

**A DESCRIPTIVE STUDY ON THE MASTERY OF READING OF THE
EIGHTH YEAR STUDENTS OF SMP N 1 BAKI SUKOHARJO IN
ACADEMIC YEAR OF 2015/2016**

A THESIS

This thesis is presented as a Partial Fulfillment of the Requirement for accomplishing under Graduate Degree in English Education in English Education Study Program



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ENGLISH EDUCATION STUDY PROGRAM

TEACHER TRAINING AND EDUCATION FACULTY

WIDYA DHARMA UNIVERSITY KLATEN

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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 1 BAKI SUKOHARJO IN 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, September 2016



Sri Purwahingsih
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PRESENTATION

The Writer dedicates this thesis to:

1. My dearest husband Sri Pono Sapto Atmodjo, SH
2. My beloved parents and my mother in law
3. My beloved son Haryo Prabancono, SS
4. All of my friends who support me

MOTTO

- Live just a while, only clean heart can bring us to Allah.
- Experience is the best teacher
- If there is a will, there is a way

(THE WRITER)

ACKNOWLEDGEMENT

Praise be to God, Allah SWT, that the writer has finished the thesis as a partial fulfillment of the requirement for graduate degree of education in English Education Program.

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7. Mr. Agnes Woro, S. Pd, as the English teacher of eighth grade of SMP N 2 Baki ukoharjo
8. All the eighth year students of SMP N 1 Baki Sukoharjo in academic year 2015/2016.
9. All the eighth year students of SMP N 2 Baki Sukoharjo in academic year 2015/2016.

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

Finally the writer hopes that the thesis is useful, especially for the writer herself and the reader in general

Klaten, September 2016

The writer

TABLE OF CONTENTS

TITLE	i
APPROVAL.....	ii
RATIFICATION	iii
PRONOUNCEMENT	iv
PRESENTATION	v
MOTTO	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
ABSTRACT	xi
CHAPTER I INTRODUCTION	1
A. The Background of the Study	1
B. The Reason for Choosing the Topic	5
C. The Limitation of the Study	5
D. The Problem Statement.....	6
E. The Aim of the Study	6
F. The Use of the Study	6
G. The Clarification of the Key Terms	6
H. The Organization of The Study	8
CHAPTER II REVIEW OF RELATED LITERATURE	10
A. Teaching English in Junior High School	10
B. Teaching and Learning English in Junior High School	13

C. A Notion of Reading	15
D. The Teaching Reading Strategy	26
CHAPTER III THE RESEARCH METHOD	30
A. The Meaning of the Research Method	30
B. The Subject of the Study	31
C. The Method of Collecting Data	33
D. The Technique of Collecting the Data	41
CHAPTER IV THE RESULT OF THE STUDY	43
A. The Presentation of the Data	43
B. Analyzing the Data	48
CHAPTER V CONCLUSION AND SUGGESTION	52
A. Conclusion	52
B. Suggestion	53
BIBLIOGRAPHY	55

ABSTRACT

SRI PURWANINGSIH, No : 1411202925, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University Klaten, 2016. Thesis: *A Descriptive Study on the of Reading of the Eighth Year Students of SMP N 1 Baki Sukoharjo in Academic Year of 2015/2016*.

The problem of the study can be stated as follows: "How is the the mastery of reading of the eighth year students of SMP N 1 Baki Sukoharjo in Academic Year 2015/2016?". The aim is to describe mastery on reading of the eighth year students of SMP N 1 Baki Sukoharjo in Academic Year 2015/2016.

The research was done in the second semester of the academic year of 2015/2016 in of SMP N 1 Baki Sukoharjo. The object of the research is the eighth year. The number of the population is 192 students that are divided into 6 classes. However, if the population is more than 100, the researcher can take 10%-15% or 20%-25% as the sample. In this study, the writer takes 32 students as the sample. In this research, the writer takes purposive sampling. Purposive sampling is a selection of samples based on the objectives and specific consideration of the writer. The writer's reason using this is technique because of the limited number of samples examined. The writer chooses 8D as sampling. This is because 8D students have the highest score.

After analyzing the data, the mastery of the reading of the eighth year students of SMP N 1 Baki Sukoharjo in Academic Year 2015/2016 is 79.7. Therefore, it can be stated that the mastery of the reading of the eighth year students of SMP N 1 Baki Sukoharjo in Academic Year 2015/2016 is **good**.

Key Word: *Descriptive Study, Mastery, Reading*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Learning English involves the four kinds of language skills; listening, speaking, reading and writing. Teachers should develop these four language skills in order that their students could use the skills to communicate or express their thoughts, feeling and opinions in English. According to Harris (1969: 11). Learning a language means learning four language skills, they are speaking, listening, reading and writing and its components are phonology/orthography, structure, vocabulary, and rate and general fluency.

Reading is one of the skills in learning English. It is defined as an understanding a message conveyed by the writer through visual and non-visual information, Smith (1971) in Fauziati, (2002 : 139). It is important to learn reading since it (1) helps us learn to think the new language, (2) helps us build a better vocabulary, (3) makes us more comfortable with written English, (4) can help us plan to study in English – speaking country.

