# AN ANALYSIS ON THE STUDENTS' READING ABILITY IN UNDERSTANDING TOPIC SENTENCE AND CONCLUDING SENTENCE IN DESCRIPTIVE TEXT AT GRADE IX SMPN 1 KUBUNG

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## Abstract

This research was designed to know the ability of the ninth grade students' reading ability of SMPN 1 Kubung in understanding topic sentence and conluding sentence in descriptive text. Mostly, the students were incapable in those items. It was proved by their result of mid term test. The research was conducted in descriptive research design. The population was the ninth grade students of SMPN 1 Kubung. There were 115 students as population and 22 of them as the sample which was taken by using cluster random sampling. The data were collected by giving reading test in multiple choice form in try out test and the real test. The results of the data analysis consisted of the score of the students' ability in topic sentence and conluding sentence. The test that was given to the ninth grade students included to the sample. Then, the writer identified the correct answer. To know the reliability of the test, the writer used split half-method. It was found that reliability of the test was enough (0.46). It means that the test was reliable. Finally, the data were analyzed to find the number of the students who hads High, Moderate and Low ability. The result of the research showed that the students' reading ability in understanding topic sentence was High. There were 54.54% of the students got high. Their reading ability in concluding sentence was moderate because more of the students (68.18 %) got moderate. Then, the students' average score in understanding topic sentence and concluding sentence in descriptive text were High, because 86.35% was capable. By knowing the students' reading ability in understanding topic sentence and concluding sentence in descriptive text, it is suggested to English teacher to steach about these integratedly with the teaching of developing descriptive text. For the students, it is suggested for them to do more practices especially in topic sentence and concluding sentence in order to improve their ability in understanding a text.

Key words: Ability, Reading, Descriptive Text, Topic and Concluding Sentence

## Introduction

Nowadays many people know that English is very important in the world. English is one of International Language in Indonesia. It is one of foreign languages and becomes a compulsory subject that should be taught from junior high school to university. It is also one of four subjects to be tested in National Examination. Thus, the English ability should be mastered by students, containing language skills.

Basically, English has four skills that should be mastered by the students. They are listening, speaking, reading and writing. pReading is one of the important language skills in English It is important because the activity of reading is always a center of students' activity in the school. Even, it becomes one important part that is usually tested, whether in semester test or final examination (UN). Thus, the reading ability should be mastered by students.

Reading is cognitive process dominated by eyes and brain because readers receive the message from the text they read.

Based on curriculum of KTSP 2006 at Junior High School, the students have to master the reading skill. It is expected that the students are able to comprehend various kind of texts. As it is known, in Junior High School reading is taught through genres based approach. Genre is the kind of text. There are five genres that students should achieve in learning. They are descriptive text, narrative text, report, procedure text, and recount text.

Among those genres, descriptive text is one of the most important texts that should be mastered. Descriptive text is a text which describes the things, place and humans in specific descriptions. To master this text, the students should know well about the components of reading its self such as the main idea, topic and the details in order they can catch the idea that is conveyed.

However, most Indonesian students especially the students of SMPN 1 Kubung class nine B in odd semester of 2011/2012 still face difficulties in English. Among seventeen students, there are only nine who received "Kriteria Ketuntasan Minimal" (KKM), in the daily examination. They have low grade to answer questions in the test. In addition, the researcher found some problems. First, the students do not understand about how to read a descriptive text well. Second, the students have lack vocabulary to understand more about the message of the text. Also, they have insufficient background knowledge, lack of concentration and lack of strategies. Basically, the purpose of teaching descriptive text at Junior High School is hopefully the students to be capable in identifying the things, noun, place or human in specifically or detail descriptions. Also, the students can find the detail informations toward the descriptive text.

Based on the explanation above, researcher was interested in conducting the research entitled "An Analysis on the Students' Reading Ability in Understanding Topic Sentence and Concluding sentence in Descriptive Text at Class IX.4 SMPN 1 Kubung 2013 / 2014 in academic year".

