

**A DESCRIPTIVE STUDY ON THE MASTERY OF READING OF THE
EIGHTH YEAR STUDENTS OF MTs MA'ARIF NU 3 KEMRANJEN
BANYUMAS IN ACADEMIC YEAR 2015/2016**

S1- THESIS

This Thesis to be presented as a Partial Fulfilment of the Requirement for
Accomplishing Undergraduate Degree in English Education Study Program



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MA'ARIF NU 3 KEMRANJEN BANYUMAS IN
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It is not plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography.

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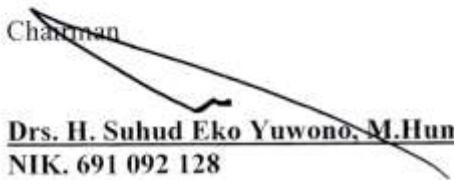
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MOTTO

1. Experience is the best teacher
2. Yesterday was the past, today is the struggle, and tomorrow is a dream (the writer).
3. Sometimes later becomes never, therefore, do what we can do it right away (the writer).
4. Never leave what we got because we won't get what we left (the writer).
5. If we have done the best, we should wait for the result in a peace (the writer).
6. Put love in every activity so that we can feel it very beautiful (the writer).

PRESENTATION

This thesis is dedicated for:

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2. My beloved husband, Asnan Chamid (thank you for everything dear,).
3. My lovely daughter, Ulya Wahidatul Hamidah.
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7. All of my friends in English Department.
8. All of my friends in Widya Dharma University.

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7. Supriyanto, S.Pd., the Headmaster of SMP N 2 Somagede Banyumas.

8. Puji Supriyati, S.Pd., as the English teacher of the eighth year students of MTs Ma'Arif NU 3 Kemranjen Banyumas.
9. Wiwiek Dwi Putranti, S.Pd., as the English teacher of the eighth year students of SMP N 2 Somagede Banyumas.
10. All of the eighth year students of MTs Ma'Arif NU 3 Kemranjen Banyumas in academic year 2015/2016.
11. The VIII C grade students of SMP N 2 Somagede Banyumas in academic year 2015/2016.

Because of the limited knowledge and experience, the researcher is really aware that this thesis is so far from being perfect. Therefore, the researcher will receive the criticisms and suggestions from the readers in order to make this thesis perfect.

Finally, the researcher hopes that the thesis is useful, especially for the researcher herself and the readers in general.

Klaten, June 2016

The researcher

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ABSTRACT

NURKHAYATI, 1111202719, English Education Study Program, The Faculty of Teacher Training and Education, University of Widya Dharma Klaten, 2016. Thesis :*A Descriptive Study on the Mastery of Reading of the Eighth Year students of MTs MA'ARIF NU 3 Kemranjen Banyumas in Academic Year 2015/2016.*

This study is intended to answer the research question which becomes the problem of this study “How is the mastery of reading descriptive and recount texts of the eighth year students of MTs Ma’Arif NU 3 Kemranjen Banyumas in academic year of 2015/2016?”. It aims to describe the mastery of reading descriptive and recount texts of the eighth year students of MTs Ma’Arif NU 3 Kemranjen Banyumas in academic year of 2015/2016.

The researcher takes all of the eighth year students of MTs Ma’Arif NU 3 Kemranjen Banyumas as the population. The member of the population is 71 students. They come from 3 classes. Therefore, the researcher takes 30 students or 41.25% of the population as the sample by using proportional random sampling. In collecting the data, the researcher needs the instrument. The researcher uses test as the instrument. And the form of test used in this research is multiple-choice. The number of the test item is 20. One option is right and the others are wrong. The students are expected to choose the correct answer. The 20 items must be done within 45 minutes. The researcher tries out the instrument, before applying for the subject of the study. To know the validity the researcher uses empirical validity using the Pearson’s Product Moment Formula. To know the reliability of the instrument the researcher uses Spearman Brown formula. In analyzing the data, the researcher uses statistic method which is implemented in the form of the mean. The tables are also used as bases to make description of the data since this is descriptive study.

In this study, the researcher can find that the mean is 75.5. The researcher concludes that the mastery of reading descriptive and recount texts of the eighth year students of MTs Ma’Arif NU 3 Kemranjen Banyumas in academic year of 2015/2016 is good.

