



## IDENTIFYING THE STUDENTS' OBSTACLES IN SUMMARIZING DESCRIPTIVE TEXT

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### **Abstract**

This study was conducted to find out the obstacles faced by students in summarizing descriptive text, and the factors that cause these obstacles. To obtain data in this study, the writer used two data collection techniques, namely questionnaire and interview. Questionnaire was used to know the students' obstacles in learning summarizing text. Interview is intended to identify the causes of the students' obstacles in summarizing descriptive text. The subjects of the study were six students in the eighth grade at SMPN 3 Nisam, two of whom had high academic achievement, two with medium academic achievement, and two with low academic achievement. The study's findings revealed that students had a variety of difficulties in summarizing descriptive text due to both internal and external factors. Internal challenges included poor sentence structure comprehension, in identifying key ideas of text and insufficient vocabulary mastery. External factors such as insufficient parental attention and support, limited opportunities for home-based English learning and practice, teacher teaching methods and a lack of supporting materials such as English reading materials and dictionaries were also identified as contributing to the students' obstacles in summarizing descriptive text.

***Keywords: Obstacle, Descriptive Text***

### 1. Introduction

Summarizing requires a reader to select the important ideas, delete trivial or irrelevant information, collapse lists and paraphrase the author's words. It is no wonder that many students find summarizing to be a challenge. However, it is also easy to see why summarizing is so often used as a measure of reading comprehension. To summarize a text, a reader needs to thoroughly understand what the author is saying.

When the students write a summary, they are demonstrating their understanding of the text and communicating it to the readers. To summarize is to condense a text to its main points and to do so in their own words. To include every detail is neither necessary nor desirable. Instead, they should extract only those elements which they think are most important, the main idea and its essential supporting points, which in the original passage may have been interwoven with less important material. Many students make the mistake of confusing summary with analyzing. They are not the same thing. An analysis is a discussion of ideas, techniques, or meaning in a text. Based on the teacher experience, more of the students could not make a summary most comprehensive, they are summarizing by adopted from the original text also they could not distinguish the differences between summary and conclusion.

There are four basic skills in English, which is reading, speaking, listening and writing. For reading skill, the students are expected to be able to comprehend, summary and interpret text correctly. The students have many difficulties in making summary of the text correctly. One of the students' problems is they always think that English is a difficult subject, so they are lazy to learn more about English. Sometimes, most of them only know a little bit about English vocabulary. Meanwhile, in summarizing the reading text, the students must have good understanding the text, so that they can summarize it correctly.

There are many kinds of text in reading, such as narrative, hortatory exposition, descriptive, procedure, recount, report, etc. Descriptive text is one of important text that often found in learning reading at the second year of Junior High School. This research attempts to find out what are the difficulties on the students in summarizing English text from descriptive text.

Good readers cannot only read loudly, but also understand what they read. The main purpose of reading is to comprehend what the text told to the readers. So, in learning reading, the readers must not to know the meaning of each word in their own language. It means they do not need to translate well, but just comprehend about the text or the material told to the readers. The students should be able to make a summary from the text that they have read.

English is an important language that should be learn in mastering technology and develop relation in the future. Technology is using people knowledge, tools and systems to make their life easier and better. When we use technology, we can control the world everywhere and can make life better.

Language has been defined as the expression and communication of ideas, emotion by a set of sounds made by the speech organs and in meaningful pattern. Language plays an important role in our life. It has a good relationship with aspects of human life. The development of human life is influenced by language especially in culture transmission the people can share their ideas. Thought, emotion feeling and experience with other through language. It is one of the functions of language.

To find explain about the obstacles faced by the students in summarizing descriptive text, it is needed to have a research entitled “Identifying the Students’ Obstacles in Summarizing Descriptive Text”

## 2. Review of Literature

### 2.1. Definition of Summarizing

Summarizing is important to most reading task. It is most crucial in content and study summarizing; pulling together the important information in longer texts has been shown to be important strategies in helping readers improve their abilities to construct meaning.

Bramer (1981:381) says in his book, "a summary is a shortened representation of one's experiences, feeling and ideas which is briefer than original thing it represent". In addition, Behren and Rosen (1985: 3) says "summary is a brief statement in one's own words of the content the main points in brief form". A good summary has almost all that qualities of any other piece of good writing. Firstly, unity, it must say all that the reader needs to know about the topic and it must be complete enough what is intended to do, secondly, accuracy, the sentences within the summary must follow. Finally, coherence, the sentence within a summary must be together. If the sentence is carelessly formed, not only with the summary be under able but also connection among the information in the summary will lose.

