

**A DESCRIPTIVE STUDY ON THE READING MASTERY OF THE
ELEVENTH YEAR STUDENTS OF SMA N 1 BAYAT KLATEN IN THE
ACADEMIC YEAR OF 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



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KLATEN

2016

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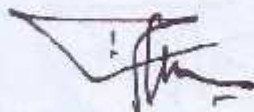
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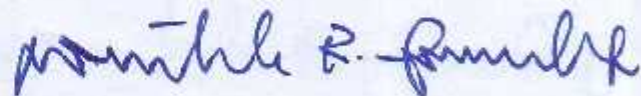
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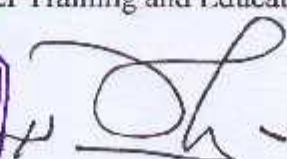
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PRONOUNCEMENT

This is to certify that I, Riwi Mulyasari writes this thesis entitled “**A DESCRIPTIVE STUDY ON READING MASTERY OF THE ELEVENTH YEAR STUDENTS OF SMA N 1 BAYAT KLATEN IN THE ACADEMIC YEAR OF 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, 26th March 2016



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Klaten, 26th March 2016

Riwi Mulyasari
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MOTTO

- ❖ You who believe! Seek help in patience and pray. Truly! Allah is with the patient ones. (Al-Baqarah: 153)

- ❖ Victory is not everything. The important thing is the effort to win. (Ziglar)

- ❖ Complaining will not make you to be heavy. (The Researcher)

PRESENTATION

This Thesis is Presented to:

- My beloved parents, Mr. Parnomo and Mrs. Sumarsih, thank you for praying and deep affection. My little sister Nani Kuswoyo who always help me. I love you so much.
- My grandmother and grandfather, thank you for praying and support.
- My fiancé, Ari Tri Wibowo thanks for your patience and your understanding to always accompany me.
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I realize that this thesis is far from being perfect. Therefore, I would be happy to receive some critics and suggestions to make this thesis better. Finally, I hope that this thesis will be useful for especially the English students and readers in general.

Klaten, 26th March 2016

Riwi Mulyasari

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ABSTRACT

RIWI MULYASARI, STUDENT NO.1211202751. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2015. Undergraduate Thesis: *A Descriptive Study on Reading Mastery of the Eleventh Year Students of SMA N 1 Bayat Klaten in the Academic Year of 2015/2016.*

This study aims at describing the students' reading mastery of the eleventh year students of SMA N 1 Bayat Klaten in academic year of 2015/2016.

The study is done in the first semester of the academic year of 2015/2016 in SMA N 1 Bayat Klaten. The subject of the research is the eleventh year students of SMA N 1 Bayat Klaten in academic year of 2015/2016. The number of population is 133 students that are divided into six classes. In this study, the researcher takes 30 students as the sample. The researcher uses proportional random sampling. It means that the researcher takes the same proportion for one class; the researcher takes five students for each class that is $5 \times 6 = 30$, to be selected as the sample by using lottery. In this study, the researcher uses multiple choice test. The number of the items is 20. After collecting the data, the researcher 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 researcher find that the students who get very good mark are 7 students or 23.33%, good mark are 9 students or 30%, and fair mark are 8 students or 26.67%, poor mark are 4 students or 13.33%, and fail mark are 2 students or 6.67%. The total mark of the student's mastery is 2005 for 30 students. The mean score is 66.83, and it is categorized into good category. So it can be concluded that the reading mastery of the eleventh year students of SMA N 1 Bayat Klaten in academic year of 2015/2016 is good.

CHAPTER I

INTRODUCTION

A. The Background of the Study

Human life cannot be separated with communication. In communicating, human being needs language. According to Strurtevan in Izzan (2010: 2), language is a system of arbitrary, vocal, symbol which permit all people in a given culture or the other people who have learned the system of the culture to communicate or interact. It means that language is an arbitrary means that form symbols of voice that can be listened, spoken, and written which permit native speaker delivers the language to another speaker to keep good communication between one native speaker with another. Thus, the delivered language can be expanded and will be lingua franca.