Descriptive text is the text that describes the thing, noun, places or human in specific description. It consists of the description, characteristics, definitions of something, an object or a person.

Meanwhile, the function of descriptive text is to give information about definitions and characteristics of things to the readers. Also, it gives a description a feeling and thought.

Based on the explanation on the background, there are some problems found in teaching reading such as: the students do not understand about how to read a descriptive text well. Second, the students have lack vocabulary to understand more about the message of the text. Third, they have insufficient background knowledge, lack of

concentration and lack of strategies. At last, they have less understanding about topic sentence, supporting sentences and concluding sentence in descriptive text.

Based on the identification of the problems above, the researcher focused on the students' reading ability to comprehend the topic sentence and concluding sentence in reading descriptive text at class IX.4 SMPN 1 Kubung in academic year 2013 / 2014.

Based on the limitation of the problem above the writer formulated the problem, How is the students' ability in understanding topic sentence and concluding sentence in descriptive text at class IX.4 SMP N 1 Kubung ?

In order to answer the question on the formulation of the problem above, there were three research questions :

1. How is the students' ability in understanding the topic sentence of reading descriptive text at class IX.4 SMP N 1 Kubung.
2. How is the students' ability in understanding the concluding sentence of reading descriptive text at class IX.4 SMP N 1 Kubung .

This research was done to know the students' ability in understanding topic sentence and concluding sentence in descriptive text at class IX.4 SMPN 1 Kubung. The specific purposes were:

1. To describe the students' ability in answering questions on the topic sentence in reading descriptive text.
2. To describe the students' ability in answering questions on the concluding sentence in reading descriptive text.

The result of the research is expected to give input for the English teacher at Junior High School, the students, and the next researchers. The first, it is useful for the English teacher to use topic, main idea and details in reading comprehension descriptive text, in order to the teacher easily in teaching reading. The second, the researcher also expects that the students can get useful information about reading comprehension in descriptive text in Junior High School. It is hoped that the English students will be aware of the reading topic, main idea and detail that are very important and try to avoid the same mistakes in the future. At last, this research contributes to the professional literature for the next researcher to conduct other research about descriptive text.

In order to avoid misunderstanding in this study, the researcher defines the key term as follows:

1. Students reading comprehension ability is the ability of the students to comprehend reading descriptive text at ninth grade students of SMPN 1 Kubung in academic year 2013 / 2014.
2. Descriptive text is kind of text that describes the things, human and places in specific descriptions.
3. Topic sentence is the main part of a paragraph that should be understood by the students while reading descriptive text to stimulate them to be active reader.
4. Concluding sentence is the closing idea of the paragraph in overall that should be understood by the students while reading descriptive text.

the writer describes the result and resume the theory from experts. They are about the nature of reading, types of questions and the concept of descriptive text. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior,

knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development and refinement.

According to Harmer (1991), reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages. Also, it moves at the speed of the reader. Moreover, he adds that reading is divided into some variety types. They are reading to confirm expectations, reading to extract specific information, reading for communicative tasks, reading for general understanding, reading for detailed comprehension (information) and reading for detailed comprehension for function and discourses, (Harmer : 2001).

Question answering is a developed skill. Whenever a student asks a question, a choice must be made - you can simply give the student the answer, or you can use the question as an opportunity to teach the student and the class something new. Simply giving the answer is sometimes the easiest thing to do, but it often wastes a great opportunity to help students better understand your topic. According to Brain (1998) that it is helpful if the questions being asked focus on the topic you want to cover, so the material that needs covering is what students are thinking and asking about. You can control the flow of questions in a number of ways, but one of the best is with homework assignments that direct student to pay attention to the correct area at the correct time. Then leave time available in class to go over homework questions. Students will be asking the right questions - questions relevant to what you need to discuss - at the right time. Because of this, questions can be

seamlessly integrated into the class without any "waste" at all.

