

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Students' difficulties in identifying the main ideas in descriptive texts at SMA Negeri 1 Panyabungan included limited vocabulary mastery, difficulty in understanding sentence meanings, difficulty in comprehending the content of descriptive texts, difficulty in identifying the main ideas, difficulty in distinguishing the main ideas from supporting details, misunderstanding of descriptive texts, and low interest and motivation in learning English. These difficulties affected the students' reading comprehension and prevented them from identifying the main ideas accurately. The reading test results showed that 8 students (34.8%) were classified in the high category, 11 students (47.8%) were classified in the medium category, and 4 students (17.4%) were classified in the low category. These findings indicated that the majority of the students were at the medium level of ability in identifying the main ideas in descriptive texts. Therefore, the students still required continuous vocabulary development, regular reading practice, and appropriate guidance to improve their reading comprehension and their ability to identify the main ideas accurately.

The teacher used teaching methods and techniques to help students identify the main ideas in descriptive texts by implementing various instructional strategies, including vocabulary memorization activities, reading exercises, classroom discussions, the use of English videos as learning media, and explicit explanations of main ideas and supporting details. The teacher also provided additional guidance to students who experienced difficulties in understanding descriptive texts and encouraged them to participate actively in classroom learning activities. These instructional strategies were intended to strengthen the students' vocabulary mastery, improve their understanding of descriptive texts, and support the development of their reading comprehension skills. Therefore, the teacher played an important role in assisting students in overcoming their difficulties in identifying the main ideas in descriptive texts.

B. Suggestion

Based on the conclusion above, the researcher would like to provide several suggestions as follows:

1. For Student

Students are encouraged to improve their vocabulary mastery by learning new English words regularly and practicing reading English texts more frequently. They should also pay more attention during the teaching and learning process, actively participate in classroom activities, and practice identifying the main ideas and supporting details in various descriptive texts. Continuous reading practice may help students improve their reading comprehension and their ability to identify the main ideas accurately.

2. For Teacher

Teachers are expected to apply more effective and interactive teaching strategies to improve students' ability in identifying the main ideas in descriptive texts. They should provide clear explanations about the concepts of main ideas and supporting details, enrich students' vocabulary through regular vocabulary activities, and encourage students to practice reading English texts continuously. Teachers are also encouraged to use interesting learning media and provide constructive feedback to help students improve their reading comprehension skills.

3. For Future Researchers

Future researchers are expected to conduct further studies on students' difficulties in identifying the main ideas using different research designs, instruments, participants, or text genres. They may also investigate other factors affecting students' reading comprehension or examine the effectiveness of various teaching strategies in improving students' ability to identify the main ideas in different educational contexts.

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.APPENDIX 1

READING TEST RESULTS

A. Description of the Reading Test

The reading test was administered to the tenth-grade students of SMA Negeri 1 Panyabungan to identify their ability in identifying main ideas in descriptive texts. The participants of the test consisted of 23 students. The test was conducted directly by the researcher during the teaching and learning process.

The reading test consisted of two types of questions, namely multiple-choice questions and essay questions. The multiple-choice section contained 10 items, while the essay section contained 4 items. Therefore, the total number of test items was 14 questions. All questions were developed based on descriptive texts and were designed to measure students' ability in identifying the main ideas of paragraphs.

B. Scoring Procedure

The scoring procedure used in this study is presented in the following table:

Table 1.1 Scoring Procedure of Reading Test

Type of Test	Number of Items	Correct Answer Score	Maximum Score
Multiple Choice	10	1 Point for each correct answer	10
Essay	4	3 Points	12
Total	14	-	14

Source: Researcher's Scoring Rubric(2026)

The reading test was used to measure students' ability in comprehending descriptive texts, particularly in identifying main ideas, supporting details, and concluding sentences. The test consisted of 14 questions, including 10 multiple-choice questions and 4 essay questions. The essay questions were assessed using an analytic scoring rubric adapted from Brown and Abeywickrama (2019), which emphasizes evaluating students' responses based on the quality and completeness of their answers. In this study, each essay item was scored on a scale ranging from 0 to 3. A score of 3 was awarded for a completely correct and comprehensive answer, 2 for a generally correct answer with minor omissions, 1 for a partially correct answer with significant inaccuracies or incomplete information, and 0 for an incorrect or unanswered response. Meanwhile, the multiple-choice items were scored dichotomously, with each correct answer receiving 1 point and each incorrect answer receiving 0 points. Therefore, the maximum score for the reading test was 22 points, and the total obtained score was converted into a score ranging from 0 to 100.

The students' scores were calculated using the following formula:

$$\text{Score} = (\text{Students' Obtained Score} / \text{Maximum Score}) \times 100$$

Where:

- Students' Obtained Score refers to the total score obtained from the multiple-choice and essay sections.
- Maximum Score refers to the highest possible score in the reading test (22).

For example, if a student obtained 18 points from the reading test, the score calculation was:

$$\text{Score} = (18 / 22) \times 100 = 81.82$$

Based on the obtained scores, students' reading comprehension ability was classified into three categories:

Score Range	Category
80-100	High
60-79	Medium
Below 60	Low

The multiple-choice section had a maximum score of 10 points, while the essay section had a maximum score of 12 points, resulting in a total maximum score of 22 points. The students' final scores were calculated using the following formula:

$$\text{Score} = (\text{Students' Obtained Score} / 22) \times 100$$

C. Students Reading Test Results

The following table presents the results of students' reading test in identifying the main ideas of descriptive texts.

Table 1.2 Students' Reading Test Results

No	Students	Multiple Choice	Essay	Total Correct	Score
1	S1	10	4	14	100
2	S2	10	3	13	93
3	S3	10	2	12	86
4	S4	10	4	14	100
5	S5	10	4	14	100
6	S6	10	4	14	100
7	S7	10	4	14	100
8	S8	10	1	11	79

9	S9	10	3	13	93
10	S10	10	3	13	93
11	S11	9	2	11	79
12	S12	9	4	13	93
13	S13	9	2	11	79
14	S14	8	3	11	70
15	S15	4	3	7	50
16	S16	3	1	4	29
17	S17	7	1	8	57
18	S18	8	3	11	79
19	S19	6	3	9	64
20	S20	8	2	10	71
21	S21	8	3	11	79
22	S22	6	2	8	57
23	S23	8	1	9	64

Source: Researcher's Reading Test Data (2026)

D. Interpretation of Students' Scores

To facilitate the interpretation of students' achievement in identifying main ideas, the scores were classified into the following categories:

Table 1.3 Classification of Students' Scores

Score Range	Category
86-100	Very Good
71-85	Good
56-70	Fair
41-55	Poor
0-40	Very Poor

Source: Adapted by the Researcher (2026)

Based on the reading test results, several students achieved very good scores, indicating that they were able to identify the main ideas of descriptive texts accurately. However, some students obtained fair, poor, and very poor scores, indicating difficulties understanding the content of the texts, identifying the central ideas of paragraph and distinguishing main ideas from supporting details. These results support the findings that students still experienced various difficulties in identifying main ideas in descriptive texts.

READING TEST

Instructions

Read each descriptive text carefully before answering the questions.

For the multiple-choice questions, choose the best answer (A,B,C,D or D)

For the essay questions, write your answers clearly based on the information provided in the text.

Text 1

SMA Negeri 1 Panyabungan

SMA Negeri 1 Panyabungan is one of the well-known senior high schools in Panyabungan. Many students choose this school because it has a good reputation and provides quality education. The school is located in a strategic area that is easy to access by students from different places.

The school has various facilities to support the learning process. There are many classrooms, a library, a science laboratory, and a computer room. The school yard is quite large and is often used for ceremonies, sports, and other activities. These facilities help students feel more comfortable and active during school time.

In addition, the teachers in SMA Negeri 1 Panyabungan are known to be friendly and supportive. They always try to explain the lessons clearly and encourage students to ask questions. The learning atmosphere in the school is also positive, so students feel motivated to study and improve their abilities every day.

