

**A DESCRIPTIVE STUDY ON THE EIGHTH YEAR STUDENTS' READING
MASTERY OF SMP N 6 KLATEN IN ACADEMIC YEAR OF 2015/2016**

SI-THESIS

This Thesis is Presented as a Partial Fulfillment of the Requirements for
Accomplishing Undergraduate Degree in English Education Study Program



BY

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APPROVAL

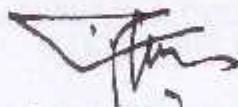
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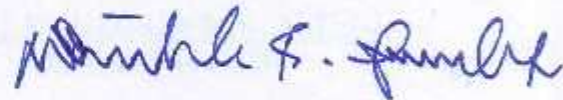
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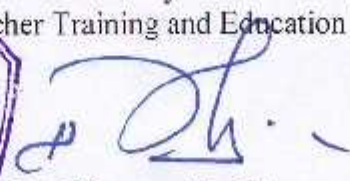
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PRONOUNCEMENT

This is to certify that I, Novita Putri Setyawati, write this thesis entitled “**A DESCRIPTIVE STUDY ON THE EIGHTH YEAR STUDENTS’ READING MASTERY OF SMP N 6 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, March 2016



Novita Putri Setyawati
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MOTTO

- ❖ You only live once, but if you do it right once is enough.

The researcher

- ❖ *Jika revisi mulai menghilangkan semangatmu, ingatlah orangtuamu yang ingin melihatmu lulus.*

The researcher

- ❖ *Apabila Anda berbuat kebaikan kepada orang lain, maka Anda telah berbuat baik terhadap diri sendiri.*

Benyamin Franklin

PRESENTATION

This thesis is presented to:

1. My beloved late father, thanks for being my inspiration and my strength for at least this 24 years. I do miss you, Dad!
2. My dearest mother, strong woman, a single parent for me and my sisters.
3. My lovely sisters, *Mba* Ima and *Dek* Abid, who always give me supports and make me laugh when I was down.
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8. Sugiyanti, S.Pd as English teacher of SMP N 6 Klaten and the eighth grade students of SMP N 6 Klaten in academic year of 2015/2016 who have participated enthusiastically during the teaching and learning process for their help in this research.

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 and gives the support for English language teaching and learning.

Klaten, March 2016

Novita Putri Setyawati

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ABSTRACT

NOVITA PUTRI SETYAWATI, STUDENT NO. 1211202756. English Language Education Study Program. Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2016. Undergraduate Thesis: *A Descriptive Study on the Eighth Year Students' Reading Mastery of SMP N 6 Klaten in Academic Year of 2015/2016.*

This research aims at describing the students' mastery of reading of the eighth year students of SMP N 6 Klaten in academic year of 2015/2016.

The researcher takes the eighth year students of SMP N 6 Klaten in academic year of 2015/2016 as population. The number of population is 314 students divided 9 classes consisting of class VIII A = 37, VIII B = 36, VIII C = 32, VIII D = 35, VIII E = 36, VIII F = 34, VIII G = 35, VIII H = 36, VIII I = 33. Therefore, she takes 5 students in each class from them that is 45 students or 14.33% as the sample, the researcher uses technique proportional random sampling for getting the sample. In collecting the data, the researcher gives a test that consists of 20 items in the form of multiple choices. In analyzing the data, the researcher uses the statistical method. It is intended to know the students' mastery of the test on the variable.

After analyzing the data, the researcher can find that the students who get very good mark are 7 students or 15.56%, good mark are 6 students or 13.33%, fair mark are 30 students or 66.67%, poor mark are 2 students or 4.44%, and there is no student who get fail mark. The total score of the students' mastery is 2995 for 45 students. The mean score is 66.56 and it is categorized into good category. Finally, the researcher draws the conclusion that the mastery of reading of the eighth year students of SMP N 6 Klaten in academic year of 2015/2016 is good.