Reading is a process of getting meaning from printed symbol as explained in Heilman (1981: 8). It means that the reader tends to understand the message explained by the writer through his work. To understand a text is necessary to understand the sentences in it. The meaning of a sentence depends on the meaning of its words. The meaning of a word in a context and the one out of context may be different. The reader has to maximize his

interpretation in understanding the meaning of an unfamiliar word he finds in context. It is very important to remember that sometimes the failure in understanding the idea of the text is caused by a failure in understanding the meaning of a particular word in it. To solve this problem the reader should consider the fact that context sometimes can be used as one of sources in determining the meaning of a word. So, the writer supposes that the students do not only translate the sentence word by word, but also adapt it with the context of the text.

The reading activity needs a process by which people comprehend what they read. That process happens when they face written symbols, they look at them through their on their mind will process them. Since then, a process of viewing change a process of comprehending. This process is called a cognitive process. Reinking and Scheiner (1985) in Kustaryo (1988 : 2) suggests that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Some of the objectives of teaching reading in junior high school are to enable the students to get certain pieces of information, identify general idea about the text and get the main idea both explicitly and implicitly. A good rule for the teacher is let them read when they are ready to do so.

As a teacher, the writer has observed this problem. The writer pays attention to the material of the test, which is mostly in reading. It gives assumption that giving more attention to reading skills makes the students' achievement better. The effort to increase the achievement is by giving more

exercises and more time allotment in reading during teaching and learning process.

The students' language activities should involve the students in using the language or communicative function in real life. The students' reading activities can be focused on reading articles from newspapers, magazines, science books, or other sources such as narrative texts, announcements, story book, etc. The students can get one of those materials by themselves. The various materials of reading will interest the students' attention on reading.

To be better and faster in reading, the students must try to read and write a lot, so they can be more capable and understand in reading English passage. The greater opportunity to encounter new terms, concepts, and passages through teaching and learning process, the students are able to build their vocabulary, reading and writing skill.

Reading skill is very important for the students to get information nowadays, because they can get science and knowledge in a book. Therefore, people who do not like to read will be left behind in information. By reading, people can get new experience and information. The events in the past, nowadays or next can be known by reading, too. Moreover, education is developed by reading skill, because reading skill is the base of someone's skills. When someone has low reading comprehension, of course, the comprehension of other skills is also low. But, if someone has high comprehension of reading skill he or she will be able to understand or get other skill easily. It can be said that reading is one step to be successful in

learning language because it is considered that is the primary skill to be mastered in learning language, including English language. Reading is such kind of activity to comprehend the writers' idea on printed words.

The development of reading skills mostly occurs in this stage. And the last step in teaching reading is post-reading activities. This activity is done after the students complete in reading. In this case, the writer focuses on the while- reading activity, because in this stage the reading skills are enlarged, such as skimming for gist, scanning for specific information, reading for detail information, reading between the line, deducing meaning from context, dictionary skill and making reference skill. The writer supposes that looking the reading material by themselves can increase the students' interest of English material.

Belonging to printed words are book, newspaper, magazine and some short functional texts as letter, announcement, brochure and advertisement, etc. Based on curriculum KTSP (Kurikulum Tingkat Satuan Pendidikan), those kinds of texts are given to Junior High School students especially to the eighth year students.

In answering the question, the students often give wrong answer which has not relation to the question. This mistake does not only happen on one or two students, but also for almost the students. When the teacher tries to confirm it, they say that they do not know about the passage of the text. When the teacher asks them to answer the questions, they only guess it.

A preliminary observation in the eighth year students of SMP N 1 Baki Sukoharjo in academic year 2015/2016 shows that the reading ability of students is unsatisfactory. They have difficulties in mastering the above skills. Most of the students did not know the real use of reading skills.

B. The Reason for Choosing the Topic

In this research, the reasons that encourage the writer to choose this title are as follows:

1. Mastering reading will develop the students capability in reading English text efficiently and effectively.
2. Students of Junior High School tend to be imaginative, so reading text is one of suitable material for them in learning English. By reading text, the students can enlarge their vocabulary at the most they can apply their knowledge.

C. The Limitation of the Study

In this study, the writer would like to limit the scope of the study as follows: the mastery of reading descriptive text of the eighth year students of SMP N 1 Baki Sukoharjo 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 the mastery of reading of the eighth year students of SMP N 1 Baki Sukoharjo in Academic Year 2015/2016?"

E. The Aim of the Study

The writer's aim of study is to describe of reading of the eighth year students of SMP N 1 Baki Sukoharjo in Academic Year 2015/2016

F. The Use of the Study

The study is expected to be a feedback for teaching and learning process, especially in teaching reading.

1. The English teacher will pay more attention on the teaching and learning reading.
2. The students get some information about how to make a good reading.