(Adapted on the text about SMA Negeri 1 Panyabungan)

A. Multiple Choice

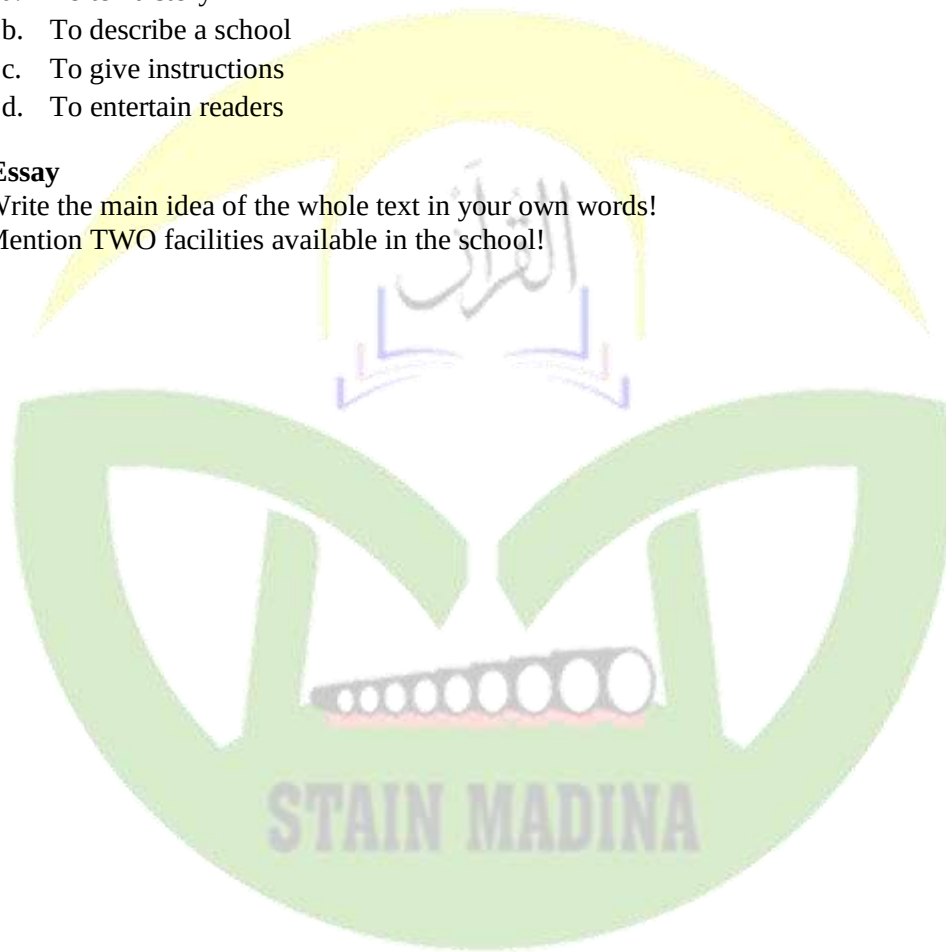
Choose the correct answer by crossing (A, B, C, or D)!

1. What is the main idea of paragraph 1?
 - a. The facilities of the school
 - b. The general information and reputation of the school
 - c. The students' activities
 - d. The teachers in the school
2. What is the main idea of paragraph 2?
 - a. The location of the school
 - b. The facilities that support learning
 - c. The teachers' role
 - d. The number of students
3. Why do students feel comfortable studying in the school?
 - a. Because it is far from the city
 - b. Because of good facilities and environment
 - c. Because there are no teachers
 - d. Because it is small

4. What do teachers do to help students?
- a. Ignore students
 - b. Give difficult tasks
 - c. Explain lessons clearly and encourage students
 - d. Ask students to study alone
5. What is the purpose of the text?
- a. To tell a story
 - b. To describe a school
 - c. To give instructions
 - d. To entertain readers

B. Essay

6. Write the main idea of the whole text in your own words!
7. Mention TWO facilities available in the school!



TEXT 2
Lake Toba

Lake Toba, or in Indonesian called Danau Toba, is one of the breathtaking natural wonders on the island of Sumatra, Indonesia. This lake is the largest volcanic lake in the world and is known as one of Indonesia's most popular tourist destinations. Located in North Sumatra, Lake Toba has a rich geological history and stunning natural beauty.

Lake Toba was formed by a massive volcanic eruption around 74,000 years ago. This eruption created a large caldera which was later filled with water, forming a huge lake. The lake stretches about 100 kilometers long and 30 kilometers wide. It is also one of the deepest lakes in the world, reaching depths of more than 450 meters.

The beauty of Lake Toba is not only seen from its size but also from its surroundings. The lake is surrounded by green hills and beautiful valleys. In the middle of the lake, there is Samosir Island, which is also a famous tourist destination. Visitors can enjoy the unique Batak culture and experience the friendliness of the local people.

Besides enjoying the scenery, visitors can do many activities at Lake Toba. They can swim, take photos, explore the surrounding areas, or try traditional Batak food. The lake also offers beautiful sunsets that attract many tourists.

Lake Toba is a perfect place to relax and escape from daily routines. It offers peace, natural beauty, and cultural experiences. Because of these reasons, Lake Toba is considered one of the must-visit places in Indonesia.

(Based on text about Lake Toba)

QUESTIONS

A. Multiple Choice

8. What is the main idea of paragraph 1?
 - a. The activities at Lake Toba
 - b. The general introduction of Lake Toba
 - c. The Batak culture
 - d. The size of the lake
9. How was Lake Toba formed?
 - a. By human activity
 - b. By a large volcanic eruption
 - c. By river water
 - d. By rainfall
10. What can visitors find around Lake Toba?
 - a. Big cities
 - b. Factories
 - c. Green hills and small villages
 - d. Shopping malls
11. What does the word "serenity" in paragraph 5 most nearly mean?
 - a. Noise
 - b. Peacefulness
 - c. Darkness
 - d. Crowded place

12. What is the purpose of the text?

- a. To tell a story
- b. To describe Lake Toba
- c. To give instructions
- d. To explain how to travel

B. Essay

13. Write the main idea of the whole text in your own words!

14. Mention TWO activities that visitors can do at Lake Toba!



READING TEST

Name Giesda Dharma
Class: X-1
Date 07 April 2026

Very Good

Text 1 SMA Negeri 1 Panyabungan

SMA Negeri 1 Panyabungan is one of the well-known senior high schools in Panyabungan. Many students choose this school because it has a good reputation and provides quality education. The school is located in a strategic area that is easy to access by students from different places.

The school has various facilities to support the learning process. There are many classrooms, a library, a science laboratory, and a computer room. The school yard is quite large and is often used for ceremonies, sports, and other activities. These facilities help students feel more comfortable and active during school time.

In addition, the teachers in SMA Negeri 1 Panyabungan are known to be friendly and supportive. They always try to explain the lessons clearly and encourage students to ask questions. The learning atmosphere in the school is also positive, so students feel motivated to study and improve their abilities every day.

Question

(Based on the text about SMA Negeri 1 Panyabungan)

A. Multiple Choice

Choose the correct answer by crossing (A, B, C, or D)

1. What is the main idea of paragraph 1?

- a. The facilities of the school
- ☒ b. The general information and reputation of the school
- c. The students' activities
- d. The teachers in the school

2. What is the main idea of paragraph 2?

- a. The location of the school
- ☒ b. The facilities that support learning
- c. The teachers' role

Multiple choice
B = 10

Essay B = 4

Score Jumlah jawaban benar $\times 100$
14

$$\frac{14}{14} \times 100 = (100)$$

d. The number of students

3. Why do students feel comfortable studying in the school?

a. Because it is far from the city

☒ b. Because of good facilities and environment

c. Because there are no teachers

d. Because it is small

4. What do teachers do to help students?

a. Ignore students

b. Give difficult tasks

☒ c. Explain lessons clearly and encourage students

d. Ask students to study alone

5. What is the purpose of the text?

a. To tell a story

☒ b. To describe a school

c. To give instructions

d. To entertain readers

B. Essay

6. Write the main idea of the whole text in your own words!

7. Mention TWO facilities available in the school!

TEXT 2 Lake Toba

Lake Toba, or in Indonesian called Danau Toba, is one of the breathtaking natural wonders on the island of Sumatra, Indonesia. This lake is the largest volcanic lake in the world and is known as one of Indonesia's most popular tourist destinations. Located in North Sumatra, Lake Toba has a rich geological history and stunning natural beauty.