In summarizing, the students must firstly understand what they have read. Because summary forces the readers but the text in their mind and then they will interpretation in writing form by using their own words. Summarizing also develop the students general writing.

### 2.2. Kinds of Summarizing

Having selected the material to include in the summary, we must decide whatever summary will be informative or descriptive. There are two kinds of summarizing, they are:

1. Informative summarizing, adopt the tone of the original full text, simply, presenting, the information it contains in shorter form. Here the example of informative summarizing of the declaration of independence, which might begin as follow:

Example:

When people declare themselves independent of their politicalities, they should give reasons. Governments are formed to protect equality and rights; including life, liberty, and the persuit of happiness, if government does not do this, people can change the government.

2. Descriptive summaries, adopt a more of distance perspective, describing the original text rather directly presenting information it contains. A descriptive summary of the same passage might begin:

Example:

Jefferson abets declaration of independence by stating that a country declaring independence needs to give its reason. He goes on discuss the purpose of government does not live up to obligations.

To conclude the informative summary does not mention the author or title of the piece but rather gets write down to the content. Thus, it can present more information compactly and precisely. For more purposes, informative summaries are preferable to descriptive summaries. On the other hand, descriptive summaries give a more nearly complete picture of the structure of the original. Descriptive summaries also establish a certain distance between the writer of the summary and the writer of the original piece. This sense of the objectivity is useful whenever the summaries is to be analyzed, evaluated or otherwise discussed.

### 2.3 The Concept of Reciprocal Teaching in Summarizing Strategy

Reciprocal teaching refers to an instructional activity that takes place in the form of dialog between teacher and students regarding segments of text. Reciprocal teaching has four main strategies that teachers and students employ together to comprehend text, they are: predicting, questioning, clarifying, and summarizing. Each strategy has an important role in the reading comprehension process. The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among

students in the task of bringing meaning to the text each strategy was selected for the following purpose.

1. Summarizing provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentence across paragraphs and across the passage as a whole.
2. Questioning generating reinforces the summarizing strategy and carries the learner one more step a long in the comprehension activity.
3. Clarifying is an activity that is particularly important when working with students who have a history of comprehension difficulty, these students may believe that the purpose of reading is saying the words correctly. They may not be particularly uncomfortable that the words and in fact the passage are not making sense.
4. Predicting occurs when students hypothesize when the author will discuss next in the text. In order to this successfully. Students must activate the relevant background knowledge that they already possess regarding the topic.

In summary each of these strategies was selected as means of aiding students to construct meaning from text as well as a means of monitoring their reading to ensure that they in fact understand what they read.

### 2.4 The Summary Length

The relative length of any summary is not a fix proportion. The style of the original, the summary of writer's style, and the purpose of the summary all help determine how short the summary will be. Generally, the summaries are about one quarter length of the original.

If the purpose of the summary is to give only a general idea of what is in the original, then the reader can decide whether or not to read the full original,

the summary can be quite spare, even less than one percent of the original. The other purpose is that the summary is so detailed that the reader can get all necessary information without referring to the original.

## 2.5 Steps in Summarizing

The ability to summarize should be improved with practice, there are a few steps to guide the writing of a summary; these steps are designed to encourage habits of thinking that will allow someone to vary technique as the situation demands.

Behren and Leonard (2003: 18) design how to write the summary, that are:

1. Read the text carefully. Determine its structure. Identify the author's purpose in writing, this will help us to distinguish between more important and less important information.
2. Reread. This time divide the text into sections or stages of thought. The author's use of paragraphing will often be a useful guide underline key ideas and terms.
3. Write one. Write a sentence summary on separate paper of each stage of thought.
4. Write a thesis: a one sentence summary of the entire text. The thesis should express the central idea of the text, as we have determined it from the preceding steps.
5. Write the first draft of your summary by (1) combining the thesis with our list of one-sentence plus significant details from the text. In other cases, eliminate repetition, eliminate less important information. Disregard minor details, or generalize them (e.g. Nixon, Ford and Carter might be generalized as "recent president"). Use as few words as possible to convey the main ideas.
6. Check the summary against the original text, and make whatever adjustments are necessary for accuracy and completeness.
7. Revise your summary, inserting transitional words and phrases where necessary to insure coherence. Avoid choppy sentences.

