

**A DESCRIPTIVE STUDY ON THE TENTH YEAR STUDENTS' READING  
MASTERY OF SMK NEGERI 4 KLATEN IN ACADEMIC YEAR OF  
2015/2016.**

**S1-Thesis**

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



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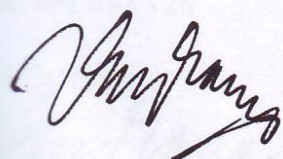
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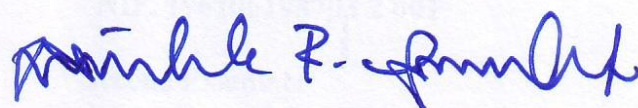
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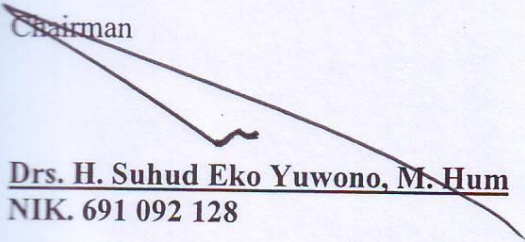
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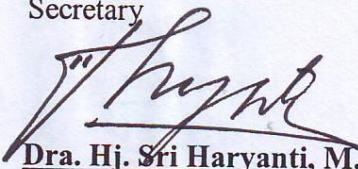
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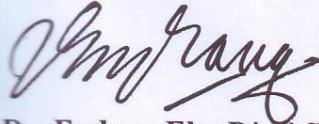
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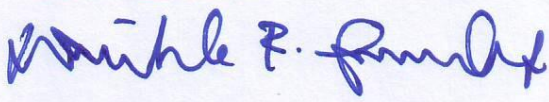
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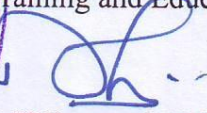
  
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**A DESCRIPTIVE STUDY ON THE TENTH YEAR STUDENTS’ READING MASTERY OF SMK NEGERI 4 KLATEN IN ACADEMIC YEAR OF 2015/2016**”.

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 academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 02 September 2016

*Epm*  
  
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## **MOTTO**

- Life is just mirror, and what you see out there, you must first see inside of you  
(Wally)
- The first step to getting the things that you want out of life is: Decide what you  
want (Ben Stein)
- Tidak ada perjuangan yang mengkhianati usaha

## **PRESENTATION**

This thesis is presented to:

1. My beloved father and mother who always give me prayer and support.
2. My beloved husband who always gives me prayer, support, motivation, and spirit.
3. My beloved sister and brother, Evi, Mukron, Rosyid who always give me support, motivation, and spirit.
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I am aware that I cannot finish this thesis without other helps, so I want to give appreciation to person who help finished this thesis writing in the following:

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Finally, I realize that this thesis is far from being perfect because I have limited knowledge and experience. Accomplishedtherefore, all suggestion and criticism from all sides for the sake of perfecting the subject matter will be most welcome and received with gratitude. I expect that this thesis is useful and gives the support for reading teaching and learning.

Klaten, 02 September2016

Erma Widyastuti



## TABLE OF CONTENTS

<b>TITLE</b> .....	i
<b>APPROVAL</b> .....	ii
<b>RATIFICATION</b> .....	iii
<b>PRONOUNCEMENT</b> .....	iv
<b>MOTTO</b> .....	v
<b>PRESENTATION</b> .....	vi
<b>ACKNOWLEDGEMENTS</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	ix
<b>LIST OF TABLES</b> .....	xi
<b>LIST OF APPENDICES</b> .....	xii
<b>ABSTRACT</b> .....	xiii
<b>CHAPTER I INTRODUCTION</b>	
A. The Background of the Study .....	1
B. The Reason for Choosing the Topic .....	4
C. The Problem of the Study .....	4
D. The Limitation of the Study .....	5
E. The Aim of the Study.....	5
F. The Use of the Study.....	5
G. The Clarification of the Key Terms .....	6
H. The Organization of the Thesis.....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. The Definition of Teaching and Learning.....	8
B. Definition of Reading.....	10