Lake Toba was formed by a massive volcanic eruption around 74,000 years ago. This eruption created a large caldera which was later filled with water, forming a huge lake. The lake stretches about 100 kilometers long and 30 kilometers wide. It is also one of the deepest lakes in the world, reaching depths of more than 450 meters.

~~P. 6~~

B. ⑥ The main idea of the text is that SMA N 1 Pangabungan is a quality school with a positive learning environment, excellent facilities and supportive teachers. ✓

⑦ Many classrooms and a library. ✓

The beauty of Lake Toba is not only seen from its size but also from its surroundings. The lake is surrounded by green hills and beautiful valleys. In the middle of the lake, there is Samosir Island, which is also a famous tourist destination. Visitors can enjoy the unique Batak culture and experience the friendliness of the local people.

Besides enjoying the scenery, visitors can do many activities at Lake Toba. They can swim, take photos, explore the surrounding areas, or try traditional Batak food. The lake also offers beautiful sunsets that attract many tourists.

Lake Toba is a perfect place to relax and escape from daily routines. It offers peace, natural beauty, and cultural experiences. Because of these reasons, Lake Toba is considered one of the must-visit places in Indonesia.

(Based on text about Lake Toba)

QUESTIONS

A. Multiple Choice

1. What is the main idea of paragraph 1?

- a. The activities at Lake Toba
- ☒ b. The general introduction of Lake Toba
- c. The Batak culture
- d. The size of the lake

2. How was Lake Toba formed?

- a. By human activity
- ☒ b. By a large volcanic eruption
- c. By river water
- d. By rainfall

3. What can visitors find around Lake Toba?

- a. Big cities
- b. Factories
- ☒ c. Green hills and small villages
- d. Shopping malls

4. What does the word "serenity" in paragraph 5 most nearly mean?

- a. Noise
- ☒ b. Peacefulness
- c. Darkness
- d. Crowded place

5. What is the purpose of the text?

- a. To tell a story
- ☒ b. To describe Lake Toba
- c. To give instructions
- d. To explain how to travel

B. Essay

- 6. Write the main idea of the whole text in your own words!
- 7. Mention TWO activities that visitors can do at Lake Toba!

B. 6. Lake toba is a large volcanic lake in North
Sumatra know for its natural beauty and
geological history. ✓

7. Visitors can swim and take photos at Lake Toba. ✓

READING TEST

Name : HUSNIAH MARDIYAH

Class : X - 1

Date : 07 - APRIL - 2024

Fair

Text 1

SMA Negeri 1 Panyabungan

SMA Negeri 1 Panyabungan is one of the well-known senior high schools in Panyabungan. Many students choose this school because it has a good reputation and provides quality education. The school is located in a strategic area that is easy to access by students from different places.

The school has various facilities to support the learning process. There are many classrooms, a library, a science laboratory, and a computer room. The school yard is quite large and is often used for ceremonies, sports, and other activities. These facilities help students feel more comfortable and active during school time.

In addition, the teachers in SMA Negeri 1 Panyabungan are known to be friendly and supportive. They always try to explain the lessons clearly and encourage students to ask questions. The learning atmosphere in the school is also positive, so students feel motivated to study and improve their abilities every day.

Question

(Based on the text about SMA Negeri 1 Panyabungan)

A. Multiple Choice

Choose the correct answer by crossing (A, B, C, or D)!

1. What is the main idea of paragraph 1?

- a. The facilities of the school
- b. The general information and reputation of the school
- c. The students' activities
- d. The teachers in the school

2. What is the main idea of paragraph 2?

- a. The location of the school
- b. The facilities that support learning
- c. The teachers' role

Multiple Choice
B = 6

Essay B = 3

$$\frac{9}{14} \times 100 = 64,3$$

B. ESSAY

Jawaban essay!

6. SMA Negeri 1 Panyabungan is one of the well known senior high schools in Panyabungan. The school is located in a strategic area that is easy to access by students from different places.

~~There are many classrooms, a library, a science laboratory and computer room.~~ ✓

7. There are many classrooms, a library, a science laboratory and computer room. ✓

★ The number of students

✓ 3 Why do students feel comfortable studying in the school?

- a Because it is far from the city
- ✗ b Because of good facilities and environment
- c Because there are no teachers
- d Because it is small

✗ 4 What do teachers do to help students?

- a Ignore students
- b Give difficult tasks
- c Explain lessons clearly and encourage students
- ✗ d Ask students to study alone

✓ 5 What is the purpose of the text?

- a To tell a story
- ✗ b To describe a school
- c To give instructions
- d To entertain readers

B. Essay

6 Write the main idea of the whole text in your own words!

7 Mention TWO facilities available in the school!

TEXT 2 Lake Toba

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(Based on text about Lake Toba)

QUESTIONS

A. Multiple Choice

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 - d. By rainfall
3. What can visitors find around Lake Toba?
 - ☒ a. Big cities
 - b. Factories
 - ☒ c. Green hills and small villages
 - d. Shopping malls
4. What does the word "serenity" in paragraph 5 most nearly mean?
 - ☒ a. Noise
 - b. Peacefulness
 - c. Darkness
 - d. Crowded place
5. What is the purpose of the text?

- a To tell a story
- ✓ x To describe Lake Toba
- c To give instructions
- d To explain how to travel

B. Essay

6. Write the main idea of the whole text in your own words!
7. Mention TWO activities that visitors can do at Lake Toba!

Jawaban essay:

6. The beauty of Lake Toba is not only seen from its size but also from its surroundings. The lake is surrounded by green hills and beautiful valleys. ✓

7. It offers peace, natural beauty, and cultural experiences. Because of these reasons, Lake Toba is considered one of the must-visit places in Indonesia. ✓

READING TEST

Name: Yusra Ikhani
Class: X
Date: 01-04-2020

Poor

Text 1
SMA Negeri 1 Panyabungan

SMA Negeri 1 Panyabungan is one of the well-known senior high schools in Panyabungan. Many students choose this school because it has a good reputation and provides quality education. The school is located in a strategic area that is easy to access by students from different places.

The school has various facilities to support the learning process. There are many classrooms, a library, a science laboratory, and a computer room. The school yard is quite large and is often used for ceremonies, sports, and other activities. These facilities help students feel more comfortable and active during school time.

In addition, the teachers in SMA Negeri 1 Panyabungan are known to be friendly and supportive. They always try to explain the lessons clearly and encourage students to ask questions. The learning atmosphere in the school is also positive, so students feel motivated to study and improve their abilities every day.

Question

(Based on the text about SMA Negeri 1 Panyabungan)

A. Multiple Choice

Choose the correct answer by crossing (A, B, C, or D)

1. What is the main idea of paragraph 1?

- a. The facilities of the school
- ☒ b. The general information and reputation of the school
- c. The students' activities
- d. The teachers in the school

2. What is the main idea of paragraph 2?

- ☒ a. The location of the school
- b. The facilities that support learning
- c. The teachers' role

Multiple Choice
B: 4.

Essay B: 3

$$\frac{7}{14} \times 100 = 50$$

d. The number of students

5. Why do students feel comfortable studying in the school?

- a. Because it is far from the city
- b. Because of good facilities and environment
- c. Because there are no teachers
- d. Because it is small

6. What do teachers do to help students?

- a. Ignore students
- b. Give difficult tasks
- c. Explain lessons clearly and encourage students
- d. Ask students to study alone

7. What is the purpose of the text?

- a. To tell a story
- b. To describe a school
- c. To give instructions
- d. To entertain readers

B. Essay

6. Write the main idea of the whole text in your own words!

7. Mention TWO facilities available in the school! - CLASSROOMS

- laboratory and computer ✓

TEXT 2 Lake Toba

Lake Toba, or in Indonesian called Danau Toba, is one of the breathtaking natural wonders on the island of Sumatra, Indonesia. This lake is the largest volcanic lake in the world and is known as one of Indonesia's most popular tourist destinations. Located in North Sumatra, Lake Toba has a rich geological history and stunning natural beauty.

