

**AN UNDERGRADUATE THESIS**  
**AN ANALYSIS ON THE STUDENTS READING SKILL IN**  
**DESCRIPTIVE TEXT AMONG THE EIGHTH GRADE AT**  
**SMP DARUL ULUM SEKAMPUNG**

**By:**

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**Tarbiyah and Teacher Training Faculty**  
**English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO 1440**  
**H/ 2019M**

**AN ANALYSIS ON THE STUDENTS READING SKILL IN  
DESCRIPTIVE TEXT AMONG THE EIGHTH GRADE AT  
SMP DARUL ULUM SEKAMPUNG**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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**NOTIFICATION LETTER**

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Matter : **In order to hold the Munaqosyah  
of Rega Frans Andian**

To: The Honorable the Dean  
of Faculty of Tarbiyah and Teacher Training  
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*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Rega Frans Andian  
Student Number : 13108167  
Title : An Analysis On The Students Reading Skill In Descriptive Text  
Among The Eighth Grade At Smp Darul Ulum Sekampung In the  
Academic year 2018/2019

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum, Wr. Wb*

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*Assalamu'alaikum, Wr. Wb*

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

*Wassalamu'alaikum, Wr. Wb*

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**APPROVAL PAGE**

The Title : **AN ANALYSIS ON THE STUDENTS READING SKILL  
IN DESCRIPTIVE TEXT AMONG THE EIGHTH  
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**RATIFICATION PAGE**

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An Undergraduate Thesis entitled: **AN ANALYSIS ON THE STUDENTS READING SKILL IN DESCRIPTIVE TEXT AMONG THE EIGHTH GRADE AT SMP DARUL ULUM SEKAMPUNG**

Written by Rega Frans Andian, Student Number 13108167 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on July 12<sup>nd</sup>, 2019 at 15.00-17.00.

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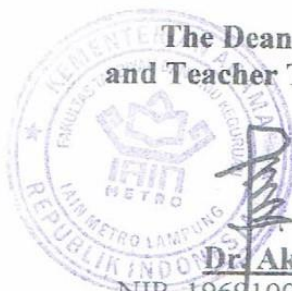

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**AN ANALYSIS ON THE STUDENTS READING SKILL IN  
DESCRIPTIVE TEXT AMONG THE EIGHTH GRADE AT SMP DARUL  
ULUM SEKAMPUNG**

**ABSTRACT**

By :Rega Frans Andian

This objective of this study was to know the students' reading comprehension on Descriptive Text Among the Eighth Grades at SMP Darul Ulum Sekampung in academic year of 2018/2019. Therefore the researcher formulated a problem statement: How is the students' reading comprehension on Descriptive Text Among the Eighth Grades at SMP Darul Ulum Sekampung in academic year of 2018/2019?

This research was carried out at SMP Darul Ulum Sekampung in January 2019. This research used qualitative analysis design. The population of the study was the eight grade of SMP Darul Ulum Sekampung in academic year of 2018/2019. The total student in eight grade is 50 students. The samples of this research are 10 students. The researcher used documentation and interview in collecting the data. The documentation was used to take the data of the students' results in reading comprehension in the Descriptive Text, whereas the interview used to know the students' level of reading comprehension. The technique used to analyze the data was using John W. Creswell model.

From the analysis, based on the result of the data from the documentation and the interview, it could be concluded that kinds of Reading skill in descriptive text among the eighth grades at SMP Darul Ulum Sekampung in the Academic Year of 2018/2019 are the student fully understood the text and question asked and answered correctly, the student understood most of what was asked text and question were only asked once, the student showed little comprehension of text and questions..

# **ANALISIS KETERAMPILAN MEMBACA SISWA DALAM TEKS DESKRIPTIF DI KELAS DELAPAN DI SMP DARUL ULUM SEKAMPUNG**

## **ABSTRAK**

Oleh :Rega Frans Andian

Tujuan dari penelitian ini adalah untuk mengetahui pemahaman bacaan siswa pada Teks Deskriptif Di Kelas Delapan di SMP Darul Ulum Sekampung pada tahun akademik 2018/2019. Oleh karena itu peneliti merumuskan pernyataan masalah: Bagaimana pemahaman bacaan siswa tentang Teks Deskriptif DiKelas VIII di SMP Darul Ulum Sekampung pada tahun akademik 2018/2019?

Penelitian ini dilakukan di SMP Darul Ulum Sekampung pada Januari 2019. Penelitian ini menggunakan desain analisis kualitatif. Populasi penelitian ini adalah kelas delapan SMP Darul Ulum Sekampung pada tahun akademik 2018/2019. Jumlah siswa di delapan kelas adalah 50 siswa. Sampel penelitian ini adalah 10 siswa. Peneliti menggunakan dokumentasi dan wawancara dalam mengumpulkan data. Dokumentasi tersebut digunakan untuk mengambil data hasil siswa dalam pemahaman membaca dalam Teks Deskriptif, sedangkan wawancara digunakan untuk mengetahui tingkat pemahaman membaca siswa. Teknik yang digunakan untuk menganalisis data menggunakan model John W. Creswell.

Dari analisis, berdasarkan hasil data dari dokumentasi dan wawancara, dapat disimpulkan bahwa jenis keterampilan membaca dalam teks deskriptif di kelas delapan di SMP Darul Ulum Sekampung di Tahun Akademik 2018/2019 adalah siswa sepenuhnya memahami teks dan bertanya bertanya dan menjawab dengan benar, siswa memahami sebagian besar dari apa yang diminta teks dan pertanyaan hanya ditanyakan sekali, siswa menunjukkan sedikit pemahaman tentang teks dan pertanyaan.



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Rega Frans Andian  
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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, .....<sup>th</sup>, 2019

The  
  
Rega Frans Andian  
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## ORISINILITAS PENELITIAN

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Nama : Rega Frans Andian  
NPM : 13108167  
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dan disebutkan dalam daftar pustaka.

Metro, ....., 2019

Yang  
  
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## **DEDICATION PAGE**

I highly dedicated this undergraduate thesis to:

- ✓ My beloved parents who always support me in their endless love.
- ✓ My lovely older brother and younger sisters who always support me.
- ✓ My Sponsors of undergraduate thesis who has guided me well as long as I wrote and finished my undergraduate thesis.
- ✓ All of My Friends

## MOTTOS

إِنَّ مَعَ الْعُسْرِ يُسْرًا

*In fact after difficulty there are amenity*

*(Q.S Al Insyirah: 6)*

*Nobody Can Turn Back the Time*

*The Future Depends on What You Do Today*

*(Wise Word)*

## ACKNOWLEDGEMENTS

Bismillahirrohmanirrohim,

Praise to ALLAH the almighty God for letting me to finish the research entitled **“An Analysis On The Students Reading Skill In Descriptive Text Among The Eighth Grade At Smp Darul Ulum Sekampung”**.

The researcher intends to express his biggest appreciation to his parents who always support him all the time for both physically and mentally. His advisors Trisna Dinillah Harya, M.Pd. and Drs. Kuyani Utih, M.Pd for giving guidance and support during the research process. The researcher's acknowledgement also goes to the Principal of IAIN Metro, Prof. Dr. Enizar, M.Ag, the Dean of Tarbiyah and Teacher Training Faculty Dr. Hj. Akla, M.Pd, the Head of English Department, Mr. Ahmad Subhan Roza, M.Pd.

In addition, the researcher also would like to thank to all his friends of TBI who always support and accompany him in learning English.

With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore, the researcher apologizes hopefully this research can be benefit to all of us properly.

Metro, May 04<sup>th</sup>, 2019

The writer,



Rega Frans Andian

St.ID 13108167

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Language is one of the most important things used by human in their life activities. It is the tool used to communicate with each others in human beings' interaction and it is used as a tool of communication among the nations in all over the world. Every nation has each language. The nations have different languages to other nations, so they need same language to communicate to each other. In fact, there are some international languages used in international relationship.

In teaching english as foreign language teacher must master and understand what the suitable technique to be used. Learning english with suitable technique can help the students to understand English material well. As widely known from axiomatic, there are four skills in english learning and teaching namely, Listening, Speaking, Reading and Writing.

In the context of English language teaching in Indonesia, the teaching ready is very crucial. Reading is being an important skill for mastering English as a foreign language especially in english Departement. English students have to master reading for proving their performance in English.

Reading is one of the basic language skills that should be mastered by student from junior high school to university students. Reading is language skill that can be used to communicate and to express with others in speak form.

