

**A DESCRIPTIVE STUDY ON THE TENTH – YEAR – STUDENTS’
READING MASTERY OF SMK SEMESTA BUMIAYU IN THE
ACADEMIC YEAR 2016/ 2017**

THESIS

The Thesis is Presented as a Partial Fulfillment of the Requirements for

Graduate Degree of Education in English Education Study Program



BY

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KLATEN

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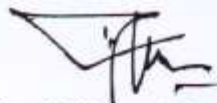
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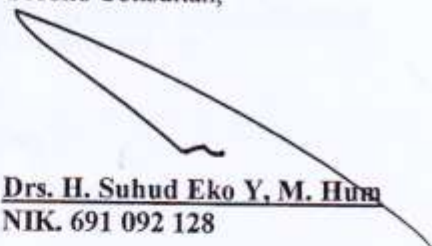
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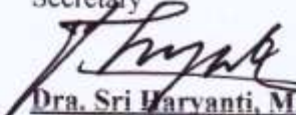
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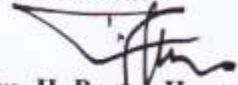
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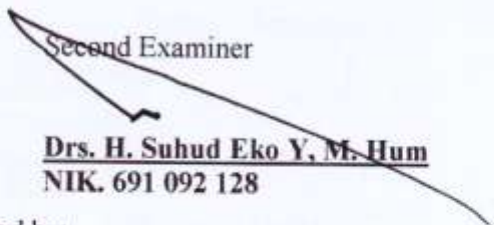

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PRONOUNCEMENT


This is to certify that I myself write this thesis entitled “**A DESCRIPTIVE STUDY ON THE TENTH – YEAR – STUDENTS’ READING MASTERY OF SMK SEMESTA BUMIAYU IN THE ACADEMIC YEAR 2016/ 2017**”.

It is not a 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, September 2016




Rikhatul Unim
1511202956

MOTTO

- ❖ “Barangsiapa bertawakkal pada Allah, maka Allah akan memberikan kecukupan padanya, sesungguhnya Allah lah yang akan melaksanakan urusan (yang dikehendaki)-Nya.”

(*QS. Ath- Thalaq: 3*)

- ❖ “Waktu itu bagaikan pedang, jika kamu tidak menggunakannya untuk memotong, ia akan memotongmu (menggilasmu)”.

(*H. R. Muslim*)

- ❖ Learn from yesterday, live for today, and hope for tomorrow.

(*Albert Einstein*)

- ❖ Mistakes teach how to get the key.

(*Rikhatul Unim*)

- ❖ The more you give, the more you will get

(*Rikhatul Unim*)

PRESENTATION

This thesis is presented to:

- My Lovely Husband Mukhammad Ali Imron, a million thanks for the praying, faithfulness and patience.
- My Beloved Bunda Mu'minah, thank you very much for praying, supporting and helping me both thought, time and material
- My beloved Mother Sobakha, thanks a lot for praying me tirelessly and always giving me a big support.
- My Lovely Jundah Afi Hasya Fathaniyarreikhal and My Lovely Jundi Afa Dihya Raununarreikhal, your existence is everything.
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I am really aware that this thesis is far from being perfect because my limited knowledge and experience. Therefore, I will receive with thanks the critics and suggestion for the sake of perfection of this thesis.

Finally, I deeply hope that this thesis will be useful, especially for me, the English students and for the readers in general.

Klaten, October 2013

Rikhatul Unim

TABLE OF CONTENT

TITLE OF THESIS	i
APPROVAL	ii
RATIFICATION	iii
PRONOUNCEMENT	iv
MOTTO	v
PRESENTATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
ABSTRACT	xi
LIST OF TABLE	xii

CHAPTER I INTRODUCTION

A. The Background of the Study	1
B. The Reason for Choosing the Topic	4
C. The Limitation of the Study	4
D. The Problem of the Study	5
E. The Aim of the Study	5
F. The Use of the Study	5
G. Clarification of the Key Terms	6
H. The Organization of the Study	7

CHAPTER II REVIEW OF RELATED LITERATURE

A. The Meaning of Reading	8
B. The Types of Reading	10
C. The Levels Meaning of Reading.....	13
D. The Skills of Reading	14
E. The Strategy of Reading	18
F. The Teaching of Reading	20

CHAPTER III RESEARCH METHOD

A. The Meaning of Research Method24
B. The Subject of the Study25
C. The Method of Collecting the Data28
D. The Method of Analising the Data38

