

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

S-1 THESIS

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



BY

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KLATEN

2016

APPROVAL

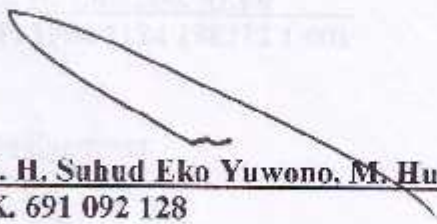
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This thesis has been ratified by the Board of Examiners of the Teacher Training and Education Faculty. It is accepted as a partial fulfillment for undergraduate degree of education in English Education Study Program of Widya Dharma University Klaten on:

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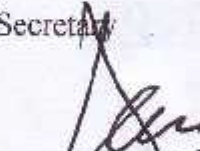
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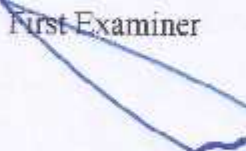
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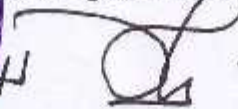


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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“A DESCRIPTIVE STUDY ON THE MASTERY OF READING OF THE EIGHTH YEAR STUDENTS OF SMP N 6 KLATEN IN ACADEMIC YEAR 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, 11 April 2016



Ririn Rosyanti
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MOTTO

- ❖ Allah will raise those of you who believe and those who have knowledge in position. Allah is aware of what you do. (QS. Al-Mujaadilah: 11)
- ❖ Practice makes perfect. (English Proverb)
- ❖ Never give up on the things you really want. (@LifeFacts)
- ❖ Bersabarlah, karena sesungguhnya kemudahan datang bersama kesulitan. Ikhlaslah, perhatikan kemudahannya. (Mario Teguh)
- ❖ Berhenti mengeluh, perbanyak bersyukur. (The Writer)

PRESENTATION

This Thesis is Presented to:

- My beloved parents, Mr. Topo and Mrs. Duskiyanti, and My Sister Tati Wulan Dari who always support me. Thank you for praying and deep affection. I love you all so much.
- My beloved grandmother and grandfather, thank you for praying and support.
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The writer realizes that this thesis is far from being perfect. Therefore, the writer would be happy to receive some critics and suggestions to make this thesis better.

Finally, the writer hopes that this thesis will be useful for especially the English students and readers in general.

Klaten, April 2016

The Writer

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ABSTRACT

RIRIN ROSYANTI, No.1211202758. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2015. Undergraduate Thesis: A Descriptive Study on the Mastery of Reading of the Eighth Year Students of SMP N 6 Klaten in Academic Year 2015/2016.

The problem of the study is: How is the mastery of reading of the eighth year students of SMP N 6 Klaten in academic year 2015/2016. The aim of the study is to describe the students' mastery of reading of the eighth year students of SMP N 6 Klaten in academic year 2015/2016.

The research was done in the first semester of the academic year of 2015/2016 in SMP N 6 Klaten. The subject of the research is the eighth year students of SMP N 6 Klaten in 2015/2016. The number of population is 314 students that are divided into nine classes. In this study, the writer takes 36 students as the sample. The writer uses proportional random sampling. It means that the writer takes the same proportion for one class; the writer takes four students for each class that is $4 \times 9 = 36$, to be selected as the sample by using lottery. In this research, the writer uses multiple choice test. The number of the items is 20. After the data have been obtained the writer analyzes them by using statistical method. It is implemented in the form of mean and table. The table is used as the bases to make the description of the data, so this research is called descriptive study. Then, the result of the student's mastery is categorized into the quantitative category and qualitative category.

After analyzing the data, the writer can find that the students who get very good mark are 12 students or 33.33%, good mark are 15 students or 41.67%, and fair mark are 9 students or 25%, and there is no one who gets poor and fail mark. The total mark of the student's mastery is 2655 for 36 students. The mean score is 73.75 and it is categorized into good category. So it can be concluded that the Reading Mastery of the Eighth Year Students of SMP N 6 Klaten in Academic Year 2015/2016 is good.

Keywords : *Descriptive study, Mastery, Reading.*

CHAPTER I

INTRODUCTION

A. THE BACKGROUND OF THE STUDY

Language is a system of communication which used by the people to communicate with each other. So, language is very important in a human life, because they also 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. Harmer (2001: 4) states that language is an intensely political issue since it is bound up with identity and power. As a consequence of its lingua franca status, English sometimes finds itself in a conflict with more local languages.

In Indonesia, English is one of the foreign languages. As a developing country, Indonesia needs many kinds of information from other countries to make this country into the modern age. Based on the importance of the English language above, the purpose of teaching English is to enable the students to acquire the working knowledge of English. There are four purposes that the students have to acquire the working knowledge, they are reading, listening, speaking, and writing.

Reading is one of the four skills in teaching and learning of English which is taught in every level of education in language classroom. It is also an essential skill for learners of English as a second language. 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 it is based on the curriculum. The students use reading to acquire knowledge and to change his own attitudes, ideals, and aspirations.

In classroom practice, Snow (2002: 15) states that reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity.

Permendiknas RI No 22 tahun 2006 states that there are some aims of learning English. The three aims of English in SMP/MTS, are :

1. *Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi fungsional.*
2. *Memiliki kesadaran tentang hakikat dan pentingnya Bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global.*
3. *Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya.*

Based on those aims, English is taught as a compulsory subject to the students from the first grade up to the third grade of Junior High School. English is necessary material that must be taught in the seventh year students

until ninth year students. The objective of teaching English in Junior High School is the students can develop the competence of communication and have capability in mastering four language skills, they are listening, speaking, reading and writing.

