

**A DESCRIPTIVE STUDY OF THE STUDENTS MASTERY ON READING
COMPREHENSION OF THE ELEVENTH YEAR STUDENTS OF SMA
NEGERI 1 CEPER IN ACADEMIC YEAR 2020/2021**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree
in English Education Study Program



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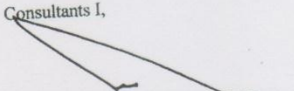
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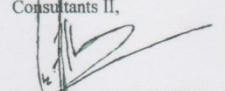
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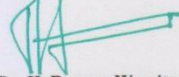
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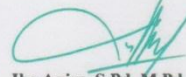
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PRONOUNCEMENT

This is certify that I myself write this thesis entitled: "A DESCRIPTIVE STUDY OF THE STUDENTS MASTERY ON READING COMPREHENSION OF THE ELEVENTH YEAR STUDENTS OF SMA NEGERI 1 CEPER IN ACADEMIC YEAR OF 2020/2021".

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept the academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, August 2020

Prasetyo Adi Nugroho
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MOTTO

“Life is a journey to be experienced, not a problem to be solved”. (Winnie the Pooh)

“The roots of education are bitter, but the fruit is sweet”. (Aristotle)

“Education is not the learning of facts, but the training of the mind to think”. (Albert Einstein)

“Work hard in silence. Success be your noise”. (Frank Ocean)

“Loving yourself isn't vanity, its sanity”. (Katrina Mayer)

“The Best Preparation for tomorrow is doing your best today”. (H. Jackson Brown)

“I am mine before I am ever anyone else”. (Nayyirah Waheed)

PRESENTATION

This thesis is presented to:

The writer's beloved parents, Bapak Aris Sutrisna and Ibu Karmini. Thank you for giving love, patience, supports and continuous prayers to the writer in finishing this thesis.

The writer's little brother and the writer's big family.

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7. Pardi, S. Pd., the English teacher of SMA Negeri 1 Ceper who helps the writer in doing the research.

The writer hopes this thesis can be a good reference for readers. The writer realizes that there is a lot of weakness in this research report, so any criticism, ideas, and suggestions are highly appreciated.

Klaten, August 2020

The Writer

Prsetyo Adi Nugroho

1511202935

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ABSTRACT

PRASETYO ADI NUGROHO, No. 1511202935, English Education Study Program, Teaching Training and Education Faculty, Widya Dharma University, 2020. Thesis: *A Descriptive Study of the Students Mastery on Reading Comprehension of the Eleventh Year Students of SMA Negeri 1 Ceper in Academic Year 2020/2021.*

The aim of this thesis is to describe the students' mastery on reading comprehension of the eleventh year students of SMA Negeri 1 Ceper in Academic Year Students 2020/2021?"

The population of this research is the eleventh year students of SMA Negeri 1 Ceper in academic year 2020/2021. The number of population is 393 students. The writer takes 40 students as the sample by applying proportionate stratified random sampling. In getting the data, the writer gives a test of reading about procedure text and report text. The instrument consists of 20 items. The writer tries out the test first, and then gives the test to the subject of the study. After the data are collected, the writer analyzes them by using statistical method with the mean and the frequency distribution.

After analyzing the data, the writer can find that the students who get good mark are 19 students or 47.5%, the students who get fair mark are 19 students or 47.5%, the students who get fail mark are 2 students or 5%. The mean of the students' mark is 64.75 is between of 56-65. So, the writer concludes that the students' mastery on reading comprehension of the eleventh year students of SMA Negeri 1 Ceper in academic year 2020/2021 is **fair**.

Keywords: *Descriptive Study, Mastery, Reading Comprehension.*

CHAPTER I

INTRODUCTION

In this chapter, it comprises the background of the study, the reason for choosing the study, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

A. The Background of the Study

Today English becomes the most important language in the world. Many states, nations, races, tribes, communities, groups and international organizations use English to communicate with each other. This phenomenon supports non-English native speakers to learn English. In Indonesia, English is one of the foreign languages. As a developing country, Indonesia needs many kinds of information from other countries to make this country change into the modern age. English was taught to the Indonesian students for the first time at senior high school. But now, English is taught as soon as possible, even it is introduced in the kindergarten.