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language as a means of communication is one of the most important things for human being. As social beings, people cannot be separated from language. They use it to transfer and express their idea, emotion, opinion both oral and written. Without language, it will be very difficult to communicate each other. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently (Brown, 2000: 5). It is distinct from more general abilities to process information or behave intelligently. So, people need language to express their opinions, emotions, and desires in speaking.

In every country people need to communicate with other people not only from their own country, but also other country. To make relationship such as in business field, education, culture, etc with other people abroad, people need a language which is used to communicate with them. One of the most important languages is English since it is used as an international language that is used all over the world. English can be used in all purposes. It is spoken by millions of people and used in many fields such as education, politic, social and culture, etc. That is why English is an important language that people have to master (Ramelan, 1992: 3).

Indonesia as a developing country needs so many kinds of new information from other countries to bring this country into the modern age. Because of it English is as the first foreign language for Indonesia. In school, English is taught to the Indonesian students for the first time when they are in the first year of secondary school. In studying English, students develop skill in reading, writing, listening and speaking. Every skill has its own goal to be reach as the requirement of English mastery.

Based on *Peraturan Menteri Pendidikan Nasional RI Number 22 Tahun 2006*, there are three aims of learning English in SMP/MTS, namely: first, the students have the ability to develop communication competence in spoken and written form; second, the students have awareness of the importance of English in the world; and third, the students can develop their comprehension about the relationship of language and culture. Based on the importance of the English above the purpose of teaching English is to comprehend four basic skills, they are reading, listening, speaking, and writing. One of those skills that has to be mastered by the students is reading. Reading is an activity process to get messages or information from a written form. The activity has a good result if the reader understands what is stated in the written form. 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, while teaching reading comprehension is a kind of teaching which needs appropriate technique and approach in order to meet the purpose of teaching reading comprehension.

Because of the various problems faced by the students in learning English, such as in vocabulary, structure, pronunciation, writing, listening, speaking and

reading comprehension, the students must try to read and write a lot, so they can be more appropriate and understand in writing English word. The greater opportunity to encounter new terms, concepts, and passages through teaching and learning English, the harder effort of the students to build their vocabulary, reading and writing skill. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension (Nunan, 2003: 68). The students' reading activities can be focused on reading articles from newspaper, magazine, science books, or other sources about health, sports, transportation, etc.

Reading is an essential skill for learners 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. With the strengthened of reading skills, learners will make greater progress and development in all others areas of learning (Nunan, 2003: 69). Therefore, learning English is not easy but the students can learn and read English fluently and they can get information, enjoyment, pleasure, etc by reading.

According to the syllabus of English teaching and learning in the eighth grades of SMP N 6 Klaten in academic year of 2015/2016, the purpose of the teaching English in Junior High School is to encourage the students to have interest and the four basic linguistic skills are listening, speaking, writing, and reading. These skills and components of language are taught to end of the course, so that the students will have an ability to communicate in English.

Johnson (2008: 111-116) states that the aim of teaching reading 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 Junior 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 students are reading text. To be better and faster in reading, the students must practice reading of text. The students' reading activities can be focused on reading text from newspaper, magazine, science, books or other sources about plant, animal, places, etc.

Based on the interview with the English teacher of SMP N 6 Klaten on November 17th, 2015, teaching reading in the class was little bit difficult. The students got the poor results of their reading, it could be seen from their mark from the English teacher which were given from daily examination. Most of the students' mark were about 45, 50, 55, 60 and 65. It could be concluded that the mean of the students' reading mastery was lower from minimum criteria of the school, the school was determined 75 as the value of minimum criteria for English lesson. The cause of the students' reading mastery poorness could be seen from the problems in teaching learning process, such as students less fluency of reading comprehension and less of teaching method. 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 and the statement above, the researcher will conduct a research with the title of *A Descriptive Study on the eighth year students' reading mastery of SMP N 6 Klaten in academic year of 2015/2016.*

B. The Reason for Choosing the Topic

The reasons that encourage the researcher to choose the topic are as follows:

1. According to the researcher's experience, in final examination most of the materials of English test which must be done by students are reading text.
2. 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.
3. English reading in the Junior High School is necessary because this program is to help students be more ready and confident in learning English at the higher levels.