Lingua franca is a means that is used to communicate with each different native speaker in order that they understand what the other native speaker says. One of the languages that is regarded as a lingua franca is English. English is an international language. The reason that makes English become an international language is that English gets a first as the most broadly used, either as the native speaker or not. It means that some of the other countries, except Britain use English as the daily conversation. The use of English can be seen on electronic devices, internet, tourism promotion, health, and products of human life that use English, either as the native language or the target language. The number of using English makes one of

the countries that is Indonesia makes a government policy for the students to learn English. (Retrieved from [http://www.makalah.com/Pentingnya Bahasa Inggris](http://www.makalah.com/Pentingnya_Bahasa_Inggris))

Indonesia as a developing country needs English to keep a good relation and also compete with the other countries in many sectors of life which is related with nation welfare. That is the reason why Indonesian students learn English. The learning of English is started in Elementary School as the local content. *Permendiknas No 23* in 2006 states that in Junior High School and in Senior High School, learning English is compulsory. English is compulsory to be learned because it is one of the lessons that are examined on national examination level faced by the students. On examination, there are two tests, namely practice and written test. On written test, there are two skills that are examined, namely reading and listening in multiple choice forms. On written test, the most dominate question is on reading skill.

Reading skill is an essential skill for learners of English as a foreign language. According to Urquhart and Weir as quoted by Grabe (2009: 14), reading is the process of receiving and interpreting information encoded in language form via the medium of print. Thus, reading is a process to read the text and then comprehend the implicit or explicit information. By emphasizing the reading skill, the learner of English will be able to understand more deeply about the English text and the aim of the text.

Permendiknas RI No 23 in 2006, states that the students of Senior High School should formally or informally understanding the meaning of the interpersonal and transactional written expression on recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in daily context. It means that the government expects the students of the Senior High School to comprehend the purpose of the interpersonal and transactional text and master many kinds of the text. It means that the government expects the students of the Senior High School to comprehend the purpose of the interpersonal and transactional text and master many kinds of the text.

Permendiknas RI No 23 in 2006, states the students of Senior High School should show the skill to scrutinize, read in English, build up and apply the information and the knowledge logically, critically, creatively, and innovative; show the ability to analyze the nature and social indicates; effectively communicating by speaking or writing, have well behaved and have an empathy to the other. The students are expected to comprehend and master many kinds of reading text. The English teacher in SMA N 1 Bayat explains that on the first semester of eleventh year students, the students have learned report text and narrative text. The obstacle of the students' reading mastery on report text is about understanding the meaning of the word, unfamiliar vocabularies. While the obstacle on narrative text is about understanding main idea, find the detail information, reference, and inference.

SMA N 1 Bayat is one school which has applied school-based curriculum until now that is where the government policy is on *Permendiknas No 23*. To develop the curriculum, the school cooperates with the school committee which represents the community and the students' parents. The controller in this school is taken by the committee. The committee has organized the programs of the school, included the extracurricular and many kinds of contests.

Based on the fact and the statement above, the researcher will conduct a research at the eleventh year students of SMA N 1 Bayat in 2015/2016. Therefore, this study is entitled "A Descriptive Study on Reading Mastery of the Eleventh Year Students of SMA N 1 Bayat in the Academic Year of 2015/2016."

B. The Reason of Choosing the Topic

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

1. Reading skill is one of skills that should be mastered by the students based on competency standard. Reading skill is important to comprehend the written information on many kinds of the texts.
2. Reading skill is an essential skill for learners of English as a foreign language. Students who have a good capability on reading make them comprehend the implicit or explicit information and also master many kinds of the text appropriate with government policy.

C. The Limitation of the Study

In order to make the problem in this study clear, the researcher wants to limit the study only to the reading mastery of the eleventh year students of SMA N 1 Bayat Klaten in the academic year of 2015/ 2016.

D. The Problem of the Study

The researcher would like to present the problem that can be formulated as follows: “How is the reading mastery of the eleventh year students of SMA N 1 Bayat Klaten in the academic year of 2015/2016?”

E. The Aim of the Study

Based on the problem, the researcher has aim of the study, namely to describe the reading mastery of the eleventh year students of SMA N 1 Bayat Klaten in the academic year of 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

The result of the study can be used to enrich the repertoire of teaching and learning English. For the researcher, it can be used to learn

the weakness and the strength of the students toward the material. For the readers, it can be used as the reference of their study or research.

2. The Practical Use

It can be used to solve the students' weakness and to increase the students' strength toward the material.