Key words: *descriptive study, mastery, reading.*

CHAPTER I

INTRODUCTION

This chapter discusses 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 the study, the clarification of the key term, and the organization of the study.

A. The Background of the Study

Language is words to communicate or interact to others. Language allows people to say things to each other and express their communication needs. People can communicate to others well by language. Language is also used as a national identity. For example the national language of Indonesia is *Bahasa Indonesia*. Other nation citizen could recognize Indonesian people in over sea through the language they use while they are speaking to the Indonesian. But they maybe can't speak *Bahasa Indonesia*, as their national language is not *Bahasa Indonesia*. Every country has its own national language. And English has been chosen as the international language. Therefore, Indonesian citizens are facilitated by English lesson since they are in the primary school. One of the aims of the government facilitated English lesson since in primary school is to prepare the young learners to be competent in other language besides *Bahasa Indonesia*.

As globalization and mobility in communication, language brings the world ever closer together, ever more urgent is the need for global citizen to be competent in other language (Trimnell, 2005:1). Indonesian citizens communicate or interact to other nations easily if they have competence to speak English, not only in carrying out daily activities but also in expressing their communication needs to others.

Teaching and learning English for Junior High School is a way to make the students master four language skills: listening, speaking, reading and writing. In learning those language skills, the learners start to listen then they speak, after that, they learn to read and write.

Reading is one of the language skills which needs to be taught in language classroom. Students need to be able to read texts in English either for careers, for study, or just simply for pleasure. To master the reading skill, the students have to master the reading comprehension. It is consisting of all the students' knowledge such as vocabulary and structure, the rate of perception, and the accurateness of recognition.

According to Gloria (1988:1) that reading is one of the most important skills in language beside listening, speaking, and writing; and that is considered very important as basis for further studies at University. Based on the statement above, the students should master the reading skill beside other three skills such as listening, speaking, and writing when students study in higher level, for example in University, because many text books are written

in English. Otherwise, they will face difficulties on understanding the material of the subjects they learn if they do not master reading skill.

According to Johnson (2008: 111 – 116) reading activities are divided into three stages in a classroom practice. They are pre-reading activity, while-reading activity, and post-reading activity. In pre-reading activity, the teacher and the students prepare themselves for the task and make them familiar with the topic. In while-reading, the students interact with the text. The development of reading skills mostly is occurs in this stage. The last step, post-reading activity is done after the students have finished reading the text. In other words, before going to post reading, the students must confront the while-reading.

The types of reading texts to be taught in Junior High School are descriptive, narrative, recount, procedure and report text. In KTSP, the mastery of those text types is absolutely required. Therefore, the students of Junior High School need to master those types of reading texts.

Based on the explanation above, the researcher chooses the title “ **A Descriptive Study on the Mastery of Reading of the Eighth Year Students of MTs Ma’arif NU 3 Kemranjen Banyumas In Academic Year 2015/2016**”.

B. The Reason for Choosing the Topic

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

1. Reading comprehension is a skill that needs mastery because the teacher has to teach more than one topic all at once.
2. Students of SMP/MTs tend to be imaginative, therefore reading text is a suitable material for them in learning English as the foreign language.
3. The students can enlarge their knowledge of vocabulary and structure through reading text.

C. The Limitation of the Study

This study is limited to the mastery of reading descriptive and recount texts of the eighth year students of MTs Ma'Arif NU 3 Kemranjen Banyumas in academic year 2015/2016.

D. The Problem of the Study

Based on the background of the study, the problem of the study can be stated as follows: "How is the mastery of reading descriptive and recount texts of the eighth year students of MTs Ma'Arif NU 3 Kemranjen Banyumas in academic year 2015/2016?".

E. The Aim of the Study

The aim of the study is to describe the mastery of reading descriptive and recount texts of the eighth year students of MTs Ma'arif NU 3 Kemranjen Banyumas in academic year 2015/2016.

F. The Use of the Study

The uses of the study are as follows:

1. To help the reader to develop the model of teaching in Junior High School.
2. To give a little sight to the students, so that they can improve their skill in reading besides writing, listening, speaking, and vocabulary.
3. To help the students to solve the problem in learning reading.