C. The Limitation of the Study

In this study, the researcher wants to limit the study in order to focus on the topic that will be discussed: "the mastery of reading of the eighth year students of SMP N 6 Klaten in academic year 2015/2016."

D. The Problem of the Study

The researcher would like to present the problem of the study as follows: "How is the reading mastery of the eighth year students of SMP N 6 Klaten in academic year of 2015/2016?"

E. The Aim of the Study

The researcher wants to describe the students' reading mastery of the eighth year students of SMP N 6 Klaten in academic year of 2015/2016.

F. The Use of the Study

The result of the study is expected to be useful as follows:

1. Theoretical Use

a. For students

- 1) It can help solving the problem of the students, especially concerning with reading mastery.
- 2) The students will know their ability on reading mastery, so they will change their attitude in following the teaching and learning process.

b. For English teachers

- 1) The result of the study will enrich the teacher's views in teaching and learning process of reading mastery.
- 2) It can help the teacher overcome difficulties in teaching reading mastery.

2. Practical Use

The result of the study can be adapted to give a deeper understanding to the students and teacher like improving their ability in reading concerning with the teaching and learning reading.

G. The Clarification of the Key Terms

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

1. Descriptive Study

According to Arikunto (2013: 3), the descriptive study is a study that 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. It can be concluded, in this study, descriptive study means a study describing the reading mastery of the eighth year students of SMP Negeri 6 Klaten in academic year 2015/2016.

2. Mastery

According to 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 able to answer the question rightly.

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. Reading in this study means a fluent process of readers combining information from a text and their own background knowledge to build meaning.

H. The Organization of the Study

In order to give a description to the readers and to facilitate the thesis arrangement, this thesis presents in the 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 study and the organization of the study.

Chapter II is review of related literature. This chapter discusses definition of reading, types of reading, component of reading, importance of reading and teaching reading.

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

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

Chapter V is conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

In this chapter, the researcher would like to give conclusion of the research. The problem of this study is “How is the reading mastery of the eighth year students of SMP N 6 Klaten in academic year of 2015/2016?” Based on findings, the students who got very good mark are 7 students or 15.56%. The students who got good mark are 6 students or 13.33%. The students who got fair mark are 30 students or 66.67%. The students who got poor mark are 2 students or 4.44% and there is no student who got fail mark because there is no one who got mark below 40.

The total score of the students’ mastery is 2995. The mean score is 66.56, and it is classified into good category. So, the researcher concludes that the students’ mastery of reading of the eighth year students of SMP N 6 Klaten in academic year of 2015/2016 is good.

B. Suggestion

After doing analysis and drawing the conclusion, the researcher would like to give some suggestions which can be presented as follows:

1. To the Students

The researcher hopes that the students pay more attention to the teacher during learning activity in the classroom. They have to control

themselves not to keep talking during the lesson and always participate actively during the learning process. The researcher also hopes that the students should be more active in learning English and not to be ashamed to ask the teacher about the material that is difficult to understand. The students also read magazine, newspaper, essay, etc to improve the ability in reading.

2. To the English Teacher

The English teacher should apply variations of method in teaching reading like using intensive reading. Intensive reading helps students to develop their vocabulary actively. The teacher plays main role in this reading. The teacher should help the students in learning process such as giving hand out and giving the appropriate material like identifying the generic structure, spelling, the sequence, words, and main idea to read the text well, so the students get good comprehension. Occasionally, the teacher might give an interesting game about reading text for students in order the students will not feel bored in teaching and learning process.

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