G. The Clarification of the Key Terms

The key terms used in the title of this study can be explained as follows:

1. Descriptive Study

According to Arikunto (2013:3) descriptive is describing certain thing, for example: circumstance, condition, situation, event, activity, etc.

Therefore, descriptive study is the study to investigate the circumstance,

condition or other thing been described above, and present in research report.

According to Hadi (1995: 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 is the eighth year students of SMP N 1 Baki Sukoharjo in Academic Year 2015/2016 mastery on reading which it taken from the data, and present in research report.

2. Mastery

Hornby (1995:523) defines mastery as complete control or knowledge. While in this study, mastery means the students' knowledge of the eighth year students of SMP N 1 Baki Sukoharjo in Academic Year 2015/2016 in reading.

3. Reading

Smith (1978) in Fauziati (2005: 139) defines reading more pragmatically as an understanding a message conveyed by the writer through visual and non visual information.

A reading text always contains information, meaning, or messages which the writers intend to communicate to their readers. Therefore, a reading text is also a piece of discourse. The elements of a text comprise words, which are combined into phrases to form clauses and sentences and then organized into the whole text. To be able to read well, learners have to detect and select the right cues to form concepts or meaning. They have

to develop their ability to perceive the elements of the reading text to get meanings with sufficiently efficient speed (Fauziati, 2005: 140).

Reading skills is defined as an activity to get message written by the writer through reading texts or passage or an activity to recognize the printed words. According to Wallace (2004: 10) reading skills consist of: scanning, skimming, deducing meaning from context, reading between the lines skills, reading for detail information, and detecting reference. Reading skills in this study means to get the information from the text that is read more efficiently and effectively.

In this study, descriptive study on the mastery of reading of the eighth year students of SMP N 1 Baki Sukoharjo in academic year 2015/2016 means a study to describe the students' mastery in using reading materials of the eighth year students of SMP N 1 Baki Sukoharjo in academic year 2015/2016.

H. The Organization of the Study

The writer arranges the research paper in order that the reader can catch the research paper easily. It is also meant to give description to the readers.

Chapter I is introduction. It consists of 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 uses of the study, the clarification of the key terms and research paper organization.

Chapter II the review of the background related covers review research and theory of reading.

Chapter III covers the method of the study. It consists of the meaning of research method, the strategy of the study, the data and the source of data, the technique of collection the data and the technique of analyzing the data.

Chapter IV covers the result of the research. It consists of data display, data classification, data analysis and discussion finding.

Chapter V presents conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the writer discusses the conclusion of the problem in the research. And also gives the suggestion for the next research

A. Conclusion

After presenting and analyzing the data which are obtained from the research, the writer would like to conclude the result of the study.

The main problem in this study is to know "How is the the mastery of the reading of the eighth year students of SMP N 1 Baki Sukoharjo in Academic Year 2015/2016?"

Based on the data analysis, the mastery of the reading of the eighth year students of SMP N 1 Baki Sukoharjo in Academic Year 2015/2016 is 79.7. Therefore, it can be stated that the mastery of the reading of the eighth year students of SMP N 1 Baki Sukoharjo in Academic Year 2015/2016 is **good**.

The way of finding percentage of the frequency distribution of the students' score is:

$$\text{Score} = \frac{\text{frequency}}{\sum \text{students}} \times 100\%$$

$$\frac{7}{32} \times 100\% = 21,9\%$$

$$\frac{8}{32} \times 100\% = 25\%$$

$$\frac{17}{32} \times 100\% = 53,1$$

The category is divided into 2 degrees of quality, there are quantitative and qualitative degree. Quantitative degree of quality means the category of score from the students. Qualitative degree of quality means the level of mark or score from the students. There are 7 students who get score 81-100 means that they get very good mark or 21.9%. 8 students get the score 76-80, it means that they get good mark or 25%. 17 students get score 56-75, it means that they get fair mark or 53.1%. There are no student who get score 41-55 and there are no students who get the score 0-40. It means that no student get poor and fail on their test or 0%.

B. Suggestion

After presenting the research, the writer hopes this can be useful for another, and some suggesting for:

1. To the English Teacher

- a. In presenting a new vocabulary the teacher have to choose interesting technique to teach reading, for example using media.
- b. It is necessary for a teacher to teach many vocabulary to make the students familiar first with the words.
- c. The technique to know the meaning of the words is by give the definition.

- d. The teacher must more creative to give material for reading in the class. In this curriculum, the competence of the students must be increase, they found new vocabularies in the new text.

2. To the Students

This suggested for students being a good reader, are as follows:

- a. Learn and understand the content of a sentence.
- b. Use the structural items have been learn to express new things with the language being learn.
- c. Read more intensively, because it is very valuable for language learning development in general
- d. And the student motivation increase to study because the teacher became motivator in the class.

3. To the other Writers

The writer realizes that this study still has many weaknesses. So, that it requires further correction and suggestion. The writer expects this study can have a valuable contribution to the English teaching and learning. Finally, the writer expects further studies on teaching and learning method on reading.

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