In *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, one of the scopes of language teaching in junior high school is discourse competence or ability to understand and produce spoken text and written text which is integrated comprehensively in four skills, such as listening, speaking, reading, and writing to reach functional literacy level. It means that reading is important to be taught in junior high school, especially in the eighth grade students. The various types of texts which are learned in junior high school are recount, report, discussion, explanation, exposition (analytical), exposition (hortatory) new item, anecdote, narrative, procedure, description and review.

According to Gana (2013: 2) one of the importance of reading is to develop our knowledge of language because reading materials give language data, which will trigger the brain to draw generalization. It means that the students can obtain a wide range of information by reading books in English. Besides that, in achieving the whole meaning of a reading text, students should also understand the structure. So, the students can comprehend the content of reading textbook, novels, newspapers and magazines. Then, the students can retell all about the content of reading which have read orally.

From the description above, the writer concludes that the mastery of reading is to develop the students reading skill, in order that the student able to comprehend the content of textbook in teaching and learning process.

Based on the reason above, this research is entitled : “A Descriptive Study on the Mastery of Reading of the Eighth Year Students of SMP N 6 Klaten in Academic Year 2015/2016”.

B. THE REASON OF CHOOSING THE TOPIC

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

1. Reading is one of the four skills of English. That is why, it is very important to be learned because it can support other skills of English, so the students can achieve their goal in learning English and communicate in English well.
2. English reading in the Junior High Schools is necessary because this program is to help students be ready and more confident in learning English at the higher levels.

C. THE LIMITATION OF THE STUDY

In order to focus the topic that is discussed in this study, the writer limits the discussion. The limitation of the study is as follows :

1. The study is limited to the reading mastery especially on descriptive and recount text in teaching and learning english.
2. The study is limited to the eighth year students of SMP N 6 Klaten in academic year of 2015/2016.

D. THE PROBLEM OF THE STUDY

The writer would like to present the problem that can be formulated as follows:

“How is the mastery of reading of the eighth year students of SMP N 6 Klaten in Academic Year 2015/2016?”

E. THE AIM OF THE STUDY

Based on the problem, the writer has aim of the study, namely to describe the students' mastery in understanding text of the eighth year students of SMP N 6 Klaten in Academic Year 2015/2016.

F. THE USE OF THE STUDY

The result of the study is expected to be useful both theoretically and practically as follows:

1. The Theoretical Use

It can be used to enrich the repertoire of teaching reading theory.

2. The Practical Use

It can be used as a teaching model for other school, because it can help the Junior High School students in learning English especially in teaching reading.

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 (2001: 3), the descriptive study is a study which only describes the condition of an object or it is even without taking general conclusions. 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 (Nasution, 2007: 24)

Descriptive study in this study means a study to describe the students' mastery in reading materials of the eighth year students of SMP N 6 Klaten in Academic Year 2015/2016.

2. Mastery

Mastery means complete control or knowledge (Hornby, 1995: 721). In this study mastery means students' knowledge in answering the task concerning with reading. It is indicated by the students marks based on reading test.

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.

3. Reading

In *Kurikulum Satuan Pendidikan* (KTSP) the major goal of learning language is developing the communication skill or genre competence that is a skill to understand and produce various written or spoken texts according to the student's literacy. As stated in *Kurikulum Satuan Pendidikan* (KTSP), various types of texts which are learned in junior high school are recount, report, discussion, explanation, exposition (analytical), exposition (hortatory) new item, anecdote, narrative, procedure, description and review. The writer will limit the material of research is about descriptive and recount text.

The purpose of teaching English is to enable the students to

acquire the working knowledge of English. There are four purposes that the students have to acquire the working knowledge, they include reading, listening, speaking, and writing.

By mastering the four skills above, it means that a working knowledge of English has been the aims of teaching and learning English, considering the importance of English which has been established as the first foreign language is put into compulsory subject, the application of it is taught in Junior High School to University, one of the four skill is reading.

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 (Nunan, 2003: 68)

The Eighth year students of SMP N 6 Klaten in Academic year 2015/2016 combining information from a text and their own background knowledge to build meaning.

H. THE ORGANIZATION OF THE STUDY

The organization of the study is presented in order to give the direction of the paper arrangement. It is also meant to give a description to the readers. The organization of the paper of each chapter is as follows:

Chapter I is introduction. It consists of the background of the study, the reason of 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 teaching reading in junior high school and a brief view of reading.

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

Chapter IV is the result of the study. It consists of presenting the data and analyzing the data.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

After discussing the previous chapter, the writer would like to conclude this study briefly. The main problem in this study is “How is the mastery of reading of the eighth year students of SMP N 6 Klaten in academic year 2015/2016?”. In this study, the writer wants to answer to the problem. Based on the previous computation, the students who get very good scores are 12 students, those who get good score are 15 students, and fair score are 9 students.

The mean of the students’ mastery of reading is 73.75 and it is classified into good category. So the writer concludes that the mastery of reading of the eighth year students of SMP N 6 Klaten in academic year 2015/2016 is good.

B. Suggestion

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

1. To the English Teachers

In teaching reading, especially in descriptive and recount text, the teacher should be able to explain every lesson. The teacher must be a guide and consultant. The teacher also can apply the appropriate

method to teach reading. It is better for the teacher to make the students more active on every lesson. In order, the teacher can understand the students' problem in learning reading and can solve it.

2. To the students

The students have to be more active in learning reading, pay much more attention to the teacher, and always practice reading at school and at home. Be more diligent and active in classroom. If the students do not understand yet, they can ask to the teacher. The students also can read magazine, newspaper, essay, etc to improve the ability in reading.

3. To the other researcher

It is necessary for the other researchers to increase their knowledge about research of reading mastery at school. The writer hopes that result of the research can be used as contribution and comparative matter in doing research although it is far from being perfect.

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