Meanwhile, Wikipedia (2001) says that there are two types questions. The first is yes–no question, formally known as a polar question, is a question whose expected answer is either "yes" or "no". Formally, they present an exclusive disjunction, a pair of alternatives of which only one is acceptable. In English, such questions can be formed in both positive and negative forms (e.g. "*Will you be here tomorrow?" and "Won't you be here tomorrow?*"). Yes–no questions are in contrast with non-polar wh-questions, with the five Ws, which do not necessarily present a range of alternative answers, or necessarily restrict that range to two alternatives. (Questions beginning with "which", for example, often presuppose a set of several alternatives, from which one is to be drawn.).

The second, Wh-movement (or wh-fronting or wh-extraction or long-distance dependency) is a mechanism of syntax that helps express a question (or form a relative clause). Sentences or clauses containing a *wh-word* show a special word order that has the wh-word (or phrase containing the wh-word) appearing at the front of the sentence or clause, e.g *Who do you think about?*, instead of in a more canonical position further to the right, e.g. *I think about you*. The term *wh-movement* is used because most English interrogative words start with *wh-*, for example, *who(m)*, *whose*, *what*, *which*, etc. Wh-movement often results in a discontinuity, and in this regard, it is one of (at least) four widely acknowledged discontinuity types, the other three being topicalization, scrambling, and extraposition. Wh-movement is found in many languages around the

world, and of these various discontinuity types, wh-movement has been studied the most.

Park (2001) adds that the study explicates how speakers select and deploy different negative yes/no questions to accomplish different social actions and how they design responses to the question and reveal how they understand the specific action(s) implemented through the question. The dissertation demonstrates that both Korean speakers and English speakers treat a negative yes/no question-answer sequence as a context-sensitive practice that is locally determined by the combination of multiple factors: (i) what is addressed through the question turn, (ii) how the question turn claims the epistemic status between the questioner and the recipient, and (iii) how the question relates to the information or position conveyed in the prior turn (turn-position), as well as (iv) which grammatical form formats the question (turn-composition).

Furthermore, the different actions embodied by each of the pre-verbal negation yes/no question-answer sequences and the post-verbal negation yes/no question-sequences also suggests that Korean speakers deploy the two negation constructions as separate interactional objects that have different consequences for the course of action in the interaction. For example *"Did you feel that?", "are you a student?"*.

Based on the explanations above, it can be concluded that there are two types questions that can be helped the students to answer the questions easier. They are is yes-no questions and wh-questions. Each of these can support the students to employ the idea while reading descriptive text and they can answer the questions easily.

Competence based curriculum 2004 claims that when someone learns a foreign language, she/he involved in creating and interpreting various types of texts made from the foreign culture which are different from his own.

Based on the statement above, we can conclude that the students who learn English as a foreign language have to learn the various type of text in order to master English skill i.e listening, speaking, reading, writing. There are several kinds of text that have been being taught they are : recount, report, narrative, procedure, and descriptive.

Recount is a text which is written to retell information or to entertain. A fictional narrative recount may consist of scene- setting, a starting point, a problem, account and conclusion. There are three parts of recount text, thay are social function, generic structure and lexicogrammatical. Social function is to retell events for the purpose of informing or entertaining. The generic structures of the text are :

a. Orientation
   Orientation in narrative text is functioned to provide the setting and introduces the participants.
b. Events
   The events tell what happened and in what sequences
c. Reorientation
   Reorientation is optional closure of events

Report is a text which presents information about something. It is as a result of systematic observation and analysis. A report text consists of three parts namely ; social function , generic structure, and lexicogrammatical. The social function of report text is to describe the way things are with reference to a range of natural , manmade, and social phenomenon in our environment.

The generic structures of the text are as follows:

a. General classification

It tells about what phenomena under the discussion

b. Description

It tells what the phenomenon under the discussion is like in terms of parts, qualities, habits or behavior.