Learning English as a foreign language is difficult because English is different from mother tongue. The differences between English and Indonesian language are vocabulary, culture, grammar, pronunciation, and etc. So, the students need more effort in mastering English. Based on the concept and function of English as stated in the curriculum 2013, the teaching English at junior and senior high school, aims to develop the four language skills: reading, listening, speaking and writing. However, reading skill is more emphasized, although the four language

skill should be taught in an integrated way. With a view to supporting the development of the four language skills, English components should be taught to the students. They are vocabulary, structure and pronunciation.

Reading is a crucial skill for students both English as a Second Language (ESL) and English as a Foreign Language (EFL). By reading activities, the students can get information that is needed and they can broaden their horizons. Moreover, ESL/EFL readers will make greater progress and attain greater development in all academic areas. Besides, indirectly they can communicate and interact with the people who have a different language, social, and cultural background. It can be concluded that reading can help the students to get more information and to communicate with the other people.

Reading is a complex linguistic achievement, and teaching children to read is a complex activity requiring a great deal of knowledge and skill (Bailey and Heritage, 2008: 10). In teaching reading, the teachers must have some knowledge and skills that they need in order to be effective teachers of reading. So, the reading teachers need not only material to teach the students, but also knowledge and skills in teaching reading in order to make the students enjoy reading and they can get some information through reading.

The aim of teaching reading at school is to develop the students' reading skill, so they can read English text efficiently and effectively. According to Rochmad (2001: 2) in Mulatsih (2008: 1), the readers should have a particular purpose in their mind before they interact with the text. The readers should have purposes and reason underlining why they read. They do it in order to get the information needed

effectively, to get enjoyment, pleasure, etc. In real life, people read different kinds of reading materials such as newspaper, magazine, brochure, etc. The ability to read printed materials for foreign language is very important in mastering foreign language itself.

In reading skill, the students often have problems in mastering the material because they cannot comprehend the textbooks. In addition, every student has different ability in reading activity. According to Klingner, Vaughn, and Boardman (2007: 4), students with learning disabilities are often the poorest readers; they demonstrate multiple problems associated with low comprehension, including poor decoding, fluency, and comprehension. So, it needs hard work for the teachers and the students to overcome the problems. Ramelan (1994: 4) states that learning English is not easy, so only a few students succeed in studying it. In learning it, the students sometimes face various problems such as vocabulary, structure, pronunciation, writing and reading comprehension.

To be better and faster in reading, the students must try to read and write a lot, so they can be more appropriate and understand in writing English words. The greater opportunity to encounter new terms, concepts, and passages through teaching and learning process, the students are able to build their vocabulary, reading and writing skill. The students' reading activities can be focused on reading articles from the newspaper, magazine, science books, or other sources of health, sports, transportation, etc.

Based on the fact, the writer conducts a field research at the eleventh year students of SMA Negeri 1 Ceper in academic year of 2020/2021. Therefore, this

research is entitled “**A Descriptive Study of the Students Mastery on Reading Comprehension of the Eleventh Year Students of SMA Negeri 1 Ceper in Academic Year 2020/2021**”.

B. The Reason for Choosing the Study

The reasons for choosing the topic can be stated as follows:

1. Reading is one of basic skills in English that should be learned for supporting not only another skill in English but also in all other areas of learning such as vocabulary, grammar, etc.
2. The writer is interested in this topic because by mastering reading, students will be easier to understand all of what they read and all of what they want to read especially in studying English.

C. The Limitation of the Study

The writer would like to limits the study only to the students’ mastery on reading comprehension of the eleventh year students of SMA Negeri 1 Ceper in academic year 2020/2021.

D. The Problem of the Study

In this study, the writer would like to present the problem of the study as follows: “How is the students’ mastery on reading comprehension of the eleventh year students of SMA Negeri 1 Ceper in academic year 2020/2021?”

E. The Aim of the Study

This study is mainly aimed at answering the question formulated previously in which the writer wants to describe the students’ mastery on reading

comprehension of the eleventh year students of SMA Negeri 1 Ceper in academic 2020/2021.

