

**A DESCRIPTIVE STUDY ON READING MASTERY OF THE EIGHTH
YEAR STUDENTS OF SMP N 1 KARANGNONGKO KLATEN IN
ACADEMIC YEAR OF 2013/2014**

S1 - THESIS

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



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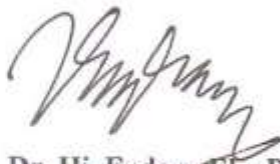
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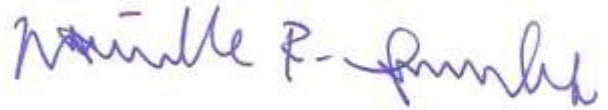
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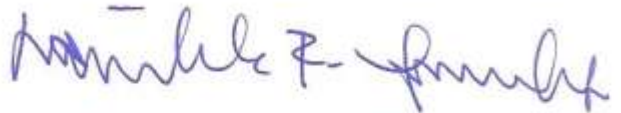
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PRONOUNCEMENT

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 1 KARANGNONGKO KLATEN IN ACADEMIC YEAR OF 2013/2014**”.

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,

March 2015



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PRESENTATION

This thesis is presented to:

1. My beloved Mom Hj. Munawaroh, S.Pd. and Dad H. Suharso, my sister Anik and Anis, My nephew Baba and El who always support me. Thank you for your affection and prayer, I love you to the moon and back.
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5. My bestfriends (Lina, Halimah, Amira, Siska, Indri, Sukma)

MOTTO

- ❖ If you dedicate yourself to help others, you will be happier.
(Dalai Lama)
- ❖ The more you give, the more you get
(Mine)
- ❖ Stop comparing, start flowing.
(Gede Prama)
- ❖ Doa adalah kunci di pagi hari dan gembok di malam hari.
(Mahatma Gandhi)
- ❖ You change your reality when you change your attitude.
(Desi Anwar)
- ❖ Let's make laugh.
(Stand Up Comedy Indonesia)

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Hopefully this thesis will be useful for the researcher herself and all the readers.

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The researcher

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ABSTRACT

MUTMAINAH,1011202591,English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2015 . Thesis : *A Descriptive Study on the Mastery of Reading of the Eighth Year Students of SMP N 1 Karangnongko Klaten in Academic Year of 2013/2014.*

This research is mainly aimed to know the students' mastery in reading of the eighth year students of SMP N I Karangnongko Klaten in 2014 and to give positive contribution to the English teaching and learning process of teaching reading. The problem of thesis is “ How is the reading mastery of the eighth year students of SMP N 1 Karangnongko Klaten in 2014?”

In getting the data, the researcher gives a test that consist of 20 items in the form of multiple choice. The researcher takes the eight year students of SMP N 1 Karangnongko in 2014 as population. The number of it is 198 students consisting of seven classes. Therefore, the researcher takes 20% from them they are 40 students as the sample. In analyzing the data, the researcher uses the statistical method. It is intended to know the students mastery of the test on the variable.

The result of the study shows that the mean is 68.75. It is a fact, that the problem above can be answered. Finally the researcher draws the conclusion that the mastery of reading of the eighth year students of SMP N 1 Karangnongko in academic year 2013/2014 is **good**.

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a means of communication that takes an important role in human life. As social beings, people cannot be separated from language. They need it to express their opinion, emotion and desire either in speaking or conversation or dialogue. On the other hand, language is not only sort of behaviour whose principle function is communication (Corder, 1973: 24).

As the international language, English is spoken by millions of people in the world and use n education, business, politic, economic, etc. Out the following foreign language like Russia, French, English and Chinese, have opted for English, since it is the most used widely language politic, business, trade, diplomatic circle. That is why, English is an important language that people have to master (Ramelan, 1992: 3)

In Indonesian English as primary foreign language is taught as a compulsory subject from kindergarten to the university. In studying English students develop skill in reading, writing, listening and speaking. Every skill has its own goal to be reached as the requirement of English mastery. In some countries where English is taught as a foreign language (such as Israel, Finland and Sweden), reading has traditionally been an integral part of the language course. English has developed into a world language, students, researches, business people, and many others have had to learn to read well in English in order to have access to materials available only on English (Gillet, 1986: 87). 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.