The significant lexiogrammatical features of the report text focuses on generic participants, use relational processes to state what it is and which it is and use simple present tense.

Narrative is the form of writing that is used to relate the story of acts or events. It usually arranges the story based on time sequence. Narrative is to amuse, entertain and to deal with actual or vicarious experiences in different ways to the readers or listeners with our stories. It tells a story to make a point or explain an idea or event. As a result, this type of essay can be fun to read and even to write. A narrative contains action, dialogue or humor. According to Hornby (1973), narrative means story or orderly account of events.

So, in narrative the students usually try to write a composition based on his or her personal experience. Narrative paragraph can be really enjoyable to write because its story is natural. The narrative is not typical of most paragraphs. The experienced narrative writer takes what happens everyday. Whether it is interesting or funny or touching to be shared with readers.

According to Daria (2009), narrative paragraphs are most distinctively used in fiction. So that, they will contain all necessary components of action development, the aspect of narratives, consist of protagonist, setting, goal, obstacle, climax and resolution. Writing a narrative paragraph requires, consequently, sequential order and chronology.

Based on curriculum of SMP in students book, narrative text is the text that contains about a story or fairy tale that can be in form of folktale, fable, legend, and short story. Gerot, L and Wignell (1994) state that the function of text is to amuse, entertain and deal with actual or vicarious experiences in different ways. Narrative deals with problematic events which leads to a crisis or turning point of some kind, which in turn finds a resolution.

A narrative text has three parts, they are social function, generic structure, and lexicogrammatical. The social function of the text as mentioned above is to amuse, entertain and to deal with actual or vicarious experiences in different ways. There are three generic structures of the text namely:

a. Orientation

An orientation in narrative text functions to set the scene and introduces the participants

b. Complication

Complication is a crisis arising

c. Resolution

The last generic structure is resolution, in which the the crisis is resolved, for better or for worse

The significant lexiogrammatical features of the text focuses on the specific and usually individualized participants, use material processes, behavioral processes, and verbal processes, use a relational processes and mental processes, use temporal conjunctions, and temporal circumstances, use past tense.

Procedure is a text which tells the reader how something is accomplished through a sequences of action or steps. As another kind of text, a procedure text also has three parts, they are social function, generic structures, and lexicogrammatical. The social function of a procedure text is to describe how something to accomplish through sequences of action steps. The text consists of three generic structures, namely:

a. Goal

It tells about the aim or purpose of the text

b. Materials

Material means all things that needed according to the aim of the text

c. Steps

The steps tell about how to do or to achieve something in sequence.

The significant lexciogrammatical features of this text focus on general human agents, use of simple present tense, often imperative, use mainly of temporal conjunction (or numbering to indicate sequence) and use mainly material processes.

Descriptive text presents ideas by providing details about characteristics of people, places, and things. The details are intended to appeal the readers' sense and to help the readers create a mental picture. Descriptive text has three main parts; social function, generic structure, and lexicogrammatical. The social function of the text is to describe a particular person, place, or things. There are two generic structures of the text as following:

a. Identification

An identifies of descriptive text tells about the phenomenon to be described

b. Description

The description in a descriptive text describes about part, qualities, characteristics.

` The significant lexicogrammatical features of the text focuses on specific participants, uses attributive and identifying processes, use of simple present tense.

To sum up, there are five texts that the students learn in school, they are: recount text is retelling events for the purpose of informing or entertaining, report text is describing the way things are with reference to a range natural, and social phenomenon in our environment, narrative text is a text that entertains the readers about a story or even, procedure text is describing how something is accomplished through sequences of actions

or steps, and descriptive text is describing a particular person, places, or things.

Teaching English at Junior High School has closely relationship with genres approach. Genre approach is especially appropriate for the students of English for specific purpose or general English students. There are twelve genres that students should achieve in learning English. They are narrative text, recount, descriptive text, argumentative text, spoof, analytical exposition, news item, anecdote, procedure, hortatory exposition, explanation, and discussion. Descriptive text is one of genre that learns at school.