So it is the basic skill that is very important for the students. Reading is also something crucial and contributive for the students, because the success of the study depends on how good their reading comprehension to get information. If their reading comprehension is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have good reading comprehension, they will have a better chance to get success in their study.

In reality, the problem which is shows that eighth grades SMP Darul Ulum in the Academic Year of 2018/2019 have difficulties in their ability to find out the main idea and to get specific information of text. Moreover, there is no also something to motivate and encourage them to increase their reading skill. Therefore, the writer should find good way that can build the students' interest on reading. As we know, if the students interested in learning that is given by teacher, they can understand the material easily.

Based on the problem above, in motivating students to read and to increase the students' reading skill, the writer chose Descriptive Text to help the students to increase their reading skill in text. Because by instruction the students descriptive text, the writer can motivate and encourage the students to read english text. To give a proof about the problems above, the writer has done a pre-survey toward the eight grades of SMP Darul Ulum.

Learning process begins by giving the task to students to make a reading text based on the topic was given by teacher. The writer examines the students' worksheet to find out the result of the text.

**Table 1**  
**The result of pre test of reading skill**

No	Students' initial	Score	Criteria
1	DTS	80	Excellent
2	INWP	60	Fair
3	MS	25	Poor
4	MK	55	Fair
5	MIA	45	Poor
6	MMH	80	Excellent
7	NPS	85	Excellent
8	NDL	85	Excellent
9	NKK	50	Poor
10	P	45	Poor
	<b>Total</b>	610	
	<b>Average</b>	569,5	

Source : The result of pre-test on February, 6<sup>rd</sup> 2018

**Tabel 2**  
**The data of students' Reading Skill at the eighth Graders of SMP Darul Ulum**

Class interval	Frequency	Percentage %	Category
80-100	4	19 %	Excellent
66-79	2	10%	High
56-65	4	19%	Fair
20-55	11	52%	Poor
<b>Total</b>	<b>21</b>	<b>100</b>	<b>-</b>

Based on the result above, there is a proof that most of the students have low score in reading skill. The data pre-survey showed that 11 students poor category, 4 students fair category, 2 students high category

and 4 students excellent category. The grade minimum requirement for English is 65. It means that the students' reading skill at the eighth grades of SMP Darul Ulum Sekampung is still low because many students get score less than 65.

## **B. Focus of Study**

Limitation is very useful for the writer to determine the problem that will be analyzed. In this case, the writer just analyse the comprehension of students' reading skill in descriptive text among the eighth grades of SMP Darul Ulum Sekampung.

## **C. Research Question**

- a. What the presentages of the students difficulties are made by students in reading skill on Descriptive Text Among the Eighth Grades at SMP Darul Ulum Sekampung?
- b. Why the students have difficulties in reading skill on Descriptive Text Among the Eighth Grades at SMP Darul Ulum Sekampung?

## **D. Objective and Benefits of the Study**

Based on statement of the problem above the writer has some purposes are :

1. To analyze what the presentages of the students difficulties are made by students in reading comprehension on Descriptive Text among the Eighth Grades at SMP Darul Ulum Sekampung
2. To analyze why the students have difficulties in reading comprehension on Descriptive Text among the Eighth Grades at SMP Darul Ulum Sekampung



## 1. Benefits of the Study

### a. For the Teacher

As the teacher will improve their experience in giving reading skill in descriptive text to the students. The teacher can solve the problem of teaching and learning process by giving attention to the student's ability in using descriptive text through the students' reading skill.

### b. For the students'

As the students' can understand and more fluently to read the text in using descriptive text before they going to learning process.

### c. Giving the description of the difficulties in reading skill that faced by the eight grade junior high school.

## E. Prior Research

The same Previous research in Julian Hermida, " The Importance of Teaching Academic Reading Skills in First-Year University Courses " ever researched at Algoma University, Canada 3 September 2009. She focuses on reading skills.

From her research, in The Importance of Teaching Academic Reading Skills in First-Year University Courses. As a result, most students use a surface approach to reading in reading academic reading materials.

The same Previous research in VirgianaA. Mann+ " Reading Skill and Language Skill " ever researched at Bryn Mawr Collage 1994. She focuses on reading skill and language skill.

From her research, in Reading Skill and Language skill in Bryn Mawr College, The results revealed that although the poor readers were not significantly different from good readers in performance under the optimal conditions, they made about 35% more errors when the words were partially masked. That this problem could not be attributed to some basic vocabulary deficiency could be seen from the fact that differences between children in the two reading groups obtained equally for high and low frequency words, and also from the fact that the subjects of our study had performed at the same level on the Peabody Picture Vocabulary Test (Dunn, 1959). It is also consistent with this observation that an interaction between reading ability and the effect of partial~masking was obtained with an analysis that covaried for the effects of age and IQ.

Based on the result research above, the purpose of the writer is different with previous research, because the writer will only analyze about students fluency reading skill in descriptive text.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review

##### 1. Concept of Reading

###### a. Definition of Reading

Reading is a process to convey the message or information. By reading, the reader will know what they read is challenged to response the idea writer. In order to make the message or information that comes from the writer can be understood and comprehended easily by the reader.

According to Jeremy Harmer, reading text also provide opportunities to study language : vocabulary, grammar, punctuation and the way we construct sentences from the text paragraphs and text. Lastly, good reader text can introduct interesting topics,stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.<sup>1</sup>

Furthermore, Sanggam Siahaan states that reading is one of the four language skills. In this categories include the area of an understanding or comprehending skill a text. Its category is a skill to comprehend text what we read and to get information in the written language.<sup>2</sup>

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<sup>1</sup>Jeremy Harmer, *How to Teach English*,(Wesley Longman: Longman, 1988),p.68

<sup>2</sup>Sanggam Siahaan, *Issues in linguistic*, (Yogyakarta:Graha Ilmu,2008),p.106

Based on the statement above, the writer conclude that reading is process of comprehending written symbols. In its process a reader construct the meaning the through his intereaction with text. The construction is ifluenced by several factors, namely: perceptual skills, decoding skills, experiential backgrounds, cognitive skills, and language ability.

#### **b. The Model of Reading**

David Pearson states that there are three models of reading as follows :<sup>3</sup>

##### 1) The Top Down Model

Assume that the translation process begins with the print (in letter or word identification) and proceeds through progressively larger linguistic units, ending meaning.

##### 2) The Bottom-up Model

Assume that the translation process begins in the mind of reader with an hyphothesis or guess about the meaning of some unit or print.

##### 3) The interactive Model

A reader begins reading both by generating an hyphothesis about meaning and by simultaneously initiating letter and word identification.

From the statement above, the writer conclude that model of reading is a process of drawing and organizing of the text on our intelligence and

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<sup>3</sup>P.David Person, *Center of the study of reading*, (Illinois: University of Illinois at urbana-Champaign),1978,p.4-6

experience. This process to construct meaning and understand what is written in the text. The top-down models focused on working from meaning up text. The bottom-up model has a reader working from text to meaning (with a focus at word and sentences level). The interactive model is combination among the top-down model and bottom-up model.

## **2. Concept of Reading Skill**

### **a. Definition of Reading Skill**

Reading skill is an individual's standing on some reading assessment. Skilled readers are those who score above some standard on this assessment readers of low skill are those who score below some standard. The substantive question is this. What are the processes of reading that produce variation in assessed reading skill this question is the focus here given that two individuals differ in some global assessment of their reading, what differences in reading processes are candidates to explain this differences.

A skill is a combination of ability, knowledge and experience, that enables a person to do something well.<sup>4</sup> It means that skill is the ability to comprehend the passage require the power of understanding the total meaning of the passage. A skill is something you do automatically without thinking about it and you do it the same way every time.<sup>5</sup>

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<sup>4</sup>Boyatzis, Richard E and Kolb, David A. "From Learning Styles to Learning Skills: The Executive Skills Profile" *University Press* Vol.10, No.5, (1995) p.4.

<sup>5</sup>G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*, (New York, London: The Guilford Press, 2009). p.13.

Moreover, skill is widely regarded as a focus for analytical research and as a core object for policy interventions in the modern global high-technology era.<sup>6</sup>Based on the definition above, skill is the ability and capacity to comprehend the passage from the text and to something well.

Reading is regarded as one of basic skills in English which is very important to develop and build student's knowledge and it is helpful to understand various written materials or textbooks.

Meanwhile, William Grabe said that "Reading is a strategy process in that number of the skill and process used in reading call for effort on the part of the reader to anticipate text information, select the key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals."<sup>7</sup> On the other word reading seems difficult skill for students because they have to transfer their mother language to the foreign language and have to comprehend it.

Besides, Jeremy Harmer said that "reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing".<sup>8</sup> So reading can improve students' knowledge.