G. The Clarification of the Key Term

The key term used in this title of the study is explained as follows:

1. Descriptive Study

Descriptive is describing certain thing, for example: circumstance, condition, situation, event, activity, etc. Descriptive study is the study to investigate the circumstance, condition or other thing been described above, and present in research report (Arikunto, 2013:3).

According to Hadi (2001:3) descriptive study is a study which is only describes study of subject without taking general conclusion.

Based on the experts' statements above, the descriptive study of this research means to describe how the eighth year students of MTs Ma'arif NU 3 Kemranjen Banyumas in academic year 2015/2016 master reading of descriptive and recount text.

2. Mastery

Baum (2005:20) states that mastery is learning focuses on overt behaviors that can be observed and measured. Hornby (1995:523) defines mastery as complete control or knowledge.

In this study, mastery means the students' knowledge that can be measured by their answers on the test.

3. Reading

Reading derives from the word *to read* meaning to reproduce mentally or vocally the words of books or other printed materials (Hornby, 1995:710), and reading is defined as act of one who reads. Meanwhile, Dallman, et al (1964:7) define reading is not general ability but a composite of many specific abilities. Reading involves thinking, considered in its broader sense it affects the entire personality.

In this study, reading is the action of reproducing mentally the words of the printed texts which involves thinking which is done by the eighth year students of MTs Ma'arif NU 3 Kemranjen Banyumas in academic year 2015/2016.

H. The Organization of the Study

The researcher presents the organization of the study in order to give a brief description and facilitate the thesis arrangement to the reader as follows:

Chapter I: Introduction consists of the background of the study, the reason for choosing the topic, the problem of the study, the limitation 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: Review of related literature consists of teaching and learning in Junior High School in a brief, teaching and learning English in Junior High school and teaching and learning reading.

Chapter III: The research method consists of the meaning of the research method, the subject of the research, the technique of collecting the data, and the technique of analysing the data.

Chapter IV: The result of the study consists of presentation of the data and the analysing of the data.

Chapter V: Conclusion and suggestion consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of the study and also the suggestion that the researcher suggests to the students, the English teachers, and the other researchers.

A. Conclusion

Based on the data described in the previous chapter, the researcher would like to draw the conclusion of the research. The main problem of this research as stated in the problem of the study of chapter 1, is “How is the mastery of reading descriptive and recount texts of the eighth year students of MTs Ma’ Arif NU 3 Kemranjen Banyumas in academic year 2015/2016?”

Based on the previous computation, the students who get very good score are 10 of 30 samples or 33.3%, 6 students of 30 samples or 20% get good score, 12 students of 30 samples or 40% get fair score, 2 students of 30 samples or 6.7% get poor score, and there are no students who get fail score.

The total score of the students’ mastery is 2265, the mean score is 75.5 and it is categorized into good. Therefore, the researcher concludes that the mastery of reading descriptive and recount texts of the eighth year students of MTs Ma’ Arif NU 3 Kemranjen Banyumas in academic year 2015/2016 is considered **good**.

B. Suggestion

The researcher realizes and admits that the result of this research still has many weaknesses and far from being perfect. But, the researcher hopes the result of this research can be used as the reference for the other researchers. Then, the researcher would like to give some suggestions to the students, the English teachers, and the other researchers as follows:

1. To the students

The researcher hopes that the result of the study gives the students clear and acceptable explanation concerning with reading activity. The students should be active in learning English by asking the teacher how to determine the problem related to reading activity such as determining the kind of texts, purpose of texts, main idea, printed and hidden detail information, reference, structure, the meaning and similarity of certain word if they have difficulties in determining those matters.

The students also should do more exercises regularly and they must be aware of the techniques of reading such as skimming and scanning they should use in order to complete the tasks.

2. To the English teachers

It is expected that the English teachers would like to introduce and explain reading material more detail to their students because it is important for the students to increase their knowledge. The teachers should apply the appropriate method according to their students' ability in teaching reading. The English teachers should help the students to

determine their problem related to the reading material and develop the students' interest on learning English which is required for the teacher during teaching reading material.

3. To the other researchers

The researcher would like to give the suggestions to other researcher to focus when conducting the research. The other researchers should never give up when they are accomplishing their study. Although there are many obstacles and challenges that must be passed in accomplishing the study, the other researchers must do their best and always be grateful because the study won't be successful without the blessing of God.

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