Lake Toba was formed by a massive volcanic eruption around 74,000 years ago. This eruption created a large caldera which was later filled with water, forming a huge lake. The lake stretches about 100 kilometers long and 30 kilometers wide. It is also one of the deepest lakes in the world, reaching depths of more than 450 meters.

The beauty of Lake Toba is not only seen from its size but also from its surroundings. The lake is surrounded by green hills and beautiful valleys. In the middle of the lake, there is Samosir Island, which is also a famous tourist destination. Visitors can enjoy the unique Batak culture and experience the friendliness of the local people.

Besides enjoying the scenery, visitors can do many activities at Lake Toba. They can swim, take photos, explore the surrounding areas, or try traditional Batak food. The lake also offers beautiful sunsets that attract many tourists.

Lake Toba is a perfect place to relax and escape from daily routines. It offers peace, natural beauty, and cultural experiences. Because of these reasons, Lake Toba is considered one of the must-visit places in Indonesia.

(Based on text about Lake Toba)

QUESTIONS

A. Multiple Choice

1. What is the main idea of paragraph 1?

- a. The activities at Lake Toba
- b. The general introduction of Lake Toba
- c. The Batak culture
- d. The size of the lake

2. How was Lake Toba formed?

- a. By human activity
- b. By a large volcanic eruption
- c. By river water
- d. By rainfall

3. What can visitors find around Lake Toba?

- a. Big cities
- b. Factories
- c. Green hills and small villages
- d. Shopping malls

4. What does the word "serenity" in paragraph 5 most nearly mean?

- a. Noise
- b. Peacefulness
- c. Darkness
- d. Crowded place

5. What is the purpose of the text?

- a. To tell a story
- ☒ b. To describe Lake Toba
- c. To give instructions
- d. To explain how to travel

B. Essay

6. Write the main idea of the whole text in your own words!

7. Mention TWO activities that visitors can do at Lake Toba!

jawabkan esai

1. SMAN 1 Pangobungan is one of the well known senior high schools in Pangobungan. the school is located in a strategic area that is easy to be student from different ~~place~~ places. ✓

1. The beauty of lake to is not only seen from its size but also from its surroundings. the lake is surrounded by green hills and beautiful valleys. ✓

2. It offers peace, natural beauty, and cultural experiences because of these reasons lake toba is considered one of the must-visit places in Indonesia. ✓

READING TEST

Name: *Alveng nurzully*
Class: *X-1*
Date: *2-04/2026*

Very Poor

Text 1
SMA Negeri 1 Panyabungan

SMA Negeri 1 Panyabungan is one of the well-known senior high schools in Panyabungan. Many students choose this school because it has a good reputation and provides quality education. The school is located in a strategic area that is easy to access by students from different places.

The school has various facilities to support the learning process. There are many classrooms, a library, a science laboratory, and a computer room. The school yard is quite large and is often used for ceremonies, sports, and other activities. These facilities help students feel more comfortable and active during school time.

In addition, the teachers in SMA Negeri 1 Panyabungan are known to be friendly and supportive. They always try to explain the lessons clearly and encourage students to ask questions. The learning atmosphere in the school is also positive, so students feel motivated to study and improve their abilities every day.

Question

(Based on the text about SMA Negeri 1 Panyabungan)

A. Multiple Choice

Choose the correct answer by crossing (A, B, C, or D)

✓ What is the main idea of paragraph 1?

- a. The facilities of the school
- ☒ b. The general information and reputation of the school
- c. The students' activities
- d. The teachers in the school

✗ What is the main idea of paragraph 2?

- a. The location of the school
- b. The facilities that support learning
- ☒ c. The teachers' role

Multiple Choice
B: 3

Essay B: 1
 $\frac{4}{14} \times 100 = 28,6$
↓
28,6

d. The number of students

✚ Why do students feel comfortable studying in the school?

a. Because it is far from the city

b. Because of good facilities and environment

Ⓒ Because there are no teachers

d. Because it is small

✚ What do teachers do to help students?

Ⓐ Ignore students

b. Give difficult tasks

c. Explain lessons clearly and encourage students

d. Ask students to study alone

✚ What is the purpose of the text?

a. To tell a story

b. To describe a school

c. To give instructions

Ⓓ To entertain readers

B. Essay

6. Write the main idea of the whole text in your own words!

7. Mention TWO facilities available in the school!

TEXT 2

Lake Toba

Lake Toba, or in Indonesian called Danau Toba, is one of the breathtaking natural wonders on the island of Sumatra, Indonesia. This lake is the largest volcanic lake in the world and is known as one of Indonesia's most popular tourist destinations. Located in North Sumatra, Lake Toba has a rich geological history and stunning natural beauty.

Lake Toba was formed by a massive volcanic eruption around 74,000 years ago. This eruption created a large caldera which was later filled with water, forming a huge lake. The lake stretches about 100 kilometers long and 30 kilometers wide. It is also one of the deepest lakes in the world, reaching depths of more than 450 meters.

6. SMA 1 adalah salah satu sekolah di Pangkajene yg
Lumayan bagus and indie. ♪

7. Meja, bangku, perpustakaan, dan kelas ✓

The beauty of Lake Toba is not only seen from its size but also from its surroundings. The lake is surrounded by green hills and beautiful valleys. In the middle of the lake, there is Samosir Island, which is also a famous tourist destination. Visitors can enjoy the unique Batak culture and experience the friendliness of the local people.

Besides enjoying the scenery, visitors can do many activities at Lake Toba. They can swim, take photos, explore the surrounding areas, or try traditional Batak food. The lake also offers beautiful sunsets that attract many tourists.

Lake Toba is a perfect place to relax and escape from daily routines. It offers peace, natural beauty, and cultural experiences. Because of these reasons, Lake Toba is considered one of the must-visit places in Indonesia.

(Based on text about Lake Toba)

QUESTIONS

A. Multiple Choice

1. What is the main idea of paragraph 1?

- ☒ a. The activities at Lake Toba
- b. The general introduction of Lake Toba
- c. The Batak culture
- d. The size of the lake

2. How was Lake Toba formed?

- ☒ a. By human activity
- b. By a large volcanic eruption
- c. By river water
- d. By rainfall

3. What can visitors find around Lake Toba?

- a. Big cities
- b. Factories
- ☒ c. Green hills and small villages
- d. Shopping malls

4. What does the word "serenity" in paragraph 5 most nearly mean?

- a. Noise
- ☒ b. Peacefulness
- c. Darkness
- d. Crowded place

5. What is the purpose of the text?

- a. To tell a story
- b. To describe Lake Toba
- c. To give instructions
- d. To explain how to travel

B. Essay

- 6. Write the main idea of the whole text in your own words!
- 7. Mention TWO activities that visitors can do at Lake Toba!