Furthermore, Patel and Jain reveal that reading is not only as a source of information and pleasurable activity but also as a means of

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<sup>6</sup>Green, Francis. "What Is Skill? An Interdisciplinary Synthesis" (London. LLAKES: 2011), p.4.

<sup>7</sup>William Grabe ,*Reading in a Second Language Moving From Theory To Practice*, (New York, Cambridge University Press, 2009), p. 15

<sup>8</sup>Jeremy Harmar, *How to Teach English Second Edition*, (England, Longman, 2007), p.99

extending and consolidating someone's knowledge.<sup>9</sup> From the statements it can be assumed that understanding the text has a goal to enrich someone's knowledge from many available sources.

Based on the quotations above, it can be inferred that reading skill is a kind of exercise in teaching reading to know how the students understand about the text and read with pronunciation, accuracy, intonation well.

Based on the statements about the essences of reading, the writer conclude that reading is a process that involves reader and text in order to understand the text as a source of information to extend someone's knowledge and to achieve various purposes.

#### **b. The Measurement of Reading Skill**

To know the achievement of reading skill should be measured use the assessment of reading. There are the measurements of reading skill according to Grenall and Swan, as follows:<sup>10</sup>

**Table 3**  
**The Measurement of Reading Skill**

<b>Aspect</b>	<b>Category</b>	<b>Indicator</b>
<b>Clarity</b>	5 (excellent)	Question and answers were clear and comprehensible
	4 (good)	Question and answers were awkward at times but

<sup>9</sup>M.F Patel and Praveen M.Jain, *English Language Teaching*, (Jaipur: Sunrises Publishers and Distributors, 2008), p. 114

<sup>10</sup> Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for advanced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), P. 34



		always understandable
	3 (Fair)	Question and answers were awkward and incomprehensible to understand at times.
	1-2 (bad)	All question and answers were awkward and incomprehensible
<b>Voice</b>	5(excellent)	Pronunciation, intonation, and accuracy was clear, and expression were used to enhance communication
	4 (good)	No serious problems arose, but better pronunciation, intonation, and accuracy. Non-verbal communication could have made communication more efficient.
	3 (Fair)	Some communication problems arose due to unclear pronunciation and lack intonation/accuracy and expression.  Students may have been difficult to hear and had problems to expression himself correctly.
	1-2(bad)	Pronunciation, intonation, accuracy and expression

		<p>confused communication.</p> <p>Students may have been very difficult to hear and couldn't express himself correctly.</p>
<b>Fluency</b>	5 (excellent)	Student noted as a facilitator, helping the conversation flow and develop. No pauses were present at all.
	4 (good)	Some minor difficulties maintaining the conversation were evident. There may have been a few pauses.
	3(Fair)	Some effort was required to maintain the conversation. There may have been long pauses.
	1-2(bad)	Much effort was required to maintain the conversation. There were many long pauses..
<b>Comprehension</b>	5(excellent)	The student fully understood the text and question asked and answered correctly.
	4 (good)	The student understood most of what was asked text and question were only asked once.

	3(Fair)	The students showed little comprehension of text and questions. Question had be repeated
	1-2(bad)	Students was unable to comprehend questions and text. Question were repeated more than one time.

Based on the data above, the writer will be researched about students reading skill, because a person's level of reading skill is different. There is difficulty to understand the answer on question.

## **2. The Definition Of Descriptive Text**

### **a. Definition of Descriptive Text**

A text can be any linguistic unit. It means that text is a group of entities, used as signs that are selected, and arranged by an author to convey a specific meaning to an audience in a certain context.<sup>11</sup> Then, Halliday defines text is the means of exchange of meanings among societal members in the context of situation.<sup>12</sup> It means that text have the form and the function. Text is the main printed part of a book or magazine, pictures, etc. Descriptive text is also in used in all forms of writing to create a vivid impression of a person, place, object or event.

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<sup>11</sup> Jorge J.E. Gracia, *Texts*, (New York: State University of Albany Press. 1996), p.9.

<sup>12</sup> M.A.K Halliday, *Text and Discourse*, (New York: Continuum. 1977), p.4.

Terminologically, there are so many experts that have the different definitions for description, but here the writer will take several definitions according to the experts as following:

According to Troyka, he said that description are mastering these elements was crucial in writing which allows the students to explore thoughts and ideas and make them visible and concrete.<sup>13</sup> In addition, it allows students to share interesting impressions of a person, a place, or an object surrounding them.

Siahaan defines “description is a paragraph in which a writer tries to picture out an object to his readers.”<sup>14</sup> It means that in a description type, the writer tries to make the readers to image or to visualize the object that the writer describes about.

Furthermore, Wishon and Burks state “description gives sense impressions – the feel, sound, taste, smell, and look of things.”<sup>15</sup> In the other words, description reproduces the way how things the feel, sound, taste, smell, and look. It is used to make a visual image of people, places or things.

Moreover, in a description type, the writer tries to analyze and explain an object with a purpose to reveal out its aspects and their interrelationship vividly.<sup>16</sup> It means that the writer tries to describe an

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<sup>13</sup> Troyka, L.Q... *Simon & Schuster Handbook for Writers*. (New York: Prentice-Hall. 1987).

<sup>14</sup> Sanggam Siahaan, *the English Paragraph*, (Yogyakarta: Graha Ilmu. 2008), p. 119.

<sup>15</sup> George E, Wishon and Julia M. Burks, *op. cit.*, p. 128

<sup>16</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu. 2008), p. 217.

object which contains the relevant and details information so it can make the readers image the object clearly.

Based on definition above ,we can conclude that descriptive text is one kind of the text which used to describe a particular person, place or thing. Descriptive is saying what somebody look, smell, taste, feel, or sound by making a visual image of people, places or things with the relevant and details information and try to make the readers to image or to visualize the object clearly.

#### **b. Components of Descriptive Text**

According to National Reading Panel, There are the five components of descriptive reading ability, as follow:

##### **1. Phonemic Awareness**

A phoneme is the smallest units making up spoken language, combine to form syllables and words. Phonemic awareness refers to the student's ability to focus on and manipulate these phonemes in spoken syllables and words.

##### **2. Phonics**

Phonics is the relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language. Phonics instruction, teach the students how to use these relationships to read and spell words.

##### **3. Fluency**

Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word.

#### 4. Vocabulary

Vocabulary development is closely connected to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text.

#### 5. Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension.

In the other explanation, descriptive have several components, as we know that is important to comprehend the components of descriptive text. Then the writer would explain the component of descriptive text, as below;

Descriptive text is one kind of the text which used to describe a particular person, place or thing. Descriptive is saying what somebody look, smell, taste, feel, or sound by making a visual image of people, places or things with the relevant and details information and try to make the readers to image or to visualize the object clearly.

##### a. Generic Structure of Descriptive Text

In other definition, Descriptive is a text focusing some specific participants that have several structural features make

different from other genres. In descriptive text consists of the following structures:

1. Identification; identifying the phenomenon to be described.

Beside, identification is the part of paragraph that introduces the character.

2. Description; describing the phenomenon in parts, qualities, or/and characteristic.

b. Language Feature or Characteristic of Descriptive Text

Descriptive text have some characteristic that we must know, there are characteristic in descriptive text, as follow :

1. Using attributive and identifying process.
2. Relational process.
3. Using specific noun.
4. Using figurative language.
5. Using simple present tense.

Based on the definition we can conclude ,that the descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe a particular person, place, or thing.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the Research Setting**

The descriptive location of the research has taken by the researcher by using the data collecting method. There are many descriptions about location of the research such as: The history of SMP Darul Ulum Sekampung, human source, school activities, vision and mission, infrastructures and the number of SMP Darul Ulum Sekampung.