Descriptive text is the description of person, place, and things. Oshima and Hogue (1988) explain that descriptive text has to be in chronological order as a way to organize a composition. Descriptive text describes different activities that are happening about place, person, or thing. The writer should use spatial organization mainly when need to describe something. Spatial organization is the arrangement orderly about its description. It can be said that descriptive text should be in chronological order by using spatial organization about its description. In short way, the arrangements of ideas bring the meaning to be easy to understand.

Basically, descriptive text is the writer's selection that wants to describe on the topic sentence and concluding sentence. This idea is supported by Muhyidin (1988) who says that if the people describe about the place, the first emphasize is what should be described first. Then, how is arranging the ideas and sentences. The description must be organized in structurally in order the reader can vividly imagine scene that being describe. So, descriptive text proposes to the suitable organization between the description and the ideas and sentences that put on the language.

According to Gerrot and Wignell (1994), descriptive text is to describe particular person, place, or thing. The writer needs to focus on specific

participants, use of attributive and identifying process, and use of simple present tense. These significant lexicogrammatical features will lead to the characteristics of the phenomenon to be described.

Meanwhile, descriptive text makes freedom for the writer to expose their thought, feeling, idea about the description to be described. The freedom means that the freedom in arranging anything in words. In addition, Prayitno (2007) states that descriptive text describes living and non living things such as animal, plant, town, volcanoes, and etc. The living and non living things will be written in artificially language that make the reader can imagine the writer's language into the real things which is supposed.

So, based on the explanations above, it can be concluded that descriptive text is a text that describes about nouns, place and definitions of something, an object or a person. In descriptive text, the writer should know information about the topic to be taken. The writer should arrange the idea in spatial organization so that the reader can imagine the scenes being described. The spatial organization should be based on the appropriate word choice that appears in the context. All of the idea and spatial organization are written in artificially language in order to create an understandable descriptive.

*Here are the example of descriptive text*

**I have a lot of friends, but my closest friend is PraBu**. *Prabu is my classmate. He is so handsome and cute. He has blonde hair, which is always combed neatly. He has bluish black eyes with thick eyes brows and outstanding eyelashes. People frequently think that he is an European or American off spring. But, he is actually a Sundanese genuine. He looks more handsome when he is smiling. Prabu is pleasing peer. He always available to help his friends who are in trouble. He is never angry with any friends who try to*

*annoy him. Because, he is low profile. Most of his classmates seek him to solve any difficulties in any school subjects. Sometimes, he invites his friend to study together at home*. **I am proud of having such friends**.
(*Source: Competent Students English for SMP/MTS, Grade VIII, Page 50*)

In the following are some questions types about topic sentences and concluding sentences
1. *What does the text tell us about?*
2. *What is the main idea of paragraph 2 ?*
3. *Why is the writer proud to him?*

The questions no 1 and 2 are asking about the topic sentences, the questions no 3 is asking about concluding sentences.

Reading comprehension is designed to make students aware of how paragraph starts with topic sentence, supporting sentences, and concluding sentence and by asking students to match different paragraph with their topic sentences it brings home that relationship.

Harmer (1991) says that the topic sentence is the first sentences of each paragraph. It leads the sentences into generalisation topic toward the case that are discussed in a text. The paragraph structures consist of topic, main idea, supporting details and concluding sentences. Understanding the topic means reading the text in overall because the topic usually appears in first sentence to stimulate the reader to be active reader.

Active reader is not only leading to the topic sentence but also have to know the supporting sentences that suggest the topic sentence. The topic sentence will have strong statement if the supporting sentence is not bias while reading the text. Usually, there are so many supporting sentences that are explained on the text to make topic sentences become stronger to be understood.