In learning English, the students sometimes face various problems such as in vocabulary, structure, pronunciation, writing and reading comprehension. To be better and faster in reading, the students must try to read and write a lot, so they can be more appropriate and understand in writing English word (Nunan, 2003: 60) 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. The students' reading activities can be focused on reading articles from newspaper, magazine, science books, or other sources about health, sports, transportation, etc (Nunan, 2003: 68)

Johnson (2008: 111-116) states that the aim of teaching reading at school is to develop the student's reading skill, so they can read English text fluently. The reader should have a particular purpose in their mind before they interact with the text. The reader should have purposes and reason underlining why they read. The student read the text in order to get information, enjoyment, pleasure, etc. In life, people read different kinds of reading materials such as book reference, newspaper, magazine, brochure, etc. The ability to read printed materials for foreign language is very important in mastering foreign language itself. In classroom practice, reading activities are divided into three stages. They are pre-reading activity, while-reading activity, and post-reading activity. In pre-reading activity, 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. The development of reading skills mostly occurs in this stage. The last step, post-reading activities is done after the student complete read the text. In this case, the researcher focus 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 references skills.

In fact, the real condition the researcher has the experience about teaching junior high school students, In the second semester in the academic years of 2013/2014 in SMP N 1 KarangnongkoKlaten, the students get the poor mastery of reading, it can be seen from the problems in teaching learning process, such as students the less fluency of reading comprehension and less of teaching method or mediaBased on the fact and the statement above, the researcher will conduct a study at the eighth year students of SMP N 1 Karangnongko Klaten of 2013/2014 with the title of A Descriptive Study on the Mastery of Reading of the Eight Year Students of SMP N I Karangnongko Klaten in Academic Year of 2013/2014”.

B. The Reason for Choosing the Topic

The reasons that encourage the researcher to choose this topic are as follows:One of reading text types that second year of Junior High School students learn and should be mastered is narrative text. It has been obviously stated in the current curriculum,School based curriculum 2006. Ideally, the second year students of Junior High School are conveyed to learn and to master some genres including recount text applied in any aspects of language skills. It has been stated

on Standard of Competency and Basic Competence in the current SBC 2006.[2] Beside of that, the policy of the school in determining the minimum passing grade score should be attained; at least the mini in passing grade considering English subject gains score 70 (seventy). It is adapted from the school agreement at SMP N 1 KarangnongkoKlaten since 2008.

However, most of 8th grade students of Social class at SMP N 1 KarangnongkoKlaten are still difficult to achieve those targets because their knowledge of English is still low primarily on reading skill. Based on the unstructured interview result with the teacher on 3rd March 2014 concerning students' reading test, there are some difficulties probably faced by students in reading activities such as: First, most of students just have the ability to pronounce and recognize the individual words without conveying the message what the author extends. Second, they actually have good knowledge of words and sentence meaning but they fail to understand longer reading materials such as stories. Third, they are hardly to concentrate as they read. After students read a story, most of them are difficult to analyze the schematic structures of the story concerning orientation, event, and reorientation whereas they had read the text for several times. Consequently, they have difficulty in figuring out the plot of the story. Next, the researcher found that the students' activity in reading are not very interesting because the teacher usually asked every students to read orally then asking them to translate the story. Besides, during teaching and learning activity, the teacher explained the schematic structures and linguistic features of the story almost all of the time; hence it made students are seldom to participate in the class. Then the teacher gave them some minutes to do exercises meanwhile most

of students did not pay attention to the teacher's explanation even they did not do the exercises. Furthermore, the teacher rarely let