##### **1. Short History about the Establishment of SMP Darul Ulum Sekampung**

SMP Darul Ulum Sekampung is located on Sumber Gede Village, Sekampung district, East Lampung. SMP Darul Ulum Sekampung has accreditation status of B and had been led by the following principals:

2003 – 2005 : Fitriyanto, S.Ag  
 2005 – 2009 : Drs. Sukiman  
 2009 – 2010 : Afif Isa Anshori, S.Pd.I  
 2010 – 2011 : Zainul Fu'at, S.Ag  
 2011 – 2015 : Rajiyo, A.Ma.Pd  
 2015– Sekarang: Ahmad Abroza, M.Pd.I

##### **2. The Buildings of SMP Darul Ulum Sekampung**

SMP Darul Ulum Sekampung has following buildings:

- a. 6 Classrooms
- b. 1 Library



- c. 1 Principal's Room
- d. 1 Vice Principal's Room
- e. 1 Teacher's Room
- f. 1 Administration Room
- g. 1 Guides Room
- h. 1 Store Room
- i. 1 Kitchen
- j. 1 Bathrooms for Teacher and Principal
- k. 2 Bathroom for Students
- l. 1 Guidance and consult Room
- m. 1 School Health Service Room
- n. 1 Sport yard
- o. 1 Mosque
- p. 2 Canteens
- q. 1 Parking Areas

### **3. The Condition of Teachers and Official Employees in SMP Darul Ulum Sekampung**

The numbers of teachers and official employees in the academic year of 2018/2019 are 22 that identified as follows:

**Table 4**  
**The Condition of Teachers and Official Employees in SMP Darul Ulum**  
**Sekampung**

<b>No.</b>	<b>Nama</b>	<b>Sex</b>	<b>Occupation</b>
1.	Ahmad Abroza M.Pd	Male	Head Master
2.	Arini S.E	Female	Ekonomy Teacher
3.	Drs Bahrudin	Male	Islamic Teacher
4.	Eni Sumaryanti A.Md	Female	-
5.	Ensi Dwi Eliawati S.Pd.I	Female	English Teacher
6.	Farhan Rodli S.Pd	Male	English Teacher
7.	Indri Restu Sestiani S.Pd	Female	Mathematic Teacher
8.	Kaseri S.Pd	Male	Indonesian Teacher
9.	Khamidin S.Pd	Male	BiologyTeacher
10.	Lilik Indrawati S.Pd	Female	Physics Teacher
11.	Nasrulloh S.Pd.I	Male	Islamic Teacher
12.	Nur Baiti S.Pd	Female	English Teacher
13.	Peni Astuti S.Pd.I	Female	Islamic Teacher
14.	Rajiyo A.Ma.Pd	Male	SD/MI Teacher
15.	Sakiran S.Pd	Male	Indonesian Teacher
16.	Siti Saudah S.Pd	Female	Indonesian Teacher
17.	Drs Sukiman	Male	-
18.	Sukiyatno	Male	-
19.	Sunarto S.Pd.I	Male	Islamic Teacher

20.	Tatok Suranto S.Pd	Male	Mathematic Teacher
21.	Wiwik Khoiriyah S.Pd.I	Female	Islamic Teacher
22.	Zainul Mubtadi'in M.Pd	Female	Social Teacher

*Source : Observation Result in SMP Darul Ulum Sekampung on January 08, 2019*

#### **4. The Quantity of SMP Darul Ulum Sekampung Students in the Academic Year of 2018/2019.**

The condition of students of state junior high school Darul Ulum Sekampung who are registered on academic year 2018/2019.

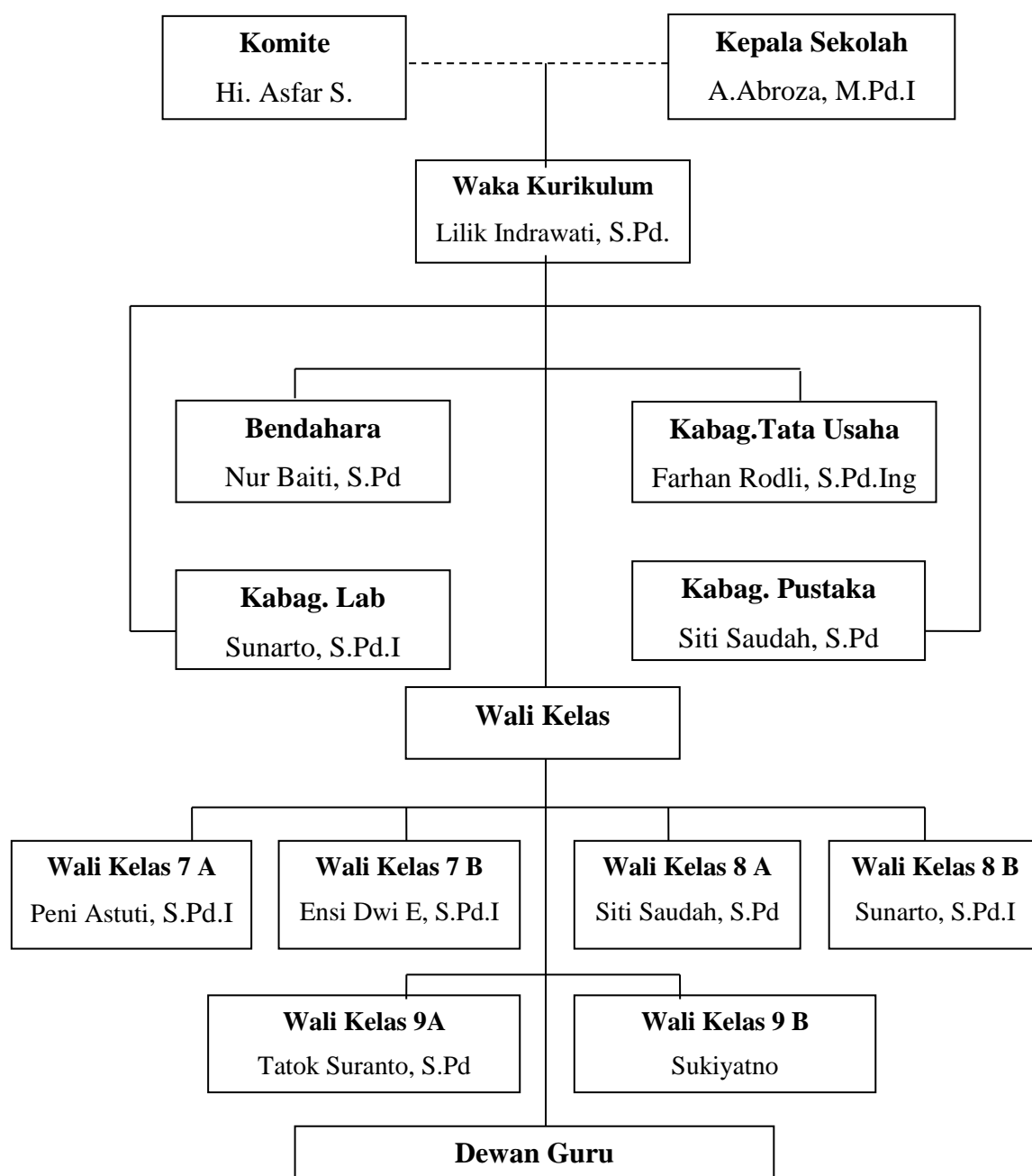
**Table 5**  
**The Quantity of SMP Darul Ulum Sekampung Students in the Academic Year of 2018/2019.**

No.	Class	Girls	Boys	Mount
1.	VII	31	28	59
2.	VIII	27	23	50
3.	IX	29	29	58
				167