C. Types of Reading.....	14
D. The Importance of Reading.....	17
E. Teaching Reading.....	20
F. Reading Skills.....	22
G. Teacher and Student in Learning Reading .....	25
H. Teaching and Learning in Vocational High School .....	28
I. Detecting Reference Skill.....	29

### **CHAPTER III RESEARCH METHOD**

A. The Meaning of Research Method .....	32
B. The Subject of Study .....	33
C. The Technique of Collecting the Data.....	34
D. The Technique of Analyzing the Data.....	44

### **CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

A. Presenting the data .....	47
B. Analyzing the Data.....	49
C. The Discussion of the Findings .....	53

### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion.....	56
B. Suggestion .....	57

### **BIBLIOGRAPHY**

### **APPENDICES**

## LIST OF TABLES

Table 1. The result of the try out.....	42
Table 2. The worksheet of try out test to determine the validity of test.....	43
Table 3. The worksheet to compute the reliability of test.....	46
Table 4. The result of the students test on reading.....	51
Table 5. The category of the students mark.....	52
Table 6. The frequency distribution of the students mark.....	54

## LIST OF APPENDICES

Appendix 1. The Letter for Consultants.....	60
Appendix 2. The Letter of Permission to Try Out from University.....	62
Appendix 3. The Letter of Try Out from DIKDASMEN.....	63
Appendix 4. The Letter of Try Out from SMK MUHAMMADIYAH 2 Klaten Utara..	64
Appendix 5. The Letter of Permission to Research from University.....	65
Appendix 6. The Letter of Permission to Research from BAPPEDA.....	66
Appendix 7. The Letter of Research from SMK N 4 Klaten.....	67
Appendix 8. Syllabus.....	68
Appendix 9. Research Instrument.....	72
Appendix 10. The Blue Print of Reading Test.....	78
Appendix 11. The Answer Sheet of Try Out Test.....	79
Appendix 12. The Students List of Research.....	108
Appendix 13. Students' Reading Test Worksheet.....	109
Appendix 14. Table r Product Moment.....	149
Appendix 15. Table of Try Out Test Result.....	150
Appendix 16. Table of the Preparation for Computation of the Validity of the Test.....	151
Appendix 17. Table of the Preparation for Computation of the Reliability of the Test.....	152
Appendix 18. Table of Studets' Reading Mastery.....	153
Appendix 19. Table the Result of the Reading Test.....	154
Appendix 20. Table of the Category Students' Mark.....	155
Appendix 21. Table of frequency Distributions of the Students' Mark.....	156

## ABSTRACT

**ERMA WIDYASTUTI, STUDENT NUMBER : 1211202763.** English Education Study Program, Teacher Training and Education Faculty. Widya Dharma University, 2016. S-1 Thesis: *A Descriptive Study on the Tenth Year Students' Reading Mastery of SMK Negeri 4 Klaten in Academic Year of 2015/2016.*

This research is mainly aimed to investigate the students' mastery in reading of the tenth year students of SMK N 4 klaten in the academic year of 2015/2016 and to give positive contribution to the English teaching and learning process of reading. The problem of thesis is "How is the mastery of reading of the tenth year students of SMK N 4 Klaten in the academic year of 2015/2016?".

In collecting the data, this study gives a test that consists 20 items in the form of multiple choices. The subject of the study is the tenth year students of SMK N 4 klaten in academic year of 2015/2016. The number of population is 336 students that are divided into 10 classes. This study takes 40 students as the sample and uses propotional random sampling.

The findings show that the students who gain very good category are 2 students or 5%, good category are 9 students or 22.5%, fair category are 29 students or 72.5%, and there is no student who gain poor and fail category. The mean mark is 72 and categorized into fair category. This study concludes that the reading mastery of the tenth year students of SMK N 4 Klaten in academic year of 2015/2016 is **fair**.