Finally, concluding sentences means that the final process to comprehend a text or the end of the explanation the case that

are talking about. In every each paragraphs, it will find the conclusion that deliver the idea to one sentence that involves the whole paragraph. Concluding sentence makes the reader are capable to catch the idea and they will make thoughts by themselves depend on their understanding the text while they are reading.

So, in conclusion, there are three structures of paragraph. They are topic sentence, supporting sentence and concluding sentence. Each of these structures helps the reader to make easy while reading comprehension..

The relevant studies that have been done by other researchers are; first, it has been conducted by Nenofti (2002) with the title "The Students' Ability in Understanding Descriptive Paragraph Patterns". In her research, she found that the students faced the difficulties in understanding descriptive paragraph pattern. As a result, they did not understand what the content of the paragraph is. So, she described the students' ability in understanding the text. She concluded that the students' ability was sufficient.

Second, the research has been conducted by Utami (2011) with the title "The Students' Ability in Using Word Choice in Descriptive Text". She found that the students' average score in using word choice in descriptive text was poor level because the students were incapable to make distinguishes in using word choice in descriptive text.

From the research findings about descriptive text above, the researcher is eager to try another title in specific in descriptive text. The title is "An Analysis on the Students' Reading Ability in Understanding Topic Sentence and Concluding sentence in Descriptive Text at Class IX.4 SMPN 1 Kubung in academic year 2013 / 2014.

**RESEARCH METHOD**

In this chapter, the writer explaines the design of the research, population and sample, instrumentation, technique of the data collection and technique of the data analysis.

The design of this research was descriptive research. It means that this research concerns with providing description of phenomena that occur naturally without intervention of an artificially treatment. According to Ary (1985), descriptive research is designed to obtain information concerning the current status of the phenomena. The aim is to describe "what exist" with respect variables or conditions in a situation.

In addition, Gay (1987) states that descriptive research determines and report the way things are. This researcher analyzed the students' reading ability in understanding topic sentence and concluding sentence in paragraph of descriptive text at Class IX.4 SMPN 1 Kubung in academic year 2013/2014.

Gay (1987) states that population is group that researcher would like the result of the study to be generalizable. The population of this research was the total number of students on research. The population was the students at ninth grade students of SMPN 1 Kubung in academic year 2013 / 2014. They are 115 students that were divided into 5 classes.

The members of the classes can be shown in the following table :

Table.1 : The Distribution of Population Numbers

| No | Classes | Number of Students |
|----|---------|--------------------|
| 1 | IX. A | 18 |
| 2 | IX. B | 22 |
| 3 | IX. C | 23 |
| 4 | IX. D | 21 |
| 5 | IX. E | 21 |
| Total | | 115 |

This research used cluster random sampling technique to get the sample. Gay (1987) states that cluster random sampling

is the sampling in which groups not individuals are randomly selected in order to focus on the research. The researcher chose one among the five classes.

The classes above were selected randomly by using five rolls of small paper, in which each roll contained one of class. These rolls of small paper was put into a bottle. Then, the bottle was shaked and one of the sample was choosen.

The instrument of this research was reading test in the multiple choice form. The material was taken from English books *(source : English Competent Students for Ninth Grade of SMP/MTS)* that were used by the teacher at SMPN 1 Kubung and it was based on the syllabus in Junior High School. In this test, the researcher gave one text in 60 minutes. The text consisted of twenty items. They were ten items for questions on topic sentence and ten items for concluding sentence. The way in giving score was one for the correct answer and zero for the wrong answer. Then, the researcher categorized them into high, moderate and low. Here is the table of specification.

To have the validity of the test, the researcher consulted with her advisors about the test which was based on the material at semester one at ninth grade students of SMPN 1 Kubung in academic year 2013/2014. According to Arikunto (2012:72), one of the types of test validity was content validity. The test is valid if it fixes with the material that has been given to the students and it is based on the curriculum and syllabus. This test was constructed based on curriculum, syllabus, and teaching material.