CHEAPTER IV THE RESULT OF THE STUDY

A. Data Presentation40
B. Data Analysis44

CHEAPTER V CONCLUSION AND SUGGESTION

A. Conclusion47
B. Suggestion47

BIBLIOGRAPHY.....49

APPENDIX

THE LIST OF TABLE

Table 1. Result of the Try Out	33
Table 2. 10th Year Students of SMK Semesta Bumiayu of Validity Test	34
Table 3. 10th Year Students of SMK Semesta Bumiayu of Reliability Test....	37
Table 4. The Frequency Distribution	40
Table 5. The Result of the Students Test on Reading	43
Table 6. The Category of the Students' Scores	44
Table 7. The Frequency Distribution of Students' Score	46

ABSTRACT

RIKHATUL UNIM, 1511202956, English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2016. Undergraduate Thesis: *A DESCRIPTIVE STUDY ON THE TENTH – YEAR – STUDENTS’ READING MASTERY OF SMK SEMESTA BUMIAYU IN THE ACADEMIC YEAR 2016/ 2017.*

The aim of this thesis is to describe the students’ mastery of reading of the tenth year students of SMK Semesta Bumiayu in the Academic Year 2016/ 2017.

The population of this research is the tenth year students of SMK Semesta Bumiayu in the academic year 2016/ 2017. The number population is 200 students consisting of 6 classes. Therefore she takes 30 students as the sample by applying proportional random sampling. In getting the data, the researcher gives a test that consists of 30 items in the form of multiple choice. To know the validity, the researcher uses empirical validity. The researcher tries out the test instrument first, and then 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 tabulation procedure.

After analyzing the data, the researcher can find the students who get very good scores are seven students or 23,33%, good scores are twenty one students or 70%, fair scores are two students or 6,67%, poor and fail score is 0 student. The total score of the students’ mastery is 2228 for 30 students. The mean is 74,26 and it is categorized into good category. So, it can be concluded that the Reading Mastery of the Tenth Year Students of SMK Semesta Bumiayu in the academic year 2016/ 2017 is **good**.

Key words: *Descriptive Study, Reading, Mastery.*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is an important part of how humans communicate with each other (Lems, Leah and Tenena, 2010:1). Without language, humans cannot communicate to each other. It happens because language is means of communication. Language is used to transfer ideas to others. To communicate with each other there are many international languages, for example: English, French, Germany and other languages, but most people prefer English to communicate extensively. Linguistic knowledge is not sought for its own sake but in order to facilitate the more effective teaching of English to speakers of other languages (Corbett, 2003:5). So, The learners should study English as soon as possible in order to master English.

Learning English as a foreign language is difficult because English is different from mother tongue. The differences of English and Indonesian language are vocabulary, culture, grammar, phonology, etc. For example: sounds that exist in Bahasa Indonesia and English but they have different phonetic features, such as: Phonemic feature: / r / is never pronounced clearly in English but in Bahasa Indonesia this / r / is always articulated clearly wherever it occurs in the words. The students usually find many difficulties in mastering English. So, the students need effort to study English more and more. If a second language learner is already able to read in their first

language, and their first language uses the same alphabet as English, then little if any letter shape learning will be needed (Nation, 2009:10). The students usually find many difficulties in mastering English. So, the students need effort to study English more and more. The integration of the four languages skills; listening, speaking, reading and writing is explicitly accomplished within the core of four proposed frame-work, since the fact of being able to interpret and produce a spoken or witten piece of discourse is the means to achieve successful communication (Jordans, 2006: 17).

Brown (2002:281) states that second language learning are a process in which varying digress of learning and acquisition can both be beneficial, depending upon the learner's own styles and strategies. 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 succes not only in reading English but also learning in any content class, where reading in English is required. With the strenghtened of reading skills, learners will make greater progress and development in all other areas of learning.

Reading is one of the important elements in learning English, since through reading people can get information about material that they have learnt and also get knowledge more. But when they read a passage, most of students do not understand about the meaning of the texts or passages. This shows that their understanding in reading is still poor.

Reading is one of four skills in teaching and learning of English which is taught in every level of education in language classroom. Students from

Elementary school until Senior High School get the reading lesson. In reading class, the teacher gives the material about how to read English in a right way. The material must be relevant to the level of the class, reading material which is offered by the teacher depends on the grade of the class, and ofcourse it is based on the curriculum. The students can use reading skill to acquire knowledge and to change his own attitudes, ideals, and aspirations.

This condition is caused by the lack and limited vocabulary mastered by students. Students do not have enough vocabulary to reach and it makes reading as an uninteresting activity. Besides, difficulties in learning English are often encountered by Indonesian students to understand one of language skill, that is reading on descriptive text. Usually the teacher only gives the explanations about the object orally. If the students see the object or their imitations directly, they may be able to understand about the descriptive text, so most of the objects need to be observed, analyzed and classified.

