

**A DESCRIPTIVE STUDY ON THE MASTERY OF READING OF THE
ELEVENTH YEAR STUDENTS OF SMK N 1 GEDANGSARI IN THE
ACADEMIC YEAR 2016/2017**

S-1 THESIS

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



By

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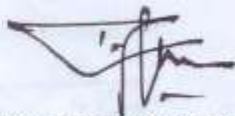
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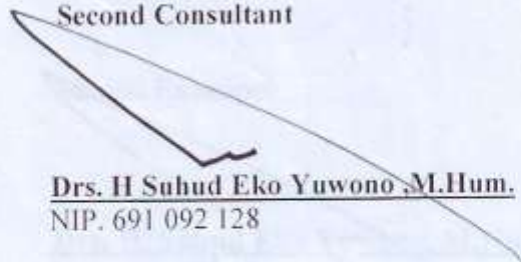
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“A Descriptive Study on the Mastery of Reading of the Eleventh Year Students of SMKN 1 Gedangsari 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, October 2016



Wulansari
0911202448

MOTTO

- ❖ If he can do it, so I can.
- ❖ Selalu jadi diri sendiri tidak peduli apa yang mereka katakan dan jangan pernah menjadi orang lain meskipun mereka tampak lebih baik dari Anda.

Wulansari

PRESENTATION

This thesis is presented to:

- My beloved family, the best father and mother, thank for facilitate, praying and deep affection.
- All my friends who have given me some help, love and support.

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First of all, I would like to thank to ALLAH SWT who gives strength and bless to me to finish this thesis as a partial fulfillment of requirement for Undergraduate Degree of Education in English Education Study Program.

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I realize that this thesis is far from being perfect. Therefore, I would accept correction, suggestion, and criticism from the readers to make this researcher become perfect. Hopefully, this thesis will be useful especially for the readers in general.

Klaten, October 2016

Wulansari

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ABSTRACT

WULANSARI, No 0911202448. English Education Study Program. Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2016. Undergraduate Thesis: *A Descriptive Study on the Mastery of Reading of the Eleventh Year Students of SMK N 1 Gedangsari in Academic Year 2016/2017.*

The problem of the study is: How is the mastery of reading of the eleventh year students of SMK N 1 Gedangsari in academic year 2016/2017. The aim of the study is to describe the student's mastery of reading of the eleventh year students of SMK N 1 Gedangsari in academic year 2016/2017.

The research was done in the first semester of the academic year of 2016/2017 in SMK N 1 Gedangsari. The subject of the research is the eleventh year students of SMK N 1 Gedangsari in 2016/2017. The number of population is 138 students that are divided into sixth classes. In this study, the writer takes 42 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 seven students for each class that is $7 \times 6 = 42$, to be selected as the sample by using lottery. In collecting the data, the writer uses multiple choices 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 concludes that the mastery of reading of the eleventh year students of SMK N 1 Gedangsari in academic year 2016/2017 is good. It can be proven from the data analysis, that the student's mastery of reading of the eleventh year students of SMK N 1 Gedangsari in academic year 2016/2017 is 72.619. The students mean above is 72.619; the writer can classify it into Good category.

CHAPTER I

INTRODUCTION

A. The Background of The Study

English as the most prominent international language is used in all over the world. It plays very important role in the field of international relations of education. English has become a major language of education and has made a priority as a foreign language in the educational. English has been used to deliver every material on teaching learning. Thus English is called important in education field. Indonesian must master English if Indonesian does not want to be left from education, either for communicative purposes or for academic purposes. Today, the growth of English in the world elevates to Indonesia. English is considered as the foreign language in Indonesia.

Learning English as a foreign language is difficult because English is different from Indonesian language. Vocabulary, culture, grammar, phonology influenced the differences between English and Indonesian language. The students usually find many difficulties in mastering English. Therefore, the students need effort to study English more and more. The first step to study English is mastering the four language skills. They are listening, speaking, reading and writing. The receptive skills include listening and reading, while speaking and writing are the productive skills.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. According to Harmer (1998: 68) Reading is useful for other purposes, any exposure to english

(provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and if the reading is especially interesting and engaging, acquisition is likely to be even more successful. According to Grabe (1984: 12) in general the reading reasons are classified into (a) getting general information from the text, (b) getting specific information from a text, and (c) reading for pleasure or for interest. Thus, it is defined as an understanding a message conveyed by the writer through visual and non visual information. The benefits of studying reading can be seen as follows: (1) Reading helps us learn to think the new language; (2) Reading helps us build a better vocabulary; (3) Reading makes us more comfortable with written English; (4) Reading can help us plan to study in English-speaking country; and (5) Reading is one of the important parts in learning English. By reading, students have learned the part of English lesson, such as structure, grammar, tense, pronunciation.