To have the validity of the test, the researcher consulted with her advisors about the test which was based on the material at semester one at ninth grade students of SMPN 1 Kubung in academic year 2013/2014. According to Arikunto (2012:72), one of the types of test validity was content validity. The test is valid if it fixes with the material that has been given to the students and it is based on the curriculum and syllabus. This test was constructed based on curriculum, syllabus, and teaching material.

Before giving the test, the researcher gave try out test to the students out of the sample in order to know whether the students understand the instruction of the test or not. And if the time allocation enough for the students to do the test.

After that, the try out was analyzed by using split-half method to know the degree of reliability of the whole test. To find out the reliability of the test, it can be seen from the try out given. The researcher conducted the try out of the test only once in order to get the validity and reliability of this instrument. The following formula proposed by Spearman-Brown in Arikunto (1996: 90).

The data of this research were collected by reading test. The procedures were as follows :

1. The researcher came to the class and gave the test to the students about reading descriptive text.
2. The researcher distributed the test.
3. The researcher analyzed and counted the highest scores and the lowest score of the students' ability in answering the questions based on reading descriptive text. The lowest score was 0 and the highest score is 20.
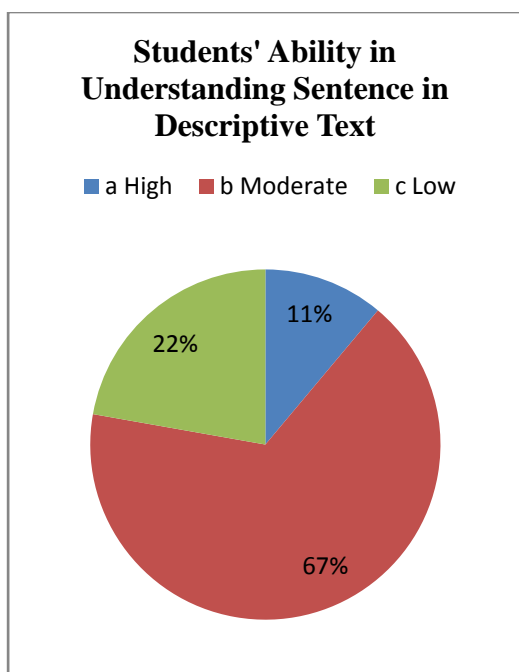
**Findings and Discussions**

**1. The Students' Ability in Understanding Topic sentence and Concluding sentence in Descriptive Text**

In measuring the students' ability in understanding Topic sentence and Concluding sentence in descriptive text, the students' score was counted. After the researcher checked and gave the scores for the students' answer in understanding Topic sentence and Concluding sentence in descriptive text the researcher found that the lowest score was 6 and the highest score was 15 (see appendix 12 ). Then the researcher calculated the score

and got 10.72 for mean and 2.81 for standar deviation (see appendix 14).

After that, the researcher classified the students' ability into three group; high, moderate, and low. The result of showed that 2 students (11.11%) had high ability, 12 students (66.67%) had moderate ability and 4 students (22.22%) had low ability (see appendix 16 ). It means that the ability of grade IX students of SMPN 1 Kubung in understanding Topic sentence and Concluding sentence in descriptive text was moderate.

See the diagram below:

**Students' Ability in Understanding Sentence in Descriptive Text**

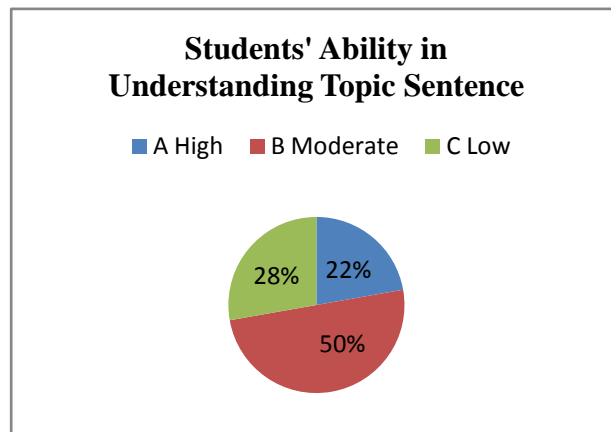■ a High    ■ b Moderate    ■ c Low

11%
22%
67%

## 2. Students' Reading Ability in Understanding Topic Sentence in Descriptive Text

The researcher calculated Mean (M) and Standard Deviation (Sd) to measure the students' reading ability. The result of mean was 7.83, and standard deviation was 1.69 (see appendix 18 ). Based on the data analysis, it was found that 4 students (22.22%) had high ability, 9 students (50.00%) had moderateability and 5 students (27.78%) had low (see appendix 20). It means that the ability of grade IX students of SMPN 1 Kubung in

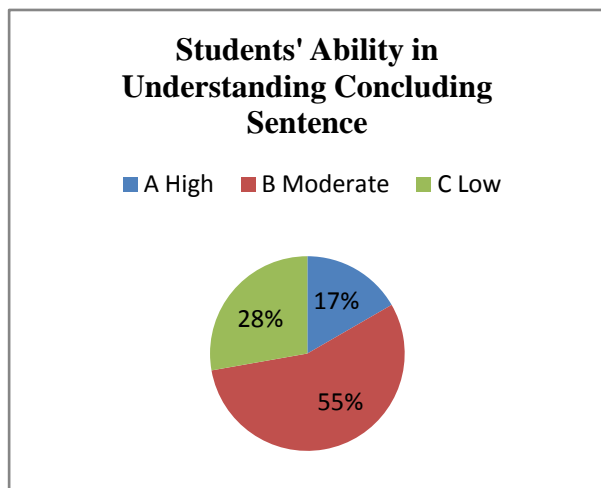understanding topic sentence in descriptive text was moderate.

See the diagram below

**Students' Ability in Understanding Topic Sentence**

■ A High    ■ B Moderate    ■ C Low

28%    22%
50%

.

## 3. Students' Reading Ability in Understanding Concluding Sentence in Descriptive Text

To calculate the students' reading ability in concluding sentence, the researcher counted Mean (M) and Standard Deviation (Sd). The result of mean was 2.89 and the result standard deviation was 1.55 (see appendix 22 ). The result of the analysis indicated that 3 students (16.67%) had high ability, 10 students (55.56%) had moderate ability, and 5 students (27.78%) had low (see appendix 24 ). It means that the ability of grade IX students of SMPN 1 Kubung in understanding concluding sentence in descriptive text was moderate.

See the diagram below:

**Students' Ability in Understanding Concluding Sentence**

■ A High ■ B Moderate ■ C Low

17% 28% 55%

.

## Conclusion

Based on findings and discussion, the writer took some conclusions as follows:

1. The students' reading ability in understanding topic sentence and concluding sentence in descriptive text was moderate, because there were two students( 11.11% ) got high,twelve students ( 66.67% ) got moderate and four students (22.22%)got Low. It was proved that many students had moderate abilty.

2. The students' reading ability in understanding topic sentence in descriptive text was moderate because there were four students (22.22%) got high, nine students (50.00%) got moderate and five students (27.78%) got low. Meanwhile, the students' reading ability in concluding sentence was also moderate classification level, there were three students (16.67%) got high, ten students (55.56%) got moderate and five students (27.78%) got low.

Based on the conclusions above, the researcher proposes the following suggestions. They are as follow:

1. It is suggested to the English teacher of SMP N 1 Kubung to pay more attention towards the students' reading ability in understanding topic sentence and concluding sentence in descriptive text and give more interesting exercises for the students.

2. The students are expected to learn more about topic sentence and concluding sentence in descriptive text and they are suggested to do more exercises about descriptive text.

3. The result of this research may contribute as the professional literature for the next researchers to conduct other researches about descriptive text.

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