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Combine sentences for smooth, logical flow ideas, check grammatical correctness, punctuation and spelling.

In addition the summary focuses only those aspects of the original text. It is important to remember that we should summarize only as much of the original text as is necessary to advance our own argument, do not let the summary go over the direction of our own writing. The writing connected only with the writer's thought. Therefore, avoiding for these points:

1. Do not let our own ideas in our summary
2. Do not add our own example
3. Do not comment the idea of the writer's thought
4. Do not introduce materials not contained in the original.

Alexander (1992: 2) designed how to write a precise or summary, they are:

1. Read the passage twice.
2. Read the introduction on the original passage the point at which you should begin to write your precise and where you should end it.
3. Read the passage a third time, making a list of all the pointed at which you should be verify brief.
4. Using this list of points write a rough draft of the precise, referring to the original passage only when you want to make sure of some point. This will help you greatly to reproduce the substance of the passage in your own words should be counted when you have finished the rough, draft, not after each sentence.
5. After having counted the number of words in the draft and any alterations you think.

Summarization not only allows the students to identify the key ideas from a passage. But it also reduces the information in a passage to key ideas that students can remember everything they hear or read acquiring



summarization skills ensure they will remember major events rather than random details. Most people with relevant experience will agree that summarizing is the difficult task for many students. Many students require instruction and practice in summarizing before they are able to produce good oral and written summaries of text. Interestingly research suggested that instruction and practice in summarizing not only improves students' ability to summarize text but also their overall comprehension of text content.

## 2.6 Definition of Descriptive Text

Descriptive text is one of kinds reading text that has social function to describe a particular person, place, or thing. The generic structure of descriptive text are:

- a) Identification, this text identifies phenomenon to be described
- b) Description, this text describes parts, qualities, and characteristics.

Example:

My house is on Jalan Kartini. It is big and nice. It has two floors. It has a living room, a small kitchen and a bathroom on the first floor. On the second floor there are three bedrooms and a bathroom. My parents' bedroom is big. My brother's room is next to my room. My room is small but I like it.

It has light green wall. There is a desk with a computer on it. I do homework there. There is also a nice garden in front of my house and I often play in the garden. We love our house.

## 2.7 The Features of Descriptive Text

There some the features of English reading texts. Here presenting some lexicogrammatical features of descriptive text, they are:

1. Describes a particular person ; who?, and particular place, or thing; what?
2. Use linking verbs
3. Use attributive verb such as be ( am, is, are)
4. Focus on spesific participants
5. Frequent use of epithets and classifier in nominal groups
6. Use of attributive and identifying process
7. Use epithet: adjective or adjective phrase
8. Use of simple present tense.

### 2.8 Learning Obstacles

Dalyono (2005: 229) said obstacle in learning is circumstance of students cannot learn properly. Difficult in learning is interpreted as constraint that happened to students because of various factor until the students cannot understand the material of lesson as expected by curriculum.

There are two factors make students faced obstacles in learning, they are: 1) Internal factor (the factor in students' self). Internal factor included the physical factor, related with healthy and physical defect or handicap, and psychological factor, related with intelligence, talent, enthusiasm and motivation. 2) External factor (the factor out of students' self). External factor included family factor, related with parents, relation to teacher roles, teaching methods, the material, curriculum and society factor, related with environment.

From the explanation above, it knows that two factors may be influences in understanding the material. Obstacle in learning not only caused by students but also by something else in the school, or other background of students.

It means many factors can be influence in understanding the material. Difficulties in learning not only caused by students but also that caused by something else in school, or other background of students.

Some commonly obstacles faced by students in summarizing descriptive text are :

1. Comprehending, in writing a summary the students must firstly understand what they have read. Miscomprehending will make the summary not relevant with the original.
2. Information, the students must know the important information from the passage to make a summary correctly. They have able to select and identify which less information and which more important information.
3. Key ideas, in summarizing the students must know about key ideas from the text, wrong key ideas will make summary disconnected with the original.
4. Grammar, summarizing related to general writing base on comprehending of the text. So, we also care about grammar, by we know grammar helps someone to express the idea in correct time, cause in grammar explain different time, such as the sentences in present.

