

**A DESCRIPTIVE STUDY ON READING MASTERY OF EIGHTH YEAR  
STUDENTS OF SMP N 4 KLATEN IN ACADEMIC YEAR OF 2015/2016**

**S-1 THESIS**

**Submitted to the Board of Examiners of English Education Department Widya  
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Undergraduate Degree in English Education**



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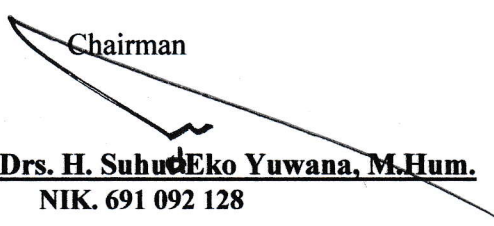
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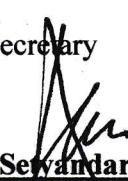
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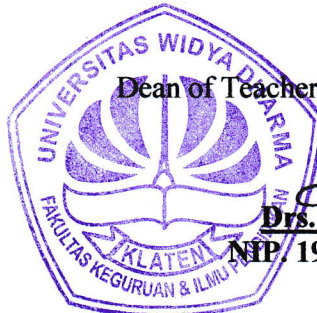
  
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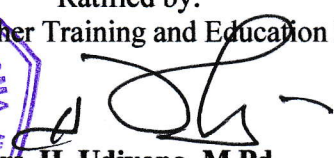
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## **PRONOUNCEMENT**

This is to certify that I, Niken Tri Handayani, write this thesis entitled “**A DESCRIPTIVE STUDY ON READING MASTERY OF EIGHTH YEAR STUDENTS OF SMP N 4 KLATEN IN ACADEMIC YEAR OF 2015/2016**”.

It is not plagiarism or made by others. Anything related to others' 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, August 2016**



**Niken Tri Handayani**  
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## MOTTO

1. “Sungguh, bersama kesukaran itu pasti ada kemudahan”.  
(*QS Asy Syarh: 5*)
2. God always answers your request. Maybe not always with a “yes”, but always with “the best”.  
(Niken Widiastuti)
3. Just try your best, and you will reap something that you never imagine before.  
(The Writer)
4. Just do it and we will see the amazing result.  
(WL)

## **PRESENTATION**

This thesis is dedicated to:

1. My beloved parents, Ngadimo Harsosumarto and Tugi Harsosumarto thanks for your prayer, support, love and everything that I could never ever pay.
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I realize that this thesis is far from being perfect. Therefore, I would accept correction, suggestion, and criticism from the readers to make this thesis perfect. Hopefully, this thesis will be useful especially for the readers in general.

Klaten, 6 August 2016

Niken Tri Handayani



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## ABSTRACT

**NIKEN TRI HANDAYANI, STUDENT NO. 1211202784.** English Education Study Program. Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2016. Undergraduate Thesis: *A Descriptive Study on Reading Matery of Eighth Year Students of SMP N 4 Klaten in Academic Year of 2015/2016.*

The problem of this thesis is “How is the reading mastery of the eighth year students of SMP N 4 Klaten in Academic Year 2015/2016?”. The aim of this study is to describe the students’ mastery in reading descriptive text of the eighth year students of SMP N 4 Klaten in Academic Year 2015/2016.

The population of this research is the eighth year students of SMP N 4 Klaten in academic year of 2015/2016. The number of population is 240 students consisting of eight classes. The researcher takes 40 students as the sample by applying proportional random sampling, the sample taking 5 students of each class. In getting the data, the researcher used multiple choice test with 20 items. The instrument consists of 2 items. To know the validity, the researcher uses content validity. The researcher gives the test to the subject of the study. After the data are collected, the researcher analyzes them by using statistical method with the mean and the frequency distribution.

After analyzing the data, the researcher can find that the students who get very good mark are 10 students or 25%, good mark are 11 students or 27.5%, and fair mark are 19 students or 47.5%. The total score of the student’s mastery is 3125 for 40 students. The mean score is 78.12 and it is categorized into good category. The conclusion draws that the mastery of reading of the eight year students of SMP N 4 Klaten in academic year 2015/2016 is **good**.