*Source: Observation Result in SMP Darul Ulum Sekampung on January 08, 2019*

**5. Organization Structure of SMP Darul Ulum Sekampung in the Academic Year of 2018/2019.**

**Figure I**  
**Organization Structure of SMP Darul Ulum Sekampung in the Academic Year of 2018/2019**

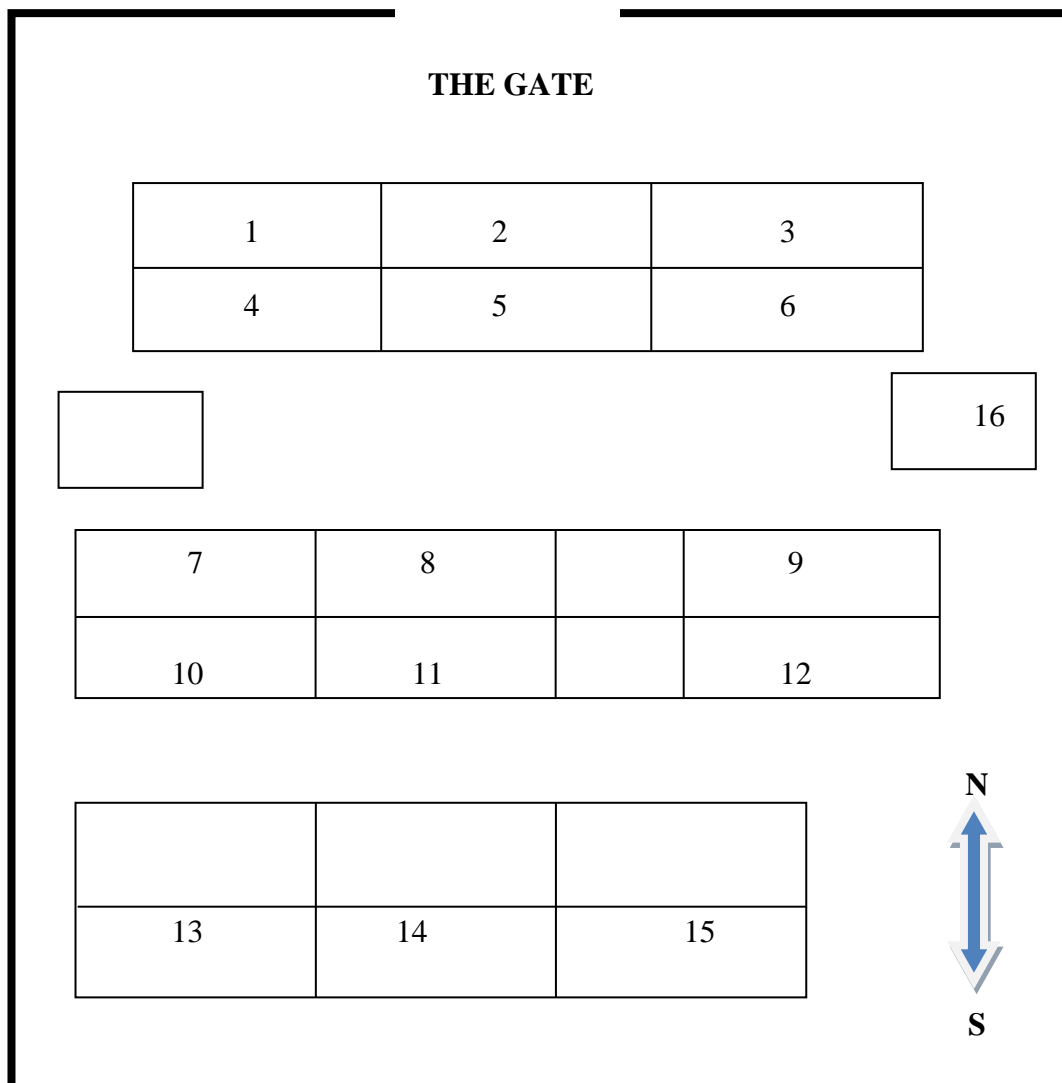


**6. Location Sketch of SMP Darul Ulum in the Academic Year of 2018/2019**

**Figure 2**  
**Location Sketch of SMP Darul Ulum in the Academic Year of 2018/2019**

**Location**

**JL. Kampus Ma'arif NU 5 Sekampung**



*Source: Observation Result in SMP Darul Ulum January 08, 2019*

Note :

1. Classroom
2. Classroom
3. Classroom
4. Dormitory
5. Dormitory
6. Dormitory
7. Classroom
8. Classroom
9. Classroom
10. Audio Visual Room
11. Office
12. Dormitory
13. Library
14. Computer Lab
15. Warehouse
16. Toilet

## **B. Data Description and Data Analysis**

### **1. Data Description**

The data of the research is the information collected by doing qualitative research. Qualitative is a research that explores a phenomenon by describing it with non-numeric language in the context and scientific paradigm. Qualitative research is an approach that called investigation

approach because the research collects data by facing and interacting with the object directly. It can be concluded that the data is conducting directly.

In analyze the data, the researcher applied Creswell's model. According to Creswell Qualitative research can be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences. It can be assumed that by qualitative research, the writer will have more opportunity to do his research in many places he wants. In this research, the researcher analyzed reading skill in descriptive text at SMP Darul Ulum Sekampung.

The researcher conducted the research on January 08<sup>th</sup>, 2019 at the eighth graders of SMP Darul Ulum Sekampung. The researcher used 10 students as the participants. In this research, the researcher used documentation and interview as the data collection method. The researcher analyzes reading skill in descriptive text.

Regarding to the object of this research analyzed reading skill in descriptive text of result the eighth graders of SMP Darul Ulum. In this chapter the researcher describe the data that used as primary source. The data is gotten by the students' reading descriptive text result.

In this research, the result students reading descriptive text is used by the researcher to know the students' reading skill of descriptive text.

The students must to read of text based on their skill about descriptive text.

Detail analysis of the data about the students' reading skill of decriptive text is explain below:

The text!

***My best friend***

*I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.*

*Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.*

*One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.*

**Table 6**  
**The Result of Analysis**

No	Name	Aspect				Score	Category
		Cla	Voi	Flue	Com		
1	R1	4	4	3	4	15	Good
2	R2	3	3	3	2	11	Fair
3	R3	1	2	2	2	7	Poor



4	R4	2	1	2	2	7	Poor
5	R5	2	3	2	1	8	Poor
6	R6	3	3	3	3	12	Fair
7	R7	4	4	4	4	16	Good
8	R8	3	4	4	4	15	Good
9	R9	1	2	1	2	6	Poor
10	R10	2	2	2	2	8	Poor

To determine the category of researcher first look for the interval of used the formula as follows:

$$\text{interval} = \frac{\text{highest value} - \text{lowest value} + 1}{\text{number of categories}}$$

Next researcher classifies reading skills with 4 categories: Excellen, good, fair, poor. From the previous formula, then the interval obtained:

$$\text{interval} = \frac{20-4+1}{4} = 4,25 \text{ rounded to } 4$$

The number of intervals for reading skill is the data from the above score interval is entered in the frequency distribution table as follow:

**Table 7**  
**The Table Frequency Distribution of Respondents Reading Skill**

No	Interval/Score	Categori
1	17-20	Excellen
2	13-16	Good

3	9-12	Fair
4	1-8	Poor

## 2. Data Analysis

### a) Analysis of the Results Table

Based on the previous table, it is known that :

For R1 The total score of 15 consists of: Clarity 4, Voice 4, Fluency 3, comprehend 4. That means the reading skills of the respondent, regarding Clarity is quite good and understandable, for voice has had a pretty good pronunciation and intonation, for fluency is still not too fluent in the reading and for comprehension has been Understand most of what is asked in the text. The overall reading skills of the respondent in the category "good ".

For R2 The total score of 11 consists of: Clarity 3, Voice 3, Fluency 3, comprehend 2. That means the reading skills of the respondent, regarding Clarity can sometimes not be understood, for voice is already good success but the pronunciation is still a lot of unclear and lack of intonation, for fluency is still not very fluent in reading and to Comprehension respondents sometimes can not understand about text and questions. The overall reading skills of the respondent in the category "fair ".

For R3 received a total score of 7 consisting of: Clarity 1, Voice 2, Fluency 2, comprehend 2. That means the reading skills of the respondent, regarding the Clarity is mostly incomprehensible, for

voice pronunciation, intonation, accuracy, and confusing expression, students may be very difficult to read, for a lot of fluency long pauses and to Comprehension respondents sometimes can not understand about text and questions. Overall reading skills of respondents in category "poor ".

For R4 received a total score of 7 consisting of: Clarity 2, Voice 1, Fluency 2, comprehend 2. That means the reading skills of the respondent, regarding Clarity is still difficult to understand, for voice pronunciation, intonation, accuracy is still less good students may be very difficult to read, for fluency many long pauses and to comprehension respondents Can sometimes not understand the text and questions. Overall reading skills of respondents in category "poor ".

For R5 received a total score of 8, consisting of: Clarity 2, Voice 3, Fluency 2, comprehend 1. That means the reading skills of the respondent, regarding Clarity is sometimes incomprehensible, for voice pronunciation is still a lot of unclear and lack of intonation, for fluency still many long pauses and to comprehension respondents less can Understand questions and text. Overall reading skills of respondents in category "poor ".

For R6 received a total score of 12 consisting of: Clarity 3, Voice 3, Fluency 3, comprehend 3. That means the reading skills of the respondent, regarding Clarity is sometimes not yet

understandable, for voice is already good success but the pronunciation is still a lot of unclear and lack of intonation, for fluency is still not very fluent in reading and to Comprehension respondents understood enough about text and questions. The overall reading skills of the respondent in the category "fair".

For R7 received a total score of 16 consisting of: Clarity 4, Voice 4, Fluency 4, comprehend 4. That means the reading skills of the respondent, regarding Clarity is good enough and understandable, for voice already has a pretty good pronunciation and intonation, for fluency is good enough but there are minor difficulties and to comprehension respondents Understand most of what the text is asking. The overall reading skills of the respondent in the category "good".

For R8 received a total score of 15, consisting of: Clarity 3, Voice 4, Fluency 4, comprehend 4. That means the reading skills of respondents, about Clarity can sometimes not be understood, for voice already has a good pronunciation and intonation, for fluency is good enough but there are small difficulties and to comprehension respondents Understand most of what the text is asking. The overall reading skills of the respondent in the category "good".