Summarizing is a reading comprehension task that involves taking larger selections of text and reducing them to their bare essentials. It encompasses understanding the key points or main ideas of what is being read. For many students, this proves to be a difficult task. Many students require lost of instruction and practice of this skill.

### 3. Research Method

This research was conducted to describe the students' obstacles in summarizing descriptive text at the eighth grade of SMPN 3 Nisam. The researcher took six students as the subject of the research. They were two students from high level, two students from middle level, and two students from low level academic achievement. The data was collected by using two research instruments, they were: questionnaire and interview.

Questionnaire was used to know the students' obstacles in learning summarizing text. The second instrument used in this research was interview. It was directed to the students and teacher to find out the information about the factor caused students' obstacles in summarizing descriptive text. In this research the researcher used structured interview. The researcher had a list of questions guide to be asked to the respondents.

### 4. Result and Discussion

#### 4.1 Result

The information obtained from questionnaire and interview was used to analyzed the students' obstacles in summarizing descriptive text. Based on the findings of the questionnaire, it was found that the students were interested in learning summarizing text provided by the teacher. The students' responded to the teacher's explanation of summarizing descriptive text, but not all of them paid full attention to the teacher's explanation. Some students are preoccupied with their own activities, so when the teacher inquires about the material, they become perplexed.

The students' obstacles in summarizing descriptive text are also due to a lack of vocabulary mastery. They had to open the dictionary to find out the meaning of each word, which took a long time. As it known that vocabulary is main part in language learning, so, it has to had vocabulary mastery in summarizing text. Furthermore in summarizing we have to put our own words, cannot be adopted from the original text.

Based on questionnaire, it was known that most of the students cannot remind the text that they have read. It caused by the students could not comprehend the meaning of text included words and sentences based on the context. There were much vocabularies are unfamiliar in their prior knowledge. They felt hard in understanding the meaning of text because lack of vocabulary. It become the obstacle for them in summarizing in order to make a summary has comprehensive quality. As it known that one of some characteristics of a good summary is a summary must be

comprehensive. It should isolate all the important points in the original passage and note them down in a list. Then, review all the ideas on the list, and include in the summary all the ones that are indispensable to the author's development of the main idea. Most of the students have got difficulty in comprehending reading text, it is also caused a word has more than one meaning, so the meaning of it must be relevant to the context. It could be an obstacle to the students in making a summary based on the original text. Possibility to the students that they comprehend the text is not relevant with the original. Meanwhile summarizing is a short form text based on original that focus equally on what should be included and what should not be included.

There were more of the students have got difficulty in identifying more important information or less important information from the text that they have read. Meanwhile in summarizing the writer just included more important information based on the original text. So, if the students cannot identify which one of more important information or less important information from the text, the summary will not be valuable.

Furthermore, based on questionnaire, the researcher found that more of the students cannot identify the author's purpose correctly. A good reader must now about the author's purpose to make a summary correctly. If the students do not know what the author's purpose of text, so their summary will not more valuable or not relevant with the original text and this difficulty related to students' comprehension.

Through the answer of the next item of questionnaire, there were more of the students answering they still have less ability in identifying main idea from descriptive text that they have read. Based on the students answering, the writer obtained the information the students have difficulty in identifying main idea from descriptive text. As it known that in summarizing main idea is one of parts text that should be included.

Then, the writer has got the information that most of the students still have less ability in understanding all details and ideas from the text.

Meanwhile in summarizing, the writer just included details and ideas from the original text. This is the difficulty faced by the students in summarizing.

After that, the writer got the information based on students' answer that there were more of the students cannot reminded each detail information from text that they have read. Meanwhile in summarizing the readers have to know each information of text and then identify which one should be included or not should be included to make a summary more valuable.

From the answering of the next question in questionnaire, the writer found that most students were confused in the meaning of words and sentences from the text that they have read. The reader had to comprehend about the meaning of words and sentences from text that the writer told to the reader to make a summary. The meaning of words and sentences must be relevant with the context what was the text about. But, the students had the difficulty in this, so it was one of the students' difficulties in summarizing.

Continuously, the writer obtained the information that more of the students were interesting in summarizing. They were interested in making summary of text that they have read. So, the students did not have difficult from the internal factors.