6. ~~in summary~~ Danau Toba adalah wisata yang ada di Sumatera Utara yg bagus dan cantik

7. banyak pemandangan indah disana contoh: Puncak Kiri dan gunung angin dan melihat ke arah danau

APPENDIX 2

Judul Penelitian: An Analysis of Students' Difficulties in Identifying Main Ideas in Descriptive Texts at SMA Negeri 1 Panyabungan

Sekolah: SMA Negeri 1 Panyabungan

Kelas: X-1

Tanggal: 26 Februari 2026

Responden: Guru Bahasa Inggris

Table 2.1 Transkrip Wawancara dengan Guru Bahasa Inggris

No	Peneliti	Guru Bahasa Inggris
1	Kesulitan apa yang biasanya dialami siswa dalam belajar Bahasa Inggris, khususnya dalam menemukan main idea pada teks deskriptif?	Kosakata mereka masih sangat kurang. Menurut saya, hal itu karena saat mereka masih di SMP mereka belum banyak belajar Bahasa Inggris. Jadi saya memulai pembelajaran dari kosakata terlebih dahulu. Setelah itu saya mengajarkan tenses agar mereka memahami susunan kalimat. Baru setelah itu saya masuk ke materi teks
2	Bagaimana kemampuan membaca siswa?	Kemampuan membaca mereka masih rendah. Pronunciation mereka juga masih kurang karena waktu di SMP mereka jarang berlatih membaca Bahasa Inggris. Itulah sebabnya mereka masih kesulitan memahami reading comprehension. Rencananya, pada semester dua saya akan mulai lebih banyak menggabungkan pembelajaran tenses dengan kegiatan membaca.
3	Apakah Ibu sudah mengajarkan descriptive text kepada siswa?	Sudah. Saya sudah menjelaskan descriptive text selama empat kali pertemuan. Namun, mereka masih mengalami kesulitan memahaminya karena mereka belum memiliki dasar yang cukup dari SMP.
4	Apa kesulitan yang dialami siswa ketika mempelajari descriptive text?	Pemahaman Bahasa Inggris mereka masih sangat rendah. Ketika diminta mendeskripsikan seseorang atau sesuatu, mereka biasanya hanya mampu menyebutkan satu atau dua kata. Mereka belum mampu menyusun kalimat yang lengkap karena kosakata mereka masih

		sangat terbatas.
5	Metode apa yang akan Ibu gunakan untuk membantu meningkatkan kemampuan Bahasa Inggris siswa?	Saya akan menggunakan video interaktif. Setelah menonton video, siswa diminta menjelaskan isi atau maksud dari video tersebut. Kemudian mereka akan berlatih membaca dan pronunciation. Setelah itu mereka akan bekerja dalam kelompok yang terdiri dari dua atau tiga orang untuk menerjemahkan sebuah teks, mendiskusikan maknanya, lalu menyimpulkan isi dari video atau teks tersebut.
6	Apa rencana Ibu untuk meningkatkan kemampuan siswa dalam memahami bacaan dan menemukan main idea?	Saya akan terus meningkatkan penguasaan kosakata mereka terlebih dahulu. Setelah itu saya mengajarkan tenses, kemudian membaca teks. Saya juga berencana membuat kelas binaan karena kelas X-1 merupakan kelas yang heterogen. Ada siswa yang sudah memahami materi, tetapi ada juga yang masih memerlukan bimbingan. Saya berharap ketika mereka berada di kelas XI nanti, mereka sudah memahami apa itu main idea.

**Notes : kekurangan vocabulary,
pembelajaran dimulai dari vocabulary → tenses → reading/text,
kemampuan reading comprehension dan pronunciation masih rendah,
descriptive text sudah diajarkan empat kali,
rencana penggunaan video interaktif, latihan membaca, kerja kelompok, dan
kelas binaan untuk membantu siswa yang masih kesulitan.**

Respondent: English Teacher of Grade X SMA Negeri 1 Panyabungan

The interview with the English teacher was conducted to obtain information about the methods used in teaching reading, students' difficulties in identifying main ideas,, factors affecting students' reading comprehension and the strategies used by the teacher to overcome those difficulties.

Table 2.2 Summary of interview with English Teacher

No	Interview Aspect	Summary of Teacher's Responses
1	Students' difficulties	The teacher stated that students' main difficulty in identifying the main idea was their limited vocabulary. Students also had low reading comprehension and pronunciation skills because they lacked sufficient English learning experience in junior high school.
2	Teaching sequence	The teacher explained that English instruction began with vocabulary mastery, followed by tenses, and then reading activities and text-based learning to help students build a stronger foundation.
3	Students' understanding of descriptive text	Although descriptive text had been taught in four meetings, many students still experienced difficulties because of their limited vocabulary and weak understanding of English sentence structures.
4	Teaching strategies	The teacher planned to use interactive videos, reading practice, pronunciation exercises, group discussions, and text translation activities to improve students' reading comprehension and understanding of the main idea. Reading activities would be emphasized more in the second semester by integrating them with grammar lessons.
5	Future plan	The teacher planned to continue improving students' vocabulary, strengthen their understanding of tenses, provide more reading practice, and establish a special guidance class for students who still needed

		additional support in learning English.
--	--	---

The table above presents a summary of the interview findings obtained from the English teacher at SMA Negeri 1 Panyabungan. The interview was conducted to explore the teacher's perspectives on students' difficulties in identifying the main ideas in descriptive texts, the teaching strategies implemented to address these difficulties, and future plans to improve students' reading comprehension. The responses were analyzed and summarized into five interview aspects based on the main themes discussed during the interview. (Source: *Interview with English Teacher*(2026))



INTERVIEW GUIDE

Tujuan :

Wawancara ini dilakukan untuk memperoleh informasi mendalam dari Guru Bahasa Inggris mengenai kesulitan siswa dalam mengidentifikasi gagasan utama (Main Ideas) pada teks deskriptif serta bagaimana metode dan teknik mengajar Guru dapat berkontribusi terhadap kesulitan tersebut.

Responden :

Guru Bahasa Inggris kelas X di SMA Negeri 1 Panyabungan

Jenis Pertanyaan :

Wawancara semi ter-struktur (pertanyaan terbuka sehingga guru dapat memberikan jawaban secara lebih rinci).

Pertanyaan Wawancara :

1. Metode apa yang biasanya Ibu gunakan dalam mengajar reading, khususnya teks deskriptif?
2. Bagaimana cara Ibu menjelaskan konsep Main Ideas kepada siswa?
3. Teknik apa yang Ibu gunakan untuk membantu siswa membedakan Main Ideas dan kalimat pendukung?
4. Menurut Ibu, kesulitan apa yang paling sering dialami siswa dalam menemukan Main Idea pada teks deskriptif?
5. Bagaimana cara Ibu membantu siswa yang mengalami kesulitan memahami Main Idea?
6. Apakah Ibu mengajarkan strategi khusus (misalnya menentukan topik, mencari topik sentence, skimming) untuk menemukan Main Idea? Jika ya, mohon jelaskan.
7. Bagaimana cara Ibu mengecek pemahaman siswa tentang Main Idea setelah pembelajaran?
8. Media apa saja yang Ibu gunakan dalam pembelajaran reading (buku teks, LKS, slide atau lainnya)?
9. Bagaimana cara Ibu memotivasi siswa agar lebih aktif membaca dan memahami Main Ideas/
10. Menurut Ibu, apa yang perlu diperbaiki dalam pembelajaran reading agar siswa lebih mudah mengidentifikasi Main Ideas dalam teks deskriptif?

Research Title: An Analysis of Students' Difficulties in Identifying Main Ideas in Descriptive Texts at SMA Negeri 1 Panyabungan

School : SMA Negeri 1 Panyabungan

Class : X

Date : 26 February 2026

Respondent S1

Table 3.1 Interview Transcript With Students 1

No	Peneliti	Siswa
1	Apakah kamu suka pelajaran Bahasa Inggris? Mengapa?	Iya, saya suka belajar Bahasa Inggris karena saya suka speaking dan beberapa skill dalam Bahasa Inggris.
2	Bagaimana perasaan kamu saat membaca teks Bahasa Inggris?	Saya berusaha memahami teks itu menjelaskan tentang apa.
3	Apakah kamu tahu apa itu Main Idea (Gagasan Utama)? Coba jelaskan dengan kata-katamu sendiri.	Tahu. Main idea itu gagasan utama atau pokok dari sebuah kalimat atau paragraf, atau pokok pembahasan dari semua paragraf.
4	Apakah kamu merasa kesulitan menemukan Main Idea dalam teks Descriptive? Mengapa?	Kadang-kadang iya, kadang-kadang tidak. Soalnya ada kosakata Bahasa Inggris yang saya tahu, tapi ada juga yang tidak saya tahu. Menurut saya, main idea biasanya ada di awal atau di akhir paragraf.
5	Hal apa yang biasanya membuat kamu bingung saat mencari gagasan utama?	Kurangnya kosakata.
6	Apakah kamu memahami perbedaan antara Main Idea dan Supporting Details?	Iya, paham.
7	Biasanya apa yang kamu lakukan pertama kali saat membaca teks Descriptive?	Saya membaca teksnya dulu lalu mencoba memahami isi teks tersebut.
8	Apakah kosakata yang tidak kamu	Iya. Kalau saya tidak tahu arti

	pahami memengaruhi kemampuanmu dalam menemukan gagasan utama? Bagaimana?	kosakatanya, saya jadi sulit menemukan main idea.
9	Apakah panjangnya paragraf membuat kamu lebih sulit menemukan gagasan utama? Mengapa?	Tidak. Yang paling membuat saya kesulitan adalah kosakata.
10	Apakah guru sudah menjelaskan cara menemukan gagasan utama dengan jelas menurut kamu?	Guru pernah menjelaskan tentang main idea, tetapi hanya sekilas. Saya lebih memahami materi setelah peneliti menjelaskan tentang main idea di kelas.
11	Menurut kamu, apa yang bisa membantu agar lebih mudah menemukan gagasan utama dalam teks Descriptive?	Menambah kosakata dan penjelasan yang lebih jelas tentang main idea akan membantu saya.