**Keys words:** *Descriptive study, mastery, reading.*

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. THE BACKGROUND OF THE STUDY**

In learning process, language is very important because it is used to means of communication. Language is an important part of how human communicate with each other (Lems, Leah & Tenena, 2010: 1). According to Santrock (2011: 260), language is a form of communication—whether spoken, written, or signed—that is based on a system of symbols. Sukarno (2008: 12) states language is a system of arbitrary and predominantly vocal symbols by means of which societies cooperate. Language is the most important thing for human being because language used by the people to communicate with other people. People use language to express their feelings, ideas, opinion, emotions, and desires.

As one of the four language skills, according to Patel and Jain (2008: 113), reading is an important activity in life with which one can update his/ her knowledge. Harmer (2007: 99) reading is language ability that gives contribution in teaching learning process. It is important activity in life that one can update knowledge. Besides, it is useful for academic success since it determines whether the students more or less understand what they read. Nunan (2003: 68) defines reading as a fluent process of reading combining information from the text and their own background knowledge to building meaning. Nunan (2003: 69) also states that teaching

reading usually has at least two aspect. First, it can refer to teaching learners who are learning to read for the first time. Second, aspect of teaching reading refers to teaching learner who already have reading skill in their first language. Furthermore, Harmer (2003: 70) also states that principles of reading are the students must have purpose, motivation, commitment, concentration, cognition, and background knowladge in reading. In teaching reading may use media to support students comprehension. The most important in teaching reading is concentration to make ideas into paragraphs perfectly.

The researcher did observation in SMP N 2 Wedi and SMP 4 Klaten on Friday, May 6<sup>th</sup> 2016. The researcher observed the process of teaching and learning in front of the class. The researcher has found the difficulty to learn English. It had been divided into two factors. The first is internal factors, such as students were less interested in learning the English language, including the lack of students' understanding of vocabulary and grammar, some students assumed that English was difficult. In general, they had low motivation, bad habit in study, and attitude toward learning. The second is external factors, such as the classroom condition, that could hamper them in learning English. In learning reading the problems were related to understand in the main idea of the text, the problems that found both implicit and explicit information, and problems related to the topic and the length of the text as well.

Based on the my experience when conducting the teaching Practice Program (*Praktek Pengalaman Lapangan*) starting from September to November 2015, in the learning process was the students had not been motivated to learn English, especially reading. They were reluctant to read the text and unwilling to open dictionary, although they bring the dictionary. They did not try to find out the new word to support their reading ability. They felt bored when getting involved with the English lesson, since they got difficulty to understand the meaning of the text. Based on the fact above, this study attempts to conduct the field research of SMP N 4 Klaten in 2015, with the tittle, “A Descriptive Study on Reading mastery of the eighth Year Students of SMP N 4 Klaten in academic year of 2015/ 2016”.

## **B. THE REASON FOR CHOOSING THE TOPIC**

The reasons for choosing the topic relates to:

1. Understanding text is still difficult to know by the students in the class, because they have low interast in the learning process.
2. Reading is one of skills that should learn for supporting another skills.  
For example writing skill, by reading the students will get some informations and they can write by applying their information from reading the text.
3. Reading in foreign language is difficult by the students because they did not want to open the dictionary. So, it is very important to be



learned by the students as motivation and to be able to fulfill the standards in the learning process.

### **C. THE LIMITATION OF THE STUDY**

This study, the students to limit the study in order to focus the topic that will be discussed. The researcher limits the study as follows:

1. This study focuses on students' learning process in reading especially in descriptive text of the eighth year students of SMP N 4 Klaten.
2. To get result of students' mastery in reading descriptive text of the eighth year students of SMP N 4 Klaten.

### **D. THE PROBLEM OF THE STUDY**

The study will present the problem that can be formulated as the following statement, "How is the reading mastery of the eighth year students of SMP N 4 Klaten in academic year of 2015/2016?".