For R9 received a total score of 6 consisting of: Clarity 1, Voice 2, Fluency 1, comprehend 2. That means the reading skills of the respondent, regarding the Clarity is mostly incomprehensible, for

voice pronunciation, intonation, accuracy, and confusing expression, students may be very difficult to read, for the fluency of a lot of long pauses and To comprehension respondents sometimes can not understand the text and questions. Overall reading skills of respondents in category "poor ".

For R10 received a total score of 8 consisting of: Clarity 2, Voice 2, Fluency 2, comprehend 2. That means the reading skills of respondents, about Clarity is sometimes not understandable, for voice pronunciation, intonation, accuracy is still not good, for fluency still a lot of long pauses and to comprehension respondents sometimes can not understand About text and questions. Overall reading skills of respondents in category "poor ".

#### **b) Analysis of Interview**

The second data is interview. In this interview, the writer gave ten question about reading skill in deskriptive. It had the aim to get third data. The list was the result of the interview test in ten respondents.

Question:

1. Do you like reading ?

Answered:

R1: Yes, I do like reading

R2: Yes, I do it

R3: No, I don't

R4: No, I don't

R5: Yes I do

R6: Yes I like reading

R7: Yes, I do

R8: Yes, I do

R9: No, I don't

R10: Yes, I do

2. Do you often read English text?

Answer :

R1: Yes, I do

R2: Yes, I do

R3: No, I don't

R4: No, I don't

R5: yes, I often read it

R6: yes. I do

R7: yes, I do

R8: Yes, I do

R9: No, I don't

R10: No, I don't

3. Does your English teacher ever tell you to read English text?

Answer :

R1: Yes

R2: Yes she did it

R3: No

R4: No

R5: yes, she did it.

R6: Yes, my teacher did it

R7: Yes

R8: Yes she did it

R9: No

R10: no, she didn't

4. is it difficult to understand English text? If so why?

Answer :

R1: No, it is

R2: No, it is easy

R3: Yes, because I don't have good vocabulary

R4: Yes, because of I don't good enough in vocabulary

R5: yes, because I don't know about grammar and don't have much vocabulary

R6: Yes, because of vocabulary

R7: Yes, because I don't have good structure and vocabulary

R8: no, it is easy.

R9: it's difficult for me to understand a text because I don't have English vocabulary

R10: Yes, because of vocabulary and structure

5. What will you do if you find difficulties in understanding the English text?

Answer :

R1: Ask to English teacher

R2: try to asking to teacher or friends

R3: looking for help like ask to friend or teacher

R4: Asking to teacher.

R5: looking for help to teacher or friend

R6: looking for dictionary

R7: looking for dictionary

R8: asking to teacher

R9: looking for dictionary

R10: looking for dictionary

6. What do you think about generic structure?

Answer :

R1: I don't ever heard about generic structure

R2: I don't know about that.

R3: I never heard it

R4: I don't know

R5: I don't know

R6: I don't know

R7: I don't know

R8: it means structure text.



R9: I don't know

R10: I don't know

7. How do you find the main idea in the text?

Answer :

R1: try to reading and understanding a text

R2: try to understand for the first

R3: the one think that I know is reading

R4: read the first paragraph

R5: reading all of the text.

R6: make to deep more understanding a text

R7: I read the title of a text.

R8: I read on first paragraph and last paragraph

R9: I begin to understand first paragraph.

R10: reading whole text

8. What do you think about synonyms and give the example?

Answer :

R1: it looks like same meaning, for the example sky and earth

R2: I ever heard it likes same meaning.

R3: it is same as meaning, small and mini

R4: the same as meaning.

R5: same as meaning, small and mini

R6: same meaning,

R7: same meaning.

R8: same meaning, like mini and small

R9: it same a meaning, like small and mini

R10: the same as meaning.

9. How do you to conclude contains about the text?

Answer :

R1: I don't know how the way the conclude a text

R2: I try to reading and understanding

R3: I am used to reading

R4: I don't know how the way to conclude.

R5: try to reading and understanding

R6: I am used to reading

R7: I am used to looking for main idea

R8: reading first paragraph until last paragraph, looking for the specific that we want

R9: understanding contains a text.

R10: I am used to reading all of text.

10. How do you to find specific information?

Answer :

R1: I used to reading all text.

R2: just the reading

R3: I am used to reading

R4: I read scrutiny.

R5: I am used to reading and understanding

R6: looking for important point

R7: see story plot

R8: read all of the text.

R9: try to understanding a story.

R10: read whole a story.

Based on the data interview above, it can be concluded that most of the students have same difficulties on reading skill, such as, lack of motivation from within students to read, the students rarely practice reading, the students don't know meaning the word, don't have many vocabularies, and students confused with sentence structure. Then, when the students felt difficult to find an english expression, they ask to their teacher, their friends, open dictionary, prediction, and sometime they are lazy to open dictionary or ask the teacher in order to know the meaning of the word,etc. So, the researcher assumed that the students need more practise and motivation to improve their reading skills and comprehending reading text.

### **C. Discussion**

This research was conducted at the eight graders of SMP Darul Ulum Sekampung In The Academic Year of 2018/2019. It means that the result of this research was definity and limited only on these participant in that place and time. In other words, the result might be different when it was conducted in the different place, time, and participant even thought it had the same matter.

In addition, from the result of the research data analysis in previous elaboration, the researcher found that the students' reading skill of descriptive text were still low and needed to be enhanced. It can be seen from their result in reading descriptive text that have done by students.

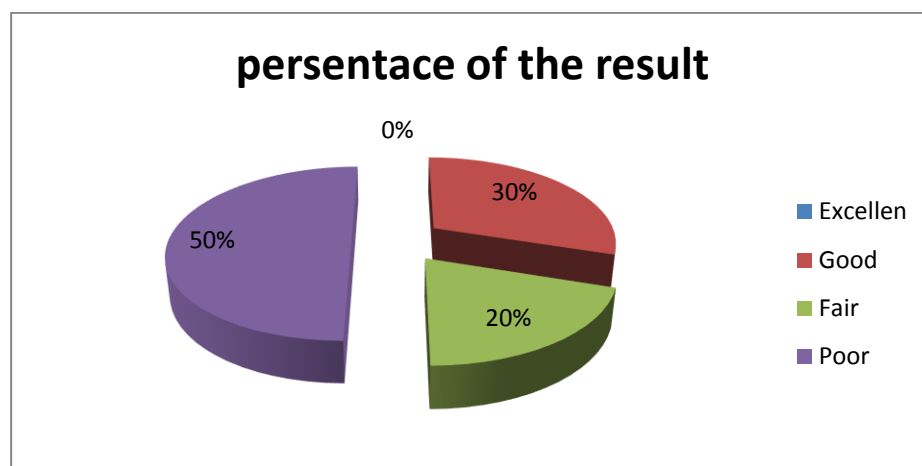
Based on the analysis that has been conducted by researchers to 10 respondents, there are results that there are 4 The Measurement of Reading skills namely Clarity, Voice, Fluency and comprehension. On clarity there were 2 respondents belonging to the "good" category (20%), 3 respondents belonging to the "fair" category (30%) and 5 respondents in the category of "poor" (50%). For voice there are 3 respondents included in the category of "good" (30%), 3 respondents included in the category of "fair" (30%) and 4 respondents in the category of "poor" (40%). Then for fluency there are 2 respondents included in the category of "good" (20%), 3 respondents included in the category of "fair" (30%) and 5 respondent in the category of "poor" (50%). For comprehend there are 3 respondents are categorized as "good" (30%), 1 respondent in the category of "fair" (10%), 6 respondents in the category of "poor" (60%).

To solve the students difficulties that they have, the researcher can concluded that students should learn more the method and strategies how to read and comprehend a text was easier. It can help the students when their comprehending a text. Beside, the students can enrich vocabulary because it can help them when the students was reading a text. So, the students did not need open dictionary to find the difficult word in the sentences. Then, sometimes the

teacher give some advice or motivation for them in order to improve their difficulties in reading a text.

The overall percentage of reading skills can be seen in the diagram below:

**Figure 3**  
**Persentase of the result**



Based on the diagram above, the percentage of the reading skill there are 0% of responden in the category “excellen”, 30% of respondents in the category "good", 20% of respondents in the category "fair", and 50% of respondents in the category "poor". It can be concluded that the student need more learn how to read a text easily, so the students can answer all of the questions correctly.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the data analysis, the researcher was eagerly going to deduce this research that some kinds of reading skill, it can be defined that there are some Reading skill in descriptive text among the eighth grades at SMP Darul Ulum Sekampung. It is concluded that kinds of Reading skill in descriptive text among the eighth grades at SMP Darul Ulum Sekampung in the Academic Year of 2018/2019 are the student fully understood the text.