Descriptive Texts at SMA Negeri 1 Panyabungan

School : SMA Negeri 1 Panyabungan

Class : X

Date : 26 February 2026

Respondent S2

Table 3.2 Interview Transcript with Students 2 (S2)

No	Peneliti	Siswa
1	Apakah kamu suka pelajaran Bahasa Inggris? Mengapa?	Sedikit, Kak. Karena masih banyak kosakata yang belum saya mengerti. Susah menghafal kata kerja, dan masih banyak kata dalam teks yang belum saya pahami.
2	Apakah kamu suka membaca teks Bahasa Inggris?	Iya, Kak.
3	Kalau dikasih teks Bahasa Inggris yang panjang, kamu suka membacanya?	Iya, Kak.
4	: Apakah kosakata memengaruhi pemahamanmu saat membaca sebuah teks?	Iya, Kak. Karena dari kosakata itu terbentuk sebuah kalimat. Kalau saya tidak mengerti kosakatanya, saya jadi susah memahami kalimatnya.
5	Apakah guru sudah menjelaskan tentang pengertian main idea dan descriptive text?	Kalau descriptive text sudah dijelaskan, Kak. Tapi kalau main idea belum.
6	Sejauh mana kamu tahu tentang descriptive text?	Lupa, Kak.
7	Apakah kamu bisa membedakan main idea dengan supporting details?	Bisa, Kak.
8	Apa kesulitan terbesar kamu dalam belajar Bahasa Inggris?	Susah menerjemahkan Bahasa Inggris, Kak.
9	Biasanya kalau menerjemahkan sebuah teks, kamu	Per kalimat, Kak.

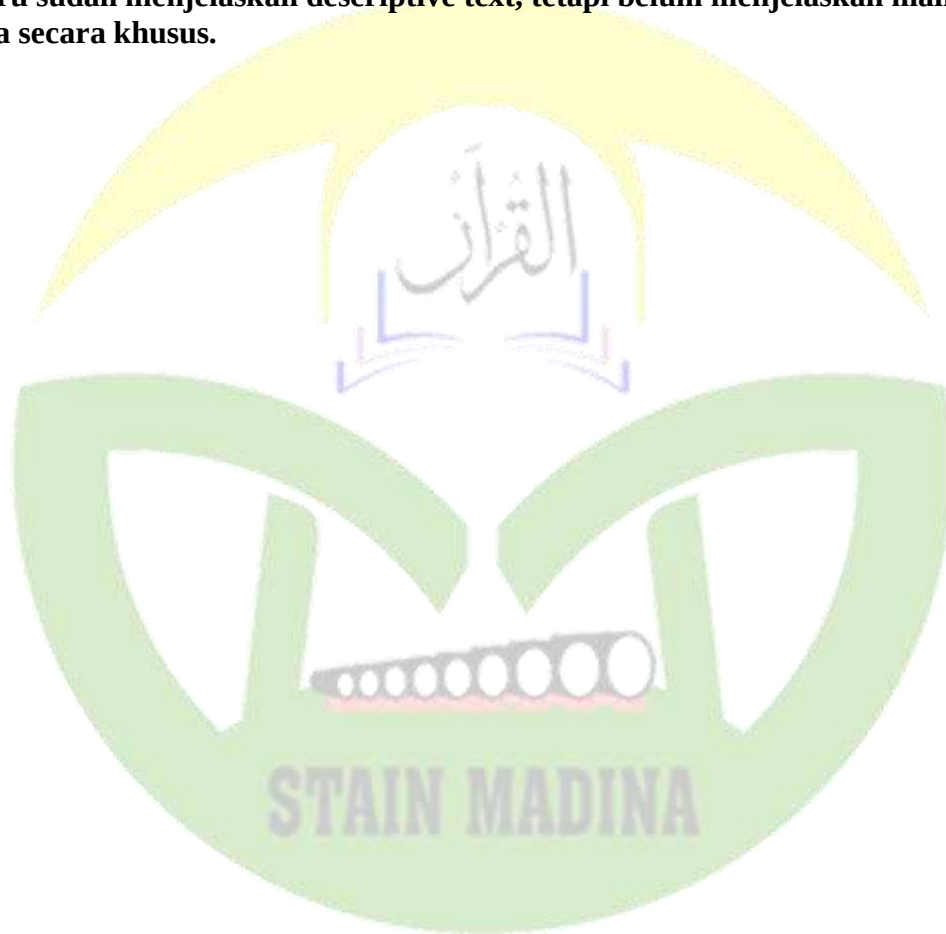
	menerjemahkannya per kata atau per kalimat?	
--	---	--

Note: Kesulitan utama pada vocabulary (kosakata).

Sulit menghafal verb (kata kerja).

Sulit menerjemahkan teks.

Guru sudah menjelaskan descriptive text, tetapi belum menjelaskan main idea secara khusus.



Research Title: An Analysis of Students' Difficulties in Identifying Main Ideas in

Descriptive Texts at SMA Negeri 1 Panyabungan

School : SMA Negeri 1 Panyabungan

Class : X

Date : 26 February 2026

Respondent S2

Table 3.3 Interview Transcript with Students 3 (S3)

No	Peneliti	Siswa
1	Apakah kamu suka pelajaran Bahasa Inggris?	Iya Kak.
2	Apakah kamu suka membaca?	Iya, Kak.
3	Kenapa kamu suka membaca?	Karena membaca lebih seru daripada berbicara (speaking).
4	Buku apa yang biasanya kamu baca?	Buku cerita.
5	Apa kesulitan kamu dalam belajar Bahasa Inggris?	Susah menerjemahkan Bahasa Inggris, Kak.
6	Bagaimana dengan kosakata?	Sebagian kosakata saya mengerti, tapi sebagian lagi masih susah.
7	Hal apa yang biasanya membuat kamu bingung saat mencari main idea?	Karena kurangnya kosakata.
8	Apakah kamu tahu apa itu main idea?	Iya. Main idea adalah gagasan utama atau inti dari sebuah cerita atau paragraf.
9	Apakah kamu tahu apa itu descriptive text?	Iya. Descriptive text adalah teks yang menceritakan tentang kejadian di masa lampau.