### **E. THE AIM OF THE STUDY**

Based on the problem above, the aim of the study is to analyze and evaluate the reading mastery of eighth year students of SMP N 4 Klaten in academic year of 2015/2016.

### **F. THE USE OF THE STUDY**

The study would like to present the use of the study as follows:

1. Theoretical Use

The result of the study can be used to enrich the knowledge of

reading theory for the teacher and the student in order to know what she shall do as an English teacher in the future.

## 2. 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.

## **G. THE CLARIFICATION OF THE KEY TERMS**

In the efforts to make the reader understand this study through with the clarification of key terms as follows:

### 1. Descriptive Study

According to Nasution (2000: 24), descriptive study is a study to give a clearer description of social situation. Descriptive study is more specific by focusing on certain aspects and often shows the relationship among various variables. Descriptive study is purposed to investigate the situation, condition or other things that have been mentioned, the result of this research is conveyed into a research report (Arikunto, 2013: 3). This descriptive study means that describing about reading mastery of the eighth year students of SMP N 4 Klaten in the academic year of 2015/2016.

### 2. Mastery

Longman (2001: 880) states that mastery is complete control or power over someone or something. In this study, mastery means the

students capability on reading text effectively and efficiently. So, in the limited time the students are supposed to be able to answer the question rightly. Mastery is always inward, learning who you really are and reconnecting with that innate force and knowing it with clarity (Greene, 2012: 4). In this study, mastery means the students' capability on reading can be observed and measured with a test.

### 3. Reading

Harmer (2008: 70) states that reading is an incredibly active occupation. To do it successfully, we have to understand about the meaning of word, understand the arguments, and work out if we have to agree with them. When we do not do that things, it makes us just scratch of surface the text and we have to forget it quickly. Meanwhile, 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.

## **H. THE ORGANIZATION OF THE STUDY**

To give clear understanding about the content, this study would like to clarify the chapters. The study consists of 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 terms, and the organization of the study.

Chapter II is review of related literature. It consists of the nature of teaching reading in junior high school and a brief look of reading.

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

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

Chapter V is conclusion and suggestion.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of conclusion and suggestion. Each explanation of them is as follows:

#### **A. Conclusion**

After discussing the previous chapter, the study would like to give conclusion of this study. The problem of this study is “How is the mastery of reading of the eighth year students of SMP N 4 Klaten in Academic Year 2015/2016?” In this study, the researcher wants to give the answer to the main problem. Based on the previous computation, the students who get very good mark are 10 students or 25%, those who get good mark are 11 students or 27.5%, and fair mark are 19 students or 47.5%. Besides that, there is no one who gets poor mark and fail mark. The mean of the students’ mastery of reading is 78.12 and it is classified into good category. So the study concludes that the mastery of reading of the eighth year students of SMP N 4 Klaten in Academic Year 2015/2016 is good.

#### **B. Suggestion**

After doing analysis and drawing the conclusion, the study would like to give some suggestions for the English teacher and the students which can be presented as follows:

## 1. The English Teachers

Based on the result of the study, most of the students gets fair mark but few of them gets good mark, and even some students get very good mark. It means that the students' ability still needs to be improved. To improve the students' ability, the teachers should use various methods in teaching reading or the other skills. The teacher should use another media and method that was interested for the students in teaching and learning reading, such as flashcard, poster, and games. The teacher should give more motivation to the students in order to create the students; self motivation that English are easy, fun, and interesting.

## 2. The Students

- a. The researcher hopes that the students love the subject first. By loving the subject, the students will have spirit to learn the material and could be understand the material easily.
- b. The students should make some notes on the material. Making notes is very important because human's memory is very limited. The student as a human being will be easy to forget something including English lesson. By making notes, the students can open their notes to memorize the material what had been studied in the previous meeting.
- c. The students should be active in the class, they also should pay attention to the teachers' explanation in order they understand the material well.

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