Most of the students have low vocabulary. They find difficulties to remember word meaning, so they do not understand the text, especially descriptive text, in addition, they have a problem in read sentence by sentence. It also can make the students confuse to understanding the text.

The use of reading skill of the students is still in limited kind of reading skill. All of reading skill are still found in the 10 recount students' of SMP Darul Ulum Sekampung in Academic Year of 2018/2019.

#### **B. Suggestion**

After conducting and gaining the result of this research, the researcher is going to constructively give suggestions as follows:

1. The institution and the scientific writers

- a. The institution should pay many attention for the students who want to study about the Reading Skill.
  - b. Being aware of this research is not perfect enough, the researcher hopes that there will be other researchers who want to investigate in the theme of reading skill in the future time.
2. For the researcher

After analyzing reading skill in the topic of Descriptive Text. It is suggested that the researcher should enrich knowledge and dig up various language input related on reading skill.

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## **TEXT DESCRIPTIVE**

### **AN ANALYSIS ON THE STUDENTS' READING SKILL IN**



**PEMERINTAH KABUPATEN LAMPUNG TIMUR**  
**SEKOLAH MENENGAH PERTAMA**  
**(SMP) DARUL 'ULUM SEKAMPUNG**  
**LAMPUNG TIMUR**



Alamat : Jalan Kampus Ma'arif NU 5 Sumbergede 56 A Sekampung Lampung Timur 34182 Telp. (0725) 49105

**SURAT KETERANGAN**

Nomor : 018/SMP-DU/V/2019

Berdasarkan surat dari Wakil Dekan 1 Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-4230/In.28/D.1/TL.00/12/2018 tertanggal 26 Desember 2018, Tentang Izin Research.

Maka dengan ini :

Nama : H. M. HUSNI UBAIDILLAH, S.Pd  
NIP : -  
Jabatan : Kepala SMP Darul Ulum Sekampung

Menerangkan bahwa :

Nama Mahasiswa : REGA FRANS ANDIAN  
NPM : 13108167  
Semester : 11 (Sebelas)  
Jurusan : Pendidikan Bahasa Inggris

Adalah benar telah mengadakan Research di sekolah kami dengan judul "AN ANALYSIS ON THE STUDENTS READING SKILL IN DESCRIPTIVE TEXT AMONG THE EIGHTH GRADES AT SMP DARUL ULUM SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019".

Demikian surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya dan atas kerjasamanya diucapkan terimakasih.

Sekampung, 21 Mei 2019

Kepala Sekolah



H. M. HUSNI UBAIDILLAH, S.Pd



**PEMERINTAH KABUPATEN LAMPUNG TIMUR**  
**SEKOLAH MENENGAH PERTAMA**  
**(SMP) DARUL 'ULUM SEKAMPUNG**  
**LAMPUNG TIMUR**



Alamat : Jalan Kampus Ma'arif NU 5 Sumbergede 56 A Sekampung Lampung Timur 34182 Telp. (0725) 49105

Nomor : 06/SMP-DU/II/2018  
Lampiran : -  
Perihal : Pemberian Izin Pra-Survey

**Kepada**  
**Yth. Ketua Jurusan PBI**  
**IAIN Metro**  
**di-**  
**Tempat**

*Assalamu'alaikum Wr. Wb.*

Menindaklanjuti Surat dari Ketua Jurusan Pendidikan Bahasa Inggris dengan Nomor : 0372/In.28.1/J/TL.00/01/2018 tertanggal 23 Januari 2018, maka dengan ini kami memberikan Izin kepada Mahasiswa tersebut dibawah ini :

Nama Mahasiswa : REGA FRANS ANDIAN  
NPM : 13108167  
Semester : 10 (Sepuluh)  
Program Studi : S-1 Pendidikan Bahasa Inggris (PBI)

Yang telah mengadakan observasi/survey dengan judul "AN ANANLYSIS ON STUDENTS READING SKILL BY USING REPEATED METHOD AT EIGHT GRADE OF SMP DARUL ULUM SEKAMPUNG 2018/2018".

Demikian atas kerjasamanya diucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*



Sekampung, 06 Februari 2018  
Kepala SMP Darul 'Ulum Sekampung

AHMAD ABROZA, M.Pd.I





PEMERINTAH KABUPATEN LAMPUNG TIMUR  
SEKOLAH MENENGAH PERTAMA  
(SMP) DARUL 'ULUM SEKAMPUNG  
LAMPUNG TIMUR



Alamat : Jalan Kampus Ma'arif NU 5 Sumbergede 56 A Sekampung Lampung Timur 34182 Telp. (0725) 49105

Nomor : 001/SMP-DU/I/2019  
Lampiran : -  
Perihal : **Pemberian Izin Research**

Kepada  
Yth. Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan  
IAIN Metro  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Menindaklanjuti Surat dari Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan dengan Nomor : B-4230/In.28/D.1/TL.00/12/2018 tertanggal 26 Desember 2018, maka dengan ini kami memberikan Izin kepada Mahasiswa yang tersebut dibawah ini :

Nama Mahasiswa : REGA FRANS ANDIAN  
NPM : 13108167  
Semester : 11 (Sebelas)  
Jurusan : Pendidikan Bahasa Inggris

yang telah mengadakan Research di sekolah kami dengan judul "AN ANALYSIS ON THE STUDENTS READING SKILL IN DESCRIPTIVE TEXT AMONG THE EIGHTH GRADES AT SMP DARUL ULUM SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019".

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya dan atas kerjasamanya diucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*



Sekampung, 08 Januari 2018  
Kepala SMP Darul 'Ulum

**AHMAD ABROZA, M.Pd.I**  
NIP.-

**The Condition of Teachers and Official Employees in SMP Darul Ulum  
Sekampung**

No.	Nama	Sex	Occupation
1.	Ahmad Abroza M.Pd	Male	Head Master
2.	Arini S.E	Female	Ekonomy Teacher
3.	Drs Bahruddin	Male	Islamic Teacher
4.	Eni Sumaryanti A.Md	Female	-
5.	Ensi Dwi Eliawati S.Pd.I	Female	English Teacher
6.	Farhan Rodli S.Pd	Male	English Teacher
7.	Indri Restu Sestiani S.Pd	Female	Mathematic Teacher
8.	Kaseri S.Pd	Male	Indonesian Teacher
9.	Khamidin S.Pd	Male	BiologyTeacher
10.	Lilik Indrawati S.Pd	Female	Physics Teacher
11.	Nasrulloh S.Pd.I	Male	Islamic Teacher
12.	Nur Baiti S.Pd	Female	English Teacher
13.	Peni Astuti S.Pd.I	Female	Islamic Teacher
14.	Rajiyo A.Ma.Pd	Male	SD/MI Teacher
15.	Sakiran S.Pd	Male	Indonesian Teacher
16.	Siti Saudah S.Pd	Female	Indonesian Teacher
17.	Drs Sukiman	Male	-
18.	Sukiyatno	Male	-
19.	Sunarto S.Pd.I	Male	Islamic Teacher
20.	Tatok Suranto S.Pd	Male	Mathematic Teacher