Research Title: An Analysis of Students' Difficulties in Identifying Main Ideas in

Descriptive Texts at SMA Negeri 1 Panyabungan

School : SMA Negeri 1 Panyabungan

Class : X

Date : 26 February 2026

Respondent S4

Table 3.4 Interview Transcript with Students 4 (S4)

No	Peneliti	Siswa
1	Apakah kamu suka pelajaran Bahasa Inggris? Mengapa?	Sedikit, Kak. Kadang-kadang susah mengucapkannya (pronunciation), tapi kadang-kadang juga mudah.
2	Apakah kamu suka membaca?	Iya, Kak.
3	Buku apa yang pernah kamu baca?	Novel.
4	Apakah kamu pernah membaca buku pelajaran?	Pernah, Kak. Buku pelajaran Bahasa Indonesia.
5	Apakah kamu tahu apa itu main idea? Apakah kamu pernah belajar tentang main idea?	Belum, Kak.
6	Apakah kamu tahu apa itu descriptive text?	Teks tentang masa lampau, Kak.
7	Kalau saya memberikan sebuah teks bacaan berjudul My School, apakah kamu bisa menemukan main idea-nya?	Mungkin bisa, Kak. Saya akan mencari poin-poin pentingnya
8	Apa kesulitan kamu saat menerjemahkan sebuah teks Bahasa Inggris?	Sulit membedakan main idea dengan supporting details.
9	Apa lagi yang membuat	Teks yang terlalu panjang membuat saya

	kamu kesulitan menemukan main idea?	bosan membaca dan jadi tidak fokus. Selain itu, masih banyak kosakata yang saya tidak tahu artinya, jadi saya sulit memahami isi teks.
--	-------------------------------------	--



Research Title: An Analysis of Students' Difficulties in Identifying Main Ideas in

Descriptive Texts at SMA Negeri 1 Panyabungan

School : SMA Negeri 1 Panyabungan

Class : X

Date : 26 February 2026

Respondent S5

Table 3.5 Interview Transcript with Students 5 (S5)

No	Peneliti	Siswa
1	Apakah kamu suka belajar Bahasa Inggris?	Iya, Kak. Tapi saya kurang suka membaca.
2	Dari empat keterampilan Bahasa Inggris, mana yang paling kamu sukai?	Saya paling suka listening. Saya suka mendengarkan cerita dan lagu-lagu Bahasa Inggris.
3	Apakah kamu tahu apa itu main idea?	Tidak tahu, Kak.
4	Apakah kamu tahu apa itu descriptive text?	Tidak tahu, Kak.
5	Apa kesulitan kamu dalam belajar Bahasa Inggris?	Bahasa Inggris itu sulit, Kak. Sulit dipahami, apalagi kosakatanya.
6	Apakah panjangnya teks membuat kamu sulit menemukan main idea?	Iya, Kak. Kalau teksnya terlalu panjang jadi lebih sulit. Bagaimana saya bisa menemukan main idea kalau saya tidak tahu arti kata-kata atau kalimat dalam teks itu.

Respondents: Four Students of Grade X SMA Negeri 1 Panyabungan

The interview with students was conducted to identify their difficulties in determining main ideas in descriptive texts and to explore the factors influencing their reading comprehension ability.

Table 3.6 Summary of Interview with Students

Findings	Students' Responses
Students' interest in English	Most students showed a positive attitude toward learning English, although some stated that they only liked it a little because they had difficulties understanding English vocabulary and texts.
Understanding of main idea	Some students understood the concept of the main idea, while others admitted that they did not fully understand it or had never learned it clearly.
Students' difficulties in identifying the main idea	The main difficulty experienced by students was limited vocabulary, which made it difficult to understand sentences and identify the main idea. Some students also found it difficult to distinguish the main idea from supporting details.
Factors affecting reading comprehension	Students reported that unfamiliar vocabulary, difficulty translating English texts, and long paragraphs reduced their understanding of the text and made it harder to identify the main idea.
Teacher's explanation	Some students stated that the teacher had explained descriptive texts, but the explanation of the main idea was limited or not clear enough.
Students' suggestions	Students suggested increasing vocabulary mastery and receiving clearer explanations and more practice in identifying the main idea to improve their reading comprehension.

The table above presents a summary of the interview findings obtained from five students of Class X-1 at SMA Negeri 1 Panyabungan. The interview was conducted to explore the students' perceptions and experiences regarding their difficulties in identifying main ideas in descriptive texts. The responses were analyzed and summarized into six interview aspects based on the similarities of the participants' answers.

Source: Interview with Students(2026)

PEDOMAN WAWANCARA
SISWA KELAS X-1 SMA NEGERI 1 PANYABUNGAN

Judul Penelitian :

*An Analysis of Student's Difficulties in Identifying Main Ideas
in Descriptive Texts at SMA Negeri 1 Panyabungan*

Sekolah : SMA Negeri 1 Panyabungan

Kelas : X

Tanggal : 26 Februari 2026

Kode Responden : S1 / S2 / S3 dst

A. Pertanyaan Pembuka

1. Apakah kamu suka pelajaran Bahasa Inggris? Mengapa?
2. Bagaimana perasaan kamu saat membaca teks Bahasa Inggris?

B. Pertanyaan Inti

3. Apakah kamu tahu apa itu Main Idea (Gagasan Utama)? Coba jelaskan dengan kata-katamu sendiri
4. Apakah kamu merasa kesulitan menemukan Main Idea dalam teks Descriptive? Mengapa?
5. Hal apa yang biasanya membuat kamu bingung saat mencari gagasan utama?
 - Kosakata sulit
 - Paragraf panjang
 - Tidak tahu perbedaan antara gagasan utama dengan kalimat pendukung atau yang lain?
6. Apakah kamu memahami perbedaan antara *Main Idea* dan *Supporting Details*?
7. Biasanya apa yang kamu lakukan pertama kali saat membaca teks Descriptive?
8. Apakah kosakata yang tidak kamu pahami memengaruhi kemampuan kamu dalam menemukan gagasan utama? Bagaimana?
9. Apakah panjangnya paragraf membuat kamu lebih sulit menemukan gagasan utama? Mengapa?
10. Apakah Guru sudah menjelaskan cara menemukan gagasan utama dengan jelas menurut kamu?

C. Pertanyaan Penutup

11. Menurut kamu, apa yang bisa membantu agar lebih mudah menemukan gagasan utama dalam teks Descriptive?

This appendix the audio recordings of interviews conducted with the students as supporting data for this reserach. The recordings can be assessed through the following Google Drive Links.

Students 1

<https://drive.google.com/file/d/1Q9q20UczVwzIYHo9BUN2Gwipac3PVEY/view?usp=drivesdk>



Students 2

<https://drive.google.com/file/d/1ylaSB0YNgqcchoXLKAzAkUqpmOncgBU5/view?usp=drivesdk>



Students 3

https://drive.google.com/file/d/1YXC5KqPDaab72cvw4H_iShlOMZkfTNN5/view?usp=drivesdk



Students 4

<https://drive.google.com/file/d/1RAskS71FiiniIvG6YSmCezT1TGIF4SUL/view?usp=drivesdk>



Students 5

<https://drive.google.com/file/d/1UDZSdc3DNPJJ1eOAK4GvuUOQNae0FGBE/view?usp=drivesdk>



APPENDIX 4

Research Title:
An Analysis of Students' Difficulties in Identifying Main Ideas in Descriptive Texts at SMA Negeri 1 Panyabungan

Table 4.1 Data of Observation

	Classroom Situation
Observation 1, February 24, 2026	During the observation, the researcher observed the teaching and learning process in the classroom. The teacher provided learning activities related to English material. The researcher observed students' participation, classroom conditions, and students' difficulties during the learning process. The observation results showed that some students had difficulties in understanding English vocabulary and sentences. Some students also found difficulties in understanding the meaning of texts. During the learning process, some students paid attention to the teacher's explanation, while others were less focused.
Observation II, February 26, 2026	The researcher observed students' activities during the learning process and conducted interviews with the teacher and selected students. The observation showed that students still experienced difficulties in understanding English texts, especially when they found unfamiliar vocabulary. Some students needed more explanation and guidance to understand the content of the text.

Observation III, March 3, 2026	The researcher observed the classroom situation during the learning process. The observation showed that the learning activities were affected by classroom conditions. Some students seemed less motivated and less focused during the activity. The researcher also found that reading activities related to descriptive texts had not been fully implemented at that time.
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Research Title:

An Analysis of Students' Difficulties in Identifying Main Ideas in Descriptive Texts at SMA Negeri 1 Panyabungan

Observer: Zenat Kautsar**School:** SMA Negeri 1 Panyabungan**Class:** X-1**Subject:** English**Date:****Table 4.2 Observation Sheet**

No	Observation Aspects	Indicators	Observation Notes
1	Teaching and learning process	Observing the activities conducted during the English learning process, especially reading activities.	
2	Teacher's methods and technique	Observing the methods and techniques used by the teacher in teaching reading comprehension.	
3	Students' participation	Observing students' attention, responses, and involvement during the learning process.	
4	Students' difficulties in reading	Observing students' difficulties in understanding vocabulary, sentences, main ideas, supporting details, and concluding sentences.	
5	Classroom condition	Observing classroom situation, students' behavior, and factors affecting the learning process.	

