. Furthermore, this research in detail discusses generic structure (identification, description), and language features (simple present tense, adjective, and noun). This research was carried out on tenth-grade students at SMAN 4 Mukomuko since this school gets A accreditation.

### **1.4 Formulation of the Problem**

Based on the background of the problem above, the researcher formulates the problem of this study, "How is the tenth-grade students' ability to read the descriptive text at SMAN 4 Mukomuko"?

### **1.5 Research Questions**

Based on the formulation of the problem above, the research questions are as follows:

1. How is the tenth-grade students' ability to understand the identification of descriptive text at SMAN 4 Mukomuko?
2. How is the tenth-grade students' ability to understand the description of descriptive text at SMAN 4 Mukomuko?
3. How is the tenth-grade students' ability to understand the simple present tense of descriptive text at SMAN 4 Mukomuko?
4. How is the tenth-grade students' ability to understand the adjectives of descriptive text at SMAN 4 Mukomuko?

5. How is the tenth-grade students' ability to understand the nouns of descriptive text at SMAN 4 Mukomuko?

### **1.6 Purposes of the Research**

Based on the problems above, the general purpose of this research is to describe is the tenth-grade students' ability to read descriptive text at SMAN 4 Mukomuko. More specifically, the purposes of this research are:

1. To find out the tenth-grade students' ability to understand the identification of descriptive text at SMAN 4 Mukomuko.
2. To find out the tenth-grade students' ability to understand the description of descriptive text at SMAN 4 Mukomuko.
3. To find out the tenth-grade students' ability to understand the simple present tense of descriptive text at SMAN 4 Mukomuko.
4. To find out the tenth-grade students' ability to understand the adjectives of descriptive text at SMAN 4 Mukomuko.
5. To find out the tenth-grade students' ability to understand the nouns of descriptive text at SMAN 4 Mukomuko.

### **1.7 Significance of the Research**

This research contributes to teachers, students, and future researchers. For the teachers, they get information about students' ability to read descriptive texts. The results of this study are also expected to be considered as input for English teachers to teach students about reading descriptive texts and to improve their teaching methods. For the students, the results of this study can make them aware of their ability to read

descriptive texts, so that they can improve their reading skills. For future researchers, the results of this study can be a reference to conduct another research.

### **1.8 Denition of the Key Terms**

To avoid misunderstanding of the key terms used in this study, the researcher defines them as follows:

1. Reading ability refers to the tenth-grade students' ability to read descriptive text at SMAN 4 Mukomuko.
2. A Descriptive text is a text that describes a person, places, and things.
3. Generic structure refers to identification and description used in descriptive text.
4. Identification is the part where writers of descriptive text identify a phenomenon to be described.
5. Description is the description part describes parts, qualities, and characteristics.
6. Language features are linguistic elements contained in the text. They are simple present tense, adjectives, and nouns.