21.	Wiwik Khoiriyah S.Pd.I	Female	Islamic Teacher
22.	Zainul Mubtadi'in M.Pd	Female	Social Teacher

*Source : Observation Result in SMP Darul Ulum Sekampung on January  
08, 2019*

### **The Total Buildings of SMP Darul Ulum Sekampung**

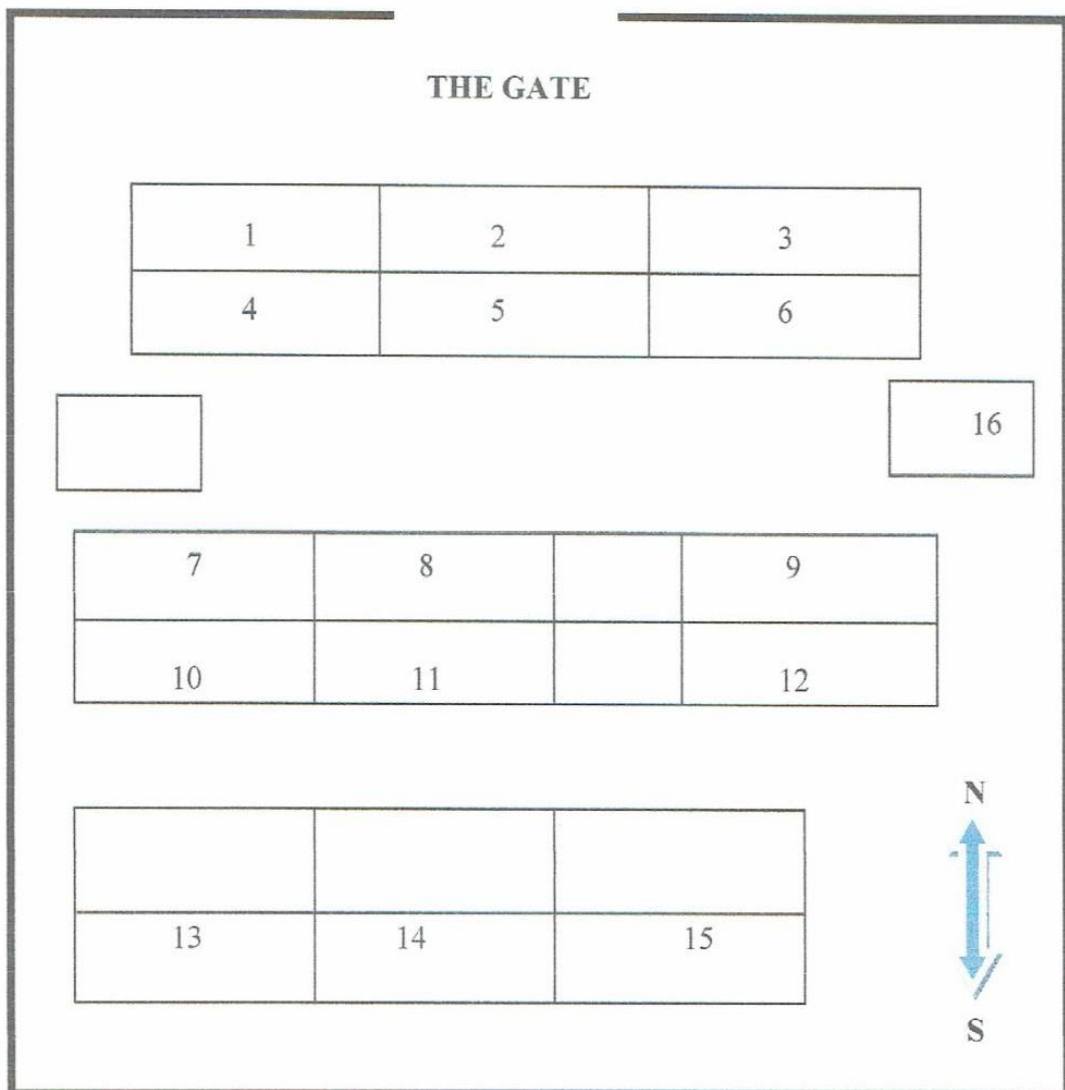
1) Classroom	6 (rooms)
2) Doemitory	4 (rooms)
3) Office	1 (room)
4) Audio Visual Room	1 (room)
5) Cooperative Room	1 (room)
6) Computer Lab	1 (room)
7) Warehouse	1 (room)
8) Library	1 (room)
9) Toilet	1 (room)



**Location Sketch of SMP Darul Ulum in the Academic Year of  
2018/2019**

**Location**

**JL. Kampus Ma'arif NU 5 Sekampung**



*Source: Observation Result in SMP Darul Ulum January 08, 2019*



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iaain@metrouniv.ac.id](mailto:iaain@metrouniv.ac.id)

Nomor : B-3610 /In.28.1/J/PP.00.9/11/2018

13 November 2018

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
  2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Rega Frans Andian  
NPM : 13108167  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : An Analysis On The Students Reading Skill In Descriptive Text Among  
The Eighth Graders At SMP Darul Ulum Sekampung In The Academic  
Year Of 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI,  
  
A. Subhan Roza, M.Pd  
NIP. 197506102008011014





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 0372/In.28.1/J/TL.00/01/2018  
Lampiran : -  
Perihal : IZIN *PRA-SURVEY*

Kepada Yth.,  
KEPALA SMP DARUL ULLUM SEKAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : REGA FRANS ANDIAN  
NPM : 13108167  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ANALYSIS ON STUDENTS READING SKILL BY USING  
REPEATED READING METHOD AT EIGHT GRADE OF SMP  
DARUL ULLUM SEKAMPUNG 2018/2019

untuk melakukan *pra-survey* di SMP DARUL ULLUM SEKAMPUNG.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 Januari 2018

Ketua Jurusan  
Pendidikan Bahasa Inggris  
  
Ahmad Subhan Roza, M.Pd.  
NIP. 195506102008011014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
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Nomor : B-4230/In.28/D.1/TL.00/12/2018  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA SMP DARUL ULUM  
SEKAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4229/In.28/D.1/TL.01/12/2018,  
tanggal 26 Desember 2018 atas nama saudara:

Nama : REGA FRANS ANDIAN  
NPM : 13108167  
Semester : 11 (Sebelas)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP DARUL ULUM SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE STUDENTS READING SKILL IN DESCRIPTIVE TEXT AMONG THE EIGHTH GRADES AT SMP DARUL ULUM SEKAMPUNG IN THE ACEDEMIC YEAR OF 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 26 Desember 2018  
Wakil Dekan I,

Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-4229/In.28/D.1/TL.01/12/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : **REGA FRANS ANDIAN**  
NPM : 13108167  
Semester : 11 (Sebelas)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP DARUL ULUM SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE STUDENTS READING SKILL IN DESCRIPTIVE TEXT AMONG THE EIGHTH GRADES AT SMP DARUL ULUM SEKAMPUNG IN THE ACEDMIC YEAR OF 2018/2019".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 26 Desember 2018



## **TEXT DESCRIPTIVE**

### **AN ANALYSIS ON THE STUDENTS' READING SKILL IN DESCRIPTIVE TEXT AMONG THE EIGHTH GRADERS AT SMP DARUL ULUM SEKAMPUNG**

#### **My best friend**

I have a best friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)


**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Rega Frans Andian  
NPM : 13108167


Jurusan : TBI  
Semester : XII/2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	21/08 2019	✓		Revisi Chapter IV	
2	26/08 2019	✓		Revisi Bab IV & V	
3	01/09 2019	✓		Ace Bab IV & V Ace Munas gajit	

Mengetahui,  
Ketua Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I,

  
**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Rega Frans Andian  
NPM : 13108167

Jurusan : TBI  
Semester : XII/2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 13/2-19.		✓	Revise ch- IV.	
	27/2-19		✓	Revise grammar	
			✓	Revise Instrument.	
	Rabu 10/4-19.		✓	Acc ch- IV.	
	24/4-19		✓	Revise conclusion!	
	15/5-19		✓	Acc ch- V. continue to 1 <sup>st</sup> Advisor	

Mengetahui,  
Ketua Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II,

  
**Trisna Dinillah Harva, M.Pd.**  
NIP. 19830511 200912 2 004



**Appendix** :Picture of Research toward Students at the Eighth Grade of SMP Darul Ulum Sekampung



**Picture 1.***The Researcher Introduced himself in front of the class*



**Picture 2.***The Researcher explained the procedure of answering the test*



**Picture 3.***The Researcher gave the text about descriptive to the students*



**Picture 4.***The Researcher asked the students to answer the test, the time is an hour.*



**Picture 5.***The Students answered the interview questionnaire sheet*

**Appendix :Infrastructure**

1) Classroom	6 (rooms)
2) Doemitory	4 (rooms)
3) Office	1 (room)
4) Audio Visual Room	1 (room)
5) Cooperative Room	1 (room)
6) Computer Lab	1 (room)
7) Warehouse	1 (room)
8) Library	1 (room)
9) Toilet	1 (room)

## **CURRICULUM VITAE**



Rega Frans Andian was born in Sekampung, on July 07<sup>st</sup> 1994.

Ethnically speaking, He comes from Javanese family descent.

He is the secondson of the harmonious couple, Mr. Mahmudi

and Mrs. Yayuk Suprihatin. He took his Elementary School at

SDN 1 Giriklopo mulyo, then he took his Junior High School at SMP N 1

Sekampung for three years. Having graduated from junior high school, he

continued his study on Senior High School at SMAN 1 Batanghari Est Lampung

and was finished in 2012. After graduating from Senior High School, he decided

to have lecture in English Education Department at Satate Institute For Islamic

Studies (IAIN) Metro.