Table 4.3 Observation Result

No	Observation Aspects	Observation Notes
1	Teaching and learning process	The researcher observed the English learning process in class X-1. During the observation, the learning activities were related to English materials. Reading activities related to descriptive texts had not been fully implemented during the observation period.
2	Teacher's methods and techniques	The teacher used explanation and vocabulary activities to support students' understanding. The teacher provided explanations and examples to help students understand the learning material.
3	Students' participation	Some students paid attention to the teacher's explanation, while some students were less active and less focused during the learning process. Some students were distracted during classroom activities.
4	Students' difficulties in reading	The researcher found that some students experienced difficulties in understanding vocabulary and sentences. These difficulties affected students' ability to understand the content of texts and identify main ideas.
5	Classroom condition	The classroom condition was influenced by the situation during the observation period. Some students seemed less focused, especially during the Ramadan period, and the learning process was not always conducted optimally.

Appendix 5. Documentation



Picture 4.1 The Researcher Explained Main Idea Material During the Teaching and Learning Process



Picture 4.2 The Researcher Explained the Procedures for Completing the Questionnaire to the Students



Picture 4.3 Students filled out the Questionnaire to Provide Data for the Research



Picture 4.4 Students filled out the Questionnaire to Provide Data for the Research



Picture 4.5 Students filled out the Questionnaire to Provide Data for the Research



Picture 4.6 The Researcher Conducted an Interview with a Students Regarding Difficulties in Idetifying Main Ideas in Descriptive Texts



Picture 4.7 The Researcher Conducted an Interview with a Students Regarding Difficulties in Idetifying Main Ideas in Descriptive Texts



Picture 4.8 The Researcher Conducted an Interview with a Students Regarding Difficulties in Idetifying Main Ideas in Descriptive Texts



Picture 4.9 The Researcher Conducted an Interview with a Students Regarding Difficulties in Idetifying Main Ideas in Descriptive Texts



Picture 4.10 The Researcher Conducted an Interview with a Students Regarding Difficulties in Idetifying Main Ideas in Descriptive Texts



Picture 4.11 The Researcher Distrubuted the Reading Test on Identifying Main Ideas in Descriptive Texts to the Students



Picture 4.12 Students Worked on the Reading Test During the Data Collection Process



Picture 4.13 Students Worked on the Reading Test During the Data Collection Process



Picture 4.14 The Collected Reading Test Answer Sheets Used as Research Data



Picture 4.15 Classroom Situation During the Research Activity



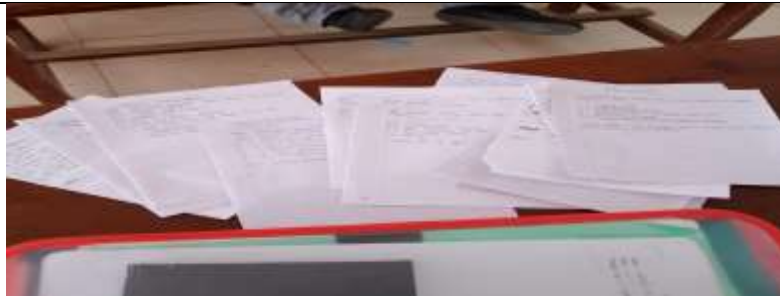
Picture 4.16 Classroom Situation During the Research Activity



Picture 4.17 Students Writing Their Opinion About Difficulties in Identifying Main Ideas



Picture 4.18 Students Writing Their Opinion About Difficulties in Identifying Main Ideas



Picture 4.19 Collected Students' Written Responses on Difficulties in Identifying Main Ideas



Picture 4.20 The Researcher Conducted an Interview with the English Teacher to Obtain Research Data



Picture 4.21 The Researcher Conducted an Interview with the English Teacher to Obtain Research Data

Appendix 6. Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
MANDAILING NATAL
PUSAT PENELITIAN DAN PENGABDIAN MASYARAKAT
Jalan Prof. Dr. Andi Hakim Nasution, Panyabungan 22978
Website: www.stain-madina.ac.id
Email : stainmandailingnatal@yahoo.com

93
08 2026

Nomor : B- 67 /Sti.21/F.1/TL.00/01/2026 11 Februari 2026
Lampiran : -
Perihal : Permohonan Izin Penelitian

Kepada Yth.
Bapak/Ibu Kepala SMA Negeri 1 Panyabungan
di-

Tempat

Dengan hormat, bersama surat ini kami sampaikan kepada Bapak/Ibu bahwa :

Nama : Zenat Kautsar
NIM : 21-13-0018
Semester : X (Sepuluh)
Program Studi : Tadris Bahasa Inggris (TBI)
Instansi : Sekolah Tinggi Agama Islam Negeri Mandailing Natal

Mahasiswa yang bersangkutan akan melakukan penelitian guna untuk memperoleh data/informasi dalam penyusunan skripsi dengan data-data sebagai berikut:

Judul Penelitian : An Analysis of Students' Difficulties in Identifying Main Ideas
in Descriptive Texts at SMA Negeri 1 Panyabungan
Tempat Penelitian : SMA Negeri 1 Panyabungan
Waktu Penelitian : Februari s/d April 2026

Demikian disampaikan, atas kerjasama Bapak/Ibu diucapkan terimakasih.

a.n. Ketua
Kepala Pusat Penelitian dan
Pengabdian Masyarakat (P3M)



Muryadi Nasution, M.Pd

Tembusan:
1. Ketua STAIN MADINA
2. Ketua Prodi TBI
3. Arsip

Appendix 7. Research Permission Response Letter



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMAN 1 PANYABUNGAN

Jalan Sutan Soripada Mulia, Kel. Kayu Jati, Kec. Panyabungan, Kode Pos: 22919,
Kab. Mandailing Natal, Telp. (0836) 20131,
email: smanegeri01panyabungan2022@gmail.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
No. 400.3.8.1/266/ SMAN 1 PYB/2026

Yang bertanda tangan di bawah ini

Nama : Arjun Lubis, S.Pd, M.Pd
NIP : 197309062005021002
Pangkat Gol : Pembina, IV/a
Jabatan : Kepala SMAN 1 Panyabungan
Unit Kerja : SMAN 1 Panyabungan

Dengan ini menerangkan

Nama : Zenat Kautsar
NIM : 21-13-0018
Program Studi : Tadris Bahasa Inggris (TBI)

Benar telah selesai melaksanakan Penelitian di SMAN 1 Panyabungan Kab Mandailing Natal untuk penyusunan skripsi dengan judul.

" An Analysis of Students' Difficulties in Identifying Main Ideas in Descriptive Texts at SMA Negeri 1 Panyabungan "

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Panyabungan, 20 April 2026
Kepala SMAN 1 Panyabungan

Arjun Lubis, S.Pd, M.Pd
Pembina, IV/a
NIP. 197309062005021002

Appendix 8. Curriculum Vitae

RESEARCH BIOGRAPHY



A. Personal Data

1. Name : ZENAT KAUTSAR
2. Place and Birth Date : Gunung Tua, 03rd June 2003
3. WhatsApp Number : 083834516123
4. E-mail : zenatkautsar712@gmail.com
5. Institution : STAIN Mandailing Natal

B. Name of Parents

1. Dad : Eddi Haposan
2. Mom : Siti Nahajar Batubara

C. Educational Background

1. Elementary School : SD Negeri 093 Gunung Tua
2. Junior High School : SMP Negeri 2 Panyabungan
3. Senior High School : SMA Negeri 1 Panyabungan