Based on the answering of the next item in questionnaire, the writer can conclude that there were more of the students could identify the topic from the text that they have read. It is important that knowledge about the topic from the original text in summarizing. It is related to students' comprehension and the students did not have difficult in identifying the topic of text.

The writer also obtained the information that more of the students understand about the major details of the text that they have read. As we know in summarizing the writer had to connect among main ideas and major details from the original text. It seems that the students did not have difficult in knowledge about major details of text that they have read.

The writer has got the information through questionnaire that there were more of the students who had not enough knowledge in selecting summary material. As it known that the experts had explained us about selecting summary material in their book, to help us in summarizing. But, the students did not have good knowledge about it, so it was one of students' difficulties in summarizing reading text.

Next, the writer obtained the information there were most of the students also had difficulty in connecting among key ideas from descriptive text. Meanwhile in summarizing the writer make a summary by connecting among key ideas with use the writer own words and sentences. The quality of a summary must be coherent. If the students did not have ability about it, so how they write a summary correctly, it could be their obstacle in summarizing.

Through the answering of the next item in questionnaire, the writer have got the information that the students felt confused with the method that the teacher used while explaining about writing summary text. Based on the references, there were some ways to help us in writing summary. The writer concluded the students have difficult in writing summary because they did not know how the ways of writing summary correctly. The teacher must change the teaching method to increase students' ability.

Based on the students answering, the writer concluded the students have good comprehending in grammar. As it known that summarizing is one form of general writing, certainly we have to care about grammatical in writing it. Grammar and the mechanics of writing related concerns ensure that, as a writer, the students communicate clearly to the reader. The students did not have difficult related to grammar.

The writer has got the information there were most of the students did not know the steps in writing summary. As it known that there were some steps that suggested by the experts to help us to make a summary of a text. May be it is be a difficulty that faced by the students in summarizing,

because they did not know steps in writing summary in order to a summary more valuable.

Lastly, based on the answering of the last item in questionnaire, the writer had got information there were most of the students have good comprehension about the content of text. The students know what the text content generally. As it known that in summarizing we write the content of text in more short form than the original text. The writer concluded the students did not have difficulty about it.

The researcher also used interview to gather information about the students' obstacles in summarizing descriptive text. The researcher currently asked the students a variety question. It was hoped that the students would be able to provide accurate information about their obstacles in summarizing descriptive text.

The display of data interview was used to find out the teacher and students' opinion about the students' difficulties in summarizing the reading descriptive text. The writer interviewed teacher and students after giving questionnaire. The writer interviewed both of them to get concrete data about the research. Here, the writer interviewed teacher by giving six question that related to students' difficulties and for students were given unstructured interview by five points, because they had not much spare time to interview. The answers of questions would be explained in narrative text. The result of teacher and students interview can be described as follows:

a) The result of teacher's interview

There were six points question that interviewed to teacher. The writer asked six questions to the teacher that important and included all the data that wished. The first question related to the teacher's method in teaching-learning process. The teacher used to speech method and demonstration while teaching, especially in teaching descriptive text. The writer thought that it was good method to increase students' understanding. The second question related to teacher's opinion about students' comprehension in descriptive text. Based on teacher's opinion, the students



did not have difficulty in comprehension descriptive text. They could comprehend it easily, because the teacher taught by modeling. The students could identify between descriptive and narrative text.

The third question related to students' difficulties in summarizing descriptive text. Based on the teacher's opinion, the first thing that they did not know about the content of text correctly and the second one, they did not know the meaning of words and sentences.

The fourth question related to how the students motivation in writing summary. Based on teacher's opinion, the students had low motivation in writing summary. They disliked writing commonly.

The fifth question related to students' vocabulary mastery. Based on the teacher's opinion, the students did not have much vocabulary. They did not memorize much vocabulary, so the students adopted based on original text in writing summary. They cannot created new sentences in their own words.

The last question related to students' grammar. Based on teacher's opinion, the students still had less comprehending in grammar. They could not write a summary by using grammatical role correctly.

b) The result of students' interview

The writer also interviewed six students to support data from questionnaires. It was hoped that the students could give accurate information about their difficulties. From the students' explanation, the writer could take strong data for this research.