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 Arikunto (2013: 3), the descriptive study is a study which 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. Descriptive study in this study means a study to investigate the comprehension of students' mastery in reading materials of the eleventh year students of SMA N 1 Bayat Klaten in the academic year of 2015/2016.

2. Mastery

Mastery is learning focuses on overt behaviors that can be observed and measured (Baum, 2005: 20). In this study mastery means students' knowledge in answering the task concerning with reading. It is

indicated by the students' mark based on the reading test.

3. Reading

According to Johnson (2008: 3), reading is the practice of using text to create meaning. The two key words here are creating and meaning. According to Urquhart and Weir (1998) as quoted by Grabe (2009: 14), reading is the process of receiving and interpreting information encoded in language from via the medium of print. In this study, reading means the students' activity to read and to comprehend the reading material, then they can give an input and output by answering the questions based on the reading material.

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 definition of reading, the type of reading, the component of reading, the importance of reading, the principle of teaching reading, the teaching reading activity, and assessing reading.

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

Chapter IV is the research analysis and discussion . It presents the data analysis and discussion of the finding.

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

This chapter would like to give conclusion of the study. The problem of this study is “How is the reading mastery of the eleventh year students of SMA N 1 Bayat Klaten in the academic year of 2015/2016?” Based on findings, the students who gain very good mark are 7 students or 23.33%; the students who gain good mark are 9 students or 30%; the students who gain fair mark are 8 students or 26.67%; the students who gain poor mark are 4 students or 13.33% and the students who gain fail mark are 2 students or 6.67%. The total score of the students’ mastery is 2005. The mean score is 66.83, and it is classified into good category. Next, students’ minimal mastery criteria (KKM) achievement is, students who attain the KKM are 4 students or 13.33%, students who unattainable the KKM is 19 students or 63.33%, and students who overreach the KKM are 7 students or 23.33%. Then, the reading aspect’s mastery on main idea is 75%, on detail information is 72.22%, on reference is 73%, on inference is 41.67%, on antonym is 40%, and on synonym is 53.33%. Thus, the researcher concludes

that the students' reading mastery of the eleventh year students of SMA N 1 Bayat Klaten in the academic year of 2015/2016 is **good**.

B. Suggestion

1. For English Teacher

- a. Teaching is to make a change for your students. The students study to learn something new (lesson) that they have never got yet, so you have to clearly explain the material and make sure that your students have understood and mastered your delivered material.
- b. Creativity and innovative are needed. Most of the students feel bored when they have to face reading text, so it is better for the teacher to wrap the teaching reading activity with the attractive strategy, such as by giving picture on every main point, by doing role play based on the text, by doing story telling with expression that will attract the students' passion to read, and etc.
- c. Holding the class is important. There are many characteristic of students in the class, either they are slow learners, fast learner, lazy, or diligent. The difference of those characteristic will be a challenge in teaching activity, and of course the result of studying in every student is different, either it is good, fair, poor, or fail. So, your role here is to find and solve the problem, in order to you are able to master your class.

- d. Improvement needs openness. It is important to the teacher to accept feedback from the other teacher, even your students toward your way to teach reading. It is important to know your weakness and your strength in teaching reading activity, so you can find your problem and you know how to solve your problem in the class. Besides that, you need to actively browse the new material, strategy or fun game to teach reading.

2. For Students

- a. Reading will open your mind and increase your knowledge. Starting to read your favorite genre of the reading text to raise your love in reading activity, and then try to read the other genre to develop your ability and enrich your knowledge.
- b. Understanding self is needed. Sometimes students feel bored in reading activity, it is better for the student to understand his/ herself to find the way to keep reading, because reading is a must for you, and you are unlikely have to read.
- c. When reading English text, let dictionary in front of you. Since reading is a must for the students, either it is difficult or easy, keep reading and ignore the correct pronunciation at once or do not know the meaning of the words, but do not forget to underline the difficult word to pronounce and the difficult word. After reading all the text, search the way to pronounce and the meaning of the words in the dictionary, and make a list of those words to enrich the vocabulary,

and make a simple sentence by those words to improve the capability in grammatical structure.

- d. Make a summary of your reading text. To master the reading text, students need to understand each point in the reading text. Ask a help to your teacher or the other to give lot of questions based on the reading text, and then make it as a tool to make a summary of your reading text.

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