In classroom practice, Fauziati (2010: 40) states that reading activities are divided into three stages. They are pre-reading activity, while- reading activity, and post-reading activity. In pre-reading, 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, while-reading activity since the reading skills in this stage are enlarged, such as skimming for gist, scanning foot, specific information, reading for detail information, reading between the line, deducing meaning from context, dictionary skill, and making references skill. The development of reading skills mostly occurs in this stage. The last step in teaching reading is post-reading activities.

According to *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*, *kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu. Berdasarkan pengertian tersebut, ada dua dimensi kurikulum, yang pertama adalah rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran, sedangkan yang kedua adalah cara yang digunakan untuk kegiatan pembelajaran. Kurikulum 2013 yang diberlakukan mulai tahun ajaran 2013/2014 memenuhi kedua dimensi tersebut.*

In relation to that the aim of curriculum 2013 is to prepare the Indonesian people that have the ability to live as individuals and citizens who are productive, creative, innovative, and affective and have ability to give contribution in the society, nation, state, and world civilization. As stated in *Kurikulum 2013*, various types of texts which are learned in vocational high school are descriptive, narrative, recount, report, procedure, anecdote, explanation, exposition, and news items.

From the explanation above, the writer is interested in carrying out the study entitled: *A Descriptive Study on The Mastery of Reading of The Eleventh Year Students of SMK N 1 Gedangsari in the Academic Year of 2016/2017.*

B. The Reason for Choosing the Topic

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

1. English reading in the vocational high school is necessary because this program is to help students be more ready and confident in learning English at the higher levels.
2. 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 can communicate in English well.

C. The Limitation of the Study

The writer limits the study only to the mastery of reading of the eleventh year students of SMK N 1 Gedangsari in the Academic Year of 2016/2017.

D. The Problem of the Study

The writer presents the problem of the study as follows: “How is the reading mastery of the eleventh year students of SMK N 1 Gedangsari in the academic year of 2016/2017?”

E. The Aim of The Study

Based on the problem, the aim of the study is to describe the student's mastery of reading of the eleventh year students of SMK N 1 Gedangsari in the academic year of 2016/2017.

F. The Use of the Study

This study gives a little sight for students, thus that they can improve their skill especially in learning reading. By knowing the result of the study, the writer hopes that this study will give some uses as follows:

The uses of the study are as follows:

1. For the writer, it can increase the repertoire of teaching reading.
2. For the teacher, it can be used to develop the quality of 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 (2000: 3), descriptive study is a study which only describes the condition of an object or its event without taking general conclusions. While Setiyadi (2006: 18) states descriptive study is a study conducted with the primary objective to describe a situation objectively.

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 eleventh year students of SMK N 1 Gedangsari in the academic year of 2016/2017.

2. Mastery

Mastery means complete control or knowledge (Hornby, 1995: 721).

In this study, mastery means students' mark in answering the task concerning with reading.

3. Reading

Reading is more than an interaction between a reader and a text (Johnston, 1983:1). Besides, Nunan (2003: 68) states 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.

H. The Organization of The Study

This research thesis consists of five chapters as follows:

Chapter I 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 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 nature of teaching reading in vocational high school and reading comprehension.

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

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 “*How is the reading mastery of the eleventh year students of SMK N 1 Gedangsari in the academic year of 2016/2017?*”. In this study, the writer wants to give the answer to the main problem.

Based on the previous computation above it can be seen that the students’ mastery on reading skill is 72,619. The highest score from the test is 3.8 gained by the sample number 8. And the lowest score is 2 gained by the sample number 1, 26, 39 and 42. The students’ mean above is 72,619, when the writer looks at the table of the score classification in chapter three, the writer can classify it into good category.

Finally, the writer draws the conclusion that the mastery of reading of the eleventh year students of SMK N 1 Gedangsari in the academic year of 2016/2017 is good.

B. Suggestion

Seeing the result of the study, the writer wants to give suggestion to the English teacher and to the student.

1. To the English Teacher

In teaching and learning process, the teacher must be aware that learning foreign language is not easy. Therefore, in teaching reading,

especially in reading skill the teacher must be guide and consultant when the students get problem dealing with their study.

2. To the Students

Structure is the basic knowledge and skill for understanding the language. Good structure will not give misunderstanding or ambiguity for the students to read. In order to limit the students' difficulty in learning English, especially in reading skill, the students must study hard. They should be diligent and do more and more exercises as many as possible.

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