From interview of students, the writer found out information that the first thing students' difficulty was miscomprehending text. They could not comprehend based on author purpose correctly. The second thing the students had trouble key ideas of text. They had problem in identify key ideas. The third one was trouble main information. The students had problem in identify main information or more important information and less important information. The last one, the students did not have much vocabulary. Meanwhile summarizing must put our own words, so the

students were unable to write summary correctly if they did not have much vocabulary.

Based on the explanation about the data above, the writer would make verification as a final step of data analysis of research. From the questionnaires and data interview, the writer can conclude that there were most of the students faced difficulties in summarizing the reading text. Their difficulties such as miscomprehending the text that they have read, have trouble in identifying more important information or less important information, less vocabularies that they had, they did not have good ability in grammatical, the last one they have trouble in identifying key ideas of text. The students' difficulties dominated by the five points that. But, most dominated the students' difficult is less vocabularies, another difficulties was followed caused by less vocabularies such as miscomprehending the text.

There was a difference between students' statement and teacher's statement in data interview and questionnaire. The students stated that they did not have difficulty about grammar, but the teacher stated that the students did not have good ability in writing or range the sentences by using role grammatical correctly. The teacher said more it could be seen at the students' exercise. So, the writer concluded that the teacher's statement more valuable and strong than the students'.

### 4.2 Discussion

In this writing, the writer had made a research to find the answers of the problem of the study namely students' obstacles in summarizing descriptive text. From the data analysis above, the writer found that most of students got obstacles in summarizing descriptive text. Most of the students did not have enough vocabularies knowledge, it could be caused by rarely read English material by them, it is not easy for them to understand because most of vocabularies were unfamiliar in their prior knowledge. It could influence their ability in summarizing too, as we know that summary must write and put our own words but relevant with the original text.

Some difficulties were faced by the students that had been explained above based on the information of data that have been collected by the writer, the first were the students have miscomprehension the content of text, because they felt hard in identifying the author's purpose. Secondly, it was hard to get key ideas. The students difficult in identifying key ideas of text, because they did not know how to find key ideas from reading text, especially in descriptive text. The third, trouble in main information. The students had a problem in identifying main information of text, because they did not know exactly which one of more important information and which one of less important information that the author said to the reader. The last one, had trouble about grammar. The students did not have good ability in grammar. As it known that summarizing is a form of general writing, so that they cannot write a summary correctly. Usually, the summary is presenting in simple present tense, moreover the text was descriptive text. The students did not make the sentences based on structure of simple present tense correctly. The other side, summarizing also related to students' comprehension the content of text. The students must know what is important about the text.

The students also have got the difficulties except explanation above, such as they could not identify the author's purpose from descriptive text. As it known that in summarizing the readers have to identify the author's purpose firstly, then try to find out the key ideas and major details of text. Lastly, the students have got the difficulty because they did not know the ways or steps in writing summary. As it known that there were some theories about how to summarize in order to make a summary more representative or comprehensive quality.

Based on students' difficulties in summarizing reading text, the writer gave the suggestions to solve that problem. Firstly, the students have often read English material and practice to develop their vocabulary knowledge, they also can increase their vocabularies by watching the English program on TV or video. In addition, keeping a vocabulary notebook, give

each page or double page a title, e.g. sport, education, phrasal verbs, etc. Then, as you learn new words, record each one on suitable page. Secondly, look for repetition of ideas to find key idea of text, or keep these three questions in mind as you read; 1) what is the topic of the passage? (be as specific as possible); 2) what important details about the topic are presented?; 3) what understanding do these details emphasize? sometimes the author directly states the point he or she wants you to understand about the subject. This direct statement of main idea, or topic sentence, is often at the beginning or near the end of a paragraph or long selection. A good statement of the main idea should summarize the ideas about the specific point discussed in the paragraph. The third, the students have often do exercise to develop their grammar, and always doing something that useful to increase your comprehending, for example share with friend or the teacher to solve the problem, try and try again to use the strategies that was given by the teacher and also create your motivation and interest in learning English especially to develop comprehension skill. More addition, you can improve your comprehending about grammar reading texts, read the text firstly, make sentences draft which has same pattern, and then try to make a formula from the sentence. The fourth, before reading the text, ask yourself what you already know about its topic to improve your comprehension. Try to recall as much information as you can. Think of related ideas you have been learned in the past. Make brief notes about your thoughts or discuss what you remember with others. The last one, look at all details from the text and try to analyze which one of details that more related with the topic of text. Then, conclude of the details to find out the main information of text.

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