According to the syllabus of English teaching and learning in the tenth grades of SMK Semesta Bumiayu in Academic Year 2016/ 2017, the purpose of the teaching English in Senior high school is to encourage the students to have interest and to master the four basic linguistics skill, they are listening, speaking, vocabulary and grammar. There skill and components of language are taught to end of the course, so that the students will have an ability to communicate in English.

The aim of teaching is to develop the students' reading skill, so they can need English text efficiently and effectively. In real life, people read

different kinds of reading materials. The ability to read printed materials in a foreign language is very important in mastering that foreign language itself.

To be better and faster in reading, the students must try to read a lot. The students' reading activities can be focused on reading descriptive text from newspaper, magazine, science books or other sources about plant, animal, places, etc.

B. The Reason for Choosing the Topic

The reasons why the writer has chosen the topic are as follows:

1. Understanding text is still difficult to know by the students in the class, because they have low interest in the learning process.
2. 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 learnt by the students as motivation and to be able to fulfill the standards in the learning process.

C. The Limitation of the Study

In order to focus the topic that is discussed in this study the writer limits the discussion. The study is limited to the reading mastery especially on descriptive text in teaching and learning English of the tenth year students of SMK Semesta Bumiayu in the Academic Year 2016/ 2017.

D. The Problem of the Study

The writer would like to present the problem of the study as follows:

“How is the reading mastery of the tenth year students of SMK Semesta Bumiayu in the Academic Year 2016/ 2017?”

E. The Aim of the Study

Based on the problem, the writer has aim of the study, that is to find out and to describe the students' mastery of reading of the tenth year students of SMK Semesta Bumiayu in the Academic Year 2016/2017.

F. The Use of the Study

The writer 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 students in order to know what she shall do as an English teacher in the future. By the research, the teacher can know and understand student's ability.

2. Practical Use

For the students and the teacher, the result of the study can improve their ability on mastery reading in Senior High School, especially descriptive text. For the teachers, it could be recommendation for them to encourage the students in mastering reading skill. Then for the readers,

the result of the study can be useful as a reference for their study or research in the future.

G. The Clarification of the Key Terms

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

1. Descriptive Study

According to Hadi (2000:3), descriptive study is a study which only describes the condition of an object or its event without taking general conclusions.

Based on the statement above, what is meant by descriptive study in this thesis is a study to describe the students' mastery of reading of the tenth year students of SMK Semesta Bumiayu Brebes in the Academic Year 2016/2017.

2. Mastery

Mastery means great knowledge about or understanding of a particular thing (Hornby, 2000:822). According to Ramelan (1992:42), the word "Mastery or Competence" means a person's knowledge of his language or the mastery of the system of rules of his language. In this study what is meant by mastery is students' knowledge or great skill of 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. Reading in this study means a fluent process of the tenth

year students of SMK Semesta Bumiayu in the Academic Year 2016/2017 combining information from a text and their own background knowledge to build meaning.

H. The Organization of the Study

This research consists of five chapters as follows:

Chapter 1 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 study, the use of the study, the clarification of the key terms and the organization of the study.

Chapter two is review of related literature. It consists of the meaning of reading, the types of reading, the levels meaning of reading, the skill of reading, the strategy of reading, and the teaching of reading.

Chapter three is the research 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 four is the result of the study. It consists of presenting the data and analyzing the data.

Chapter five is the conclusion and suggestion. It consists of 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 reading mastery of the tenth year students of SMK Semesta Bumiayu in the Academic Year 2016/2017?”

Based on the previous computation, the students who get very good scores are seven students, good scores are twenty one students, fair scores are two students, poor and fail score is 0 student.

The mean of the students is 74, 26 which is classified into good category. Therefore, the writer concludes that the reading mastery of the tenth year students of SMK Semesta Bumiayu in academic year 2016/2017 is **good**.

B. Suggestion

In this point of discussion, the writer would like to give suggestion for the teacher and the students.

1. To the English Teachers

In teaching reading, the English teachers should ask the students to practice reading as often as possible. It is because there are four language

skills in studying English, namely: reading, listening, writing and speaking. All of them are needed to achieve the target of teaching and learning English.

2. To the Students

Based on the previous discussion, the researcher knows that the students should be improved their ability. In the learning process in the class that students should love the teacher because just loving the lesson is not enough, and then make reading as the favourite aspect in English lesson, do not make the lesson as an enemy but make the lesson as your friend because it makes easy to understand the content of the text book. After that, students should read the material book at least 15 minutes a day at home. Then, do not be afraid to ask when you do not really understand moreover make communication well with the teacher and other students in the class.

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