F. The Use of the Study

The result of the study is expected to be useful both theoretically and practically as follows:

1. The Theoretical Use

It can be used to enrich the repertoire of teaching reading theory in SMA Negeri 1 Ceper.

2. The Practical Use

It can be used to be an input of how prepare the teaching and learning reading in Senior High School.

G. The Clarification of the Key Terms

In order that the readers know the content of the study, it is necessary for the writer to clarify the terms of the study. They are as follows:

1. Descriptive Study

The type of this research is descriptive study. According to Sukmadinata (2011: 73), *penelitian deskriptif adalah suatu metode penelitian yang ditujukan untuk menggambarkan fenomena-fenomena yang ada, dan berlangsung pada saat ini atau saat yang lampau*. While, Hadi (2015: 4) states that the descriptive study is a study which only describes the condition of an object or event without taking general conclusion.

In this study, descriptive study means a study to describe the students' mastery on reading comprehension of the eleventh year students of SMA Negeri 1 Ceper in academic year 2020/2021.

2. Mastery

Mastery means great knowledge about or understanding of a particular thing (Hornby, 2005: 944). In this study, mastery means students' great knowledge in answering the task concerning with reading.

3. Reading

According to Nunan (2003: 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. While, according to Urquhat & Weir (1988: 22) in Grabe (2009: 14), reading is the process of receiving and interpreting information encoded in language form via medium of print.

According to Ernawati (2018: 192), reading is the achieving one of the final purposes of 2013 curriculum in making students independent reader, the teachers are supposed to master the conceptual knowledge of curriculum and teaching reading to produce the better quality of teaching and learning process.

In this study, reading means a fluent process in which the eleventh year students of SMA Negeri 1 Ceper in academic year 2020/2021 receive and interpret information from printed text and their own background knowledge to build meaning also mastering the conceptual knowledge of curriculum and teaching reading to produce the better quality of teaching and learning process.

H. The Organization of the Study

In order to give a brief description to the readers, the writer divides this thesis into five chapters as follows:

Chapter I is introduction. It consists of the background of the study, the reasons for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key term, and the organization of the study.

Chapter II is review of related literature. It consists of teaching English in Senior High School, teaching reading, theory of reading, procedure text and report text.

Chapter III is the method of the study. It consists of the meaning of research method, the subject of the study, the method of collecting the data and the method of analyzing the data.

Chapter IV is the result of the study. It consists of presenting the data and discussion of the finding.

Chapter V deals with conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion. Each of the discussion is as follows:

A. Conclusion

In this chapter, the writer would like to give conclusion of the research. The problem of the study is “How is the students’ mastery on reading comprehension of the eleventh year students of SMA Negeri 1 Ceper Klaten in academic year of 2020/2021?”

Based on the previous computation, the students who get good mark are 19 students, fair mark are 19 students and fail mark are 2 students. It can be also said that 19 students or 47.5% from total get good mark, 19 students or 47.5% from total fair mark and 2 students or 5% from total fail mark.

The total mark of the students’ mastery is 2590 for 40 students so that the mean of the students’ mark is 64.75 which is classified into fair category. Therefore, the writer concludes that the students’ mastery on reading comprehension of the eleventh year students of SMA Negeri 1 Ceper Klaten in academic year of 2020/2021 is **fair**.

B. Suggestion

After covering up the conclusion of the research, the writer has some suggestions to be considered for the English teachers and the students.

1. For the English Teachers

For the English teachers, it is hoped that this research encourages them to consider the better way in teaching reading to improve the students' ability in reading mastery. The teachers can also apply interesting methods to develop the students' ability. Besides that, the teachers should be creative in giving materials during instructional process. Therefore, the students are more interested in joining the class.

2. For the Students

The result of the study indicates that the students' mastery on reading comprehension of the eleventh year students of SMA Negeri 1 Ceper Klaten is in fair category. It is proven by finding the difficulties in reading test. Based on this statement, the writer suggests that students need more practices in improving reading skill so that they comprehend English texts better. They also need to increase their motivation and interest to learn reading well.

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