## CHAPTER I

### INTRODUCTION

#### I. The Background of the Study

Reading is a process of understanding a text to determine the meaning or message that is conveyed by the author in a text. According to Nunan (2003: 68), reading is a fluent process of readers combining information from a text and their own background to build the meaning. Reading is an essential skill for learner of English as a second language. For most of these learners, it is the most important skill to master in order to ensure success not only in learning English but also learning in any content class, where reading in English is required (Nunan, 2003: 69).

Here, the researcher wants to describe about reading skill. Reading is an important ability for students and for academic purposes. In the widespread of knowledge using internet and many other modern media, the ability to read becomes more important. One will fail to get and understand the information written in many printed media unless he has the ability to read. It means that in order to understand and get useful information, one must have the ability to read. Reading is one of basic skills in English that should be learned for supporting not only other skills in English but also in all other areas of learning,

Reading is an essential skill for learners of English as a foreign language. For most of these learners, it is the most important skill to master in order to ensure success not only in learning English but also learning in any content class, where reading in English is required. With the strengthened of reading skills, learners will make greater progress and development in all other areas of learning (Nunan, 2003: 69). Therefore, learning is not easy but the students can learn English by reading. The students can read English fluently and the students will get information, enjoyment, pleasure, etc.

Johnson (2008: 111-116) states that the aim of teaching reading at school is to develop the students' reading skill, so they need English text to increase their ability in reading and understanding the content of the text. English reading in Vocational High School is necessary because this program is to help students be more ready and confident in learning English at the higher level, in final examination most of the material of English test which must be done by the students must practice reading of the text. The students reading activities can be focused on reading text from newspaper, magazine, science, books or other sources about plant, animal, places, etc. English teaching and learning process is to help students understand English text and make the students apply the language in real life. In teaching learning process, the students can use things around them as the materials. For example, the students can use newspaper, magazine, internet blog, and boxes of cosmetic as the teaching learning materials. It is supposed that the students are able to implement skill using authentic texts.

Based on interview with English teacher of SMK N 4 Klaten on February 18<sup>th</sup>, 2016, teaching reading in the class was little bit difficult. Most students rarely read and some only read limited books or texts. They are usually discouraged to read. They rarely associate reading with an enjoyable activity. Students usually dislike and avoid reading. For them, reading is boring and pointless activity. Reading is viewed as 'too difficult', and texts which are available for them in class or English books are often unimaginative and not conducive to enticing them to read for pleasure. This condition is caused by the low and limited vocabulary mastered by students. Students do not have enough vocabulary to read and this makes reading an uninteresting activity. Most of students deal with some problems in comprehending text. They were uncomfortable with the language therefore they were easily frustrated when they found some difficult words. Furthermore, inability to apply reading strategy makes the students have a problem in comprehending text. Because of that, the students read slowly word by word with the result is they are confused with the meaning of the text. The students still had some problems in mastering reading, such as in understanding the content of the text, mastering vocabulary, finding the main idea, finding the reference and increasing their ability in reading a text.

Based on the fact above, the study conducts with at the tenth year students of SMK N 4 Klaten in academic year of 2015/2016. Which entitled



“A Descriptive Study on the Mastery of Reading of the Tenth Year Students of SMK N 4 Klaten in Academic Year of 2015/2016.

## **II. The Reason for Choosing the Topic**

The reason why the researcher has chosen the topic are as follows:

- A. In final examination most of the materials of English test which must be done by students are reading text.
- B. Reading is one of basic skills in English that should be learned for supporting not only other skills in English but also in all other areas of learning.
- C. English reading in Vocational High School is necessary because this program is to help students be more ready and confident in learning English especially in reading such as in understanding the content of the text, mastering vocabulary, finding the main idea, finding the reference, and increasing their ability in reading a text at higher levels.

## **III. The Limitation of the Study**

This study intends to limit the study in order to focus on the topic that would be discussed: “the mastery of reading such as in understanding the content of the text, mastering vocabulary, finding the main idea, finding the reference and increasing their ability in reading a text of the tenth year students of SMK N 4 Klaten in academic year of 2015/2016.

#### **IV. The Problem of the Study**

The researcher would like to present the problem of the study as follows: “How is reading mastery of the tenth year students of SMK N 4 Klaten in academic year 2015/2016?”

#### **V. The Aim of the Study**

This study intends to analyze and evaluate the students reading mastery such as in understanding the content of the text, finding the main idea, and increasing the ability in reading a text of the tenth year students of SMK N 4 Klaten in academic year of 2015/2016.

#### **VI. The Use of the Study**

The results of the study is expected in be useful, as follows:

##### **A. Theoretical use**

1. For students, it can help solving the problem of the students, especially concerning with reading mastery, such as in vocabulary, structure, and understanding the content of the text. The students will know their ability on reading mastery, so they will change their attitude in following the teaching and learning process.
2. For English teacher, the result of the study will enrich the teachers views in teaching and learning process of reading mastery. It can help the teacher overcome difficulties in teaching reading mastery.

##### **B. The Practical Use**

This study can be used to improve the students ability in reading mastery, to develop the quality of teaching reading, to develop the students

competence in reading skill, and to give contribution for teaching and learning process especially in reading skill.

## **VII. The Clarification of the Key Terms**

To clarify the meaning of the title, this study would like to describe the key terms as follows:

### **A. Descriptive study**

According to Hadi (2000: 3), the descriptive study is a study which only describes the condition of an object or it is even without taxing general conclusion. In this study, the word “descriptive” means to describe the students’ mastery on reading skill. Descriptive study on the tenth year students’ reading mastery of SMK N 4 Klaten in academic year of 2015/2016 means a study to analyze the students’ mastery in using reading materials.

### **B. Mastery**

According to Johnson (2008: 3) reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place. Reading means the students interacting with language that has been coded into printed text then try to find the specific information from reading text.

### **C. 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. Reading means a fluent process of readers

combining information from a text and their own background knowledge to build meaning.

## **VIII. THE ORGANIZATION OF THE STUDY**

This research proposal consists of five chapters as follows:

Chapter I is introduction. It consists of the background of the study, the reason 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 study, and the organization of the study.

Chapter II is review of related literature. It consists of definition of reading, the reading purpose, the types of classroom reading performance, the reading reasons, the important of reading, the stages of reading and teaching reading.

Chapter III is the research methods. It deals with the meaning of research methods, the subject of the study, the technique of collecting the data, the technique of analyzing the data.

Chapter IV is the research findings and discussion. It consist of presenting the data, analyzing the data and discussion.

Chapter V is conclusion, Implication and Suggestion.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the previous computation, the students who get very good scores are 2 students or 5%, those who get good score are 9 students or 22.5%, those who get fair score are 29 students or 72.5% and there none of them who gets poor and fail score. The mean of the students' mastery of reading is 72 and it classified into fair category. Therefore the researcher concludes that the mastery of reading of the tenth year students of SMK N 4 Klaten in academic year 2015/2016 is **fair**.

#### **B. Suggestion**

Based on the result of the study, the mastery of reading of the tenth year students of SMK N 4 Klaten in the academic year of 2015/2016 was category fair. Anyhow for further improvement, the researcher would like to propose useful suggestion to the English teacher and to the students.

##### **1. To English Teachers**

In teaching learning process, the teacher must be aware that learning English language was not essay. Therefore, the researcher hopes teacher should be able to explain every lesson clearly and correctly in the process of teaching and learning, especially in reading skill. The teacher must be a guide and consultant when the students get problem in their study.

## 2. To Students

Based on the previous discussion, the researcher knows that reading should be mastered by the students; therefore, they should:

- a. Love to study English first, the students will be able to study it more seriously.
- b. Make notes on the material. Making notes was very important. The student as a human being will be easy to forget something including English lesson. By making notes, the students can open or study again about what had been studied at the last time.
- c. Study actively in the classroom, pay attention to the teacher's explanation. Do all of the question given to the students, if the teacher does not ask them to answer. Check his or her own answer with other students' answer or with the correct answer given by the teacher.
- d. Practice their English in a simple way.
- e. Try to memorize the material. Memorization was good for the students. When the students have memorized the material being studied, they will be able to practice their English easier. Without memorizing, the students will get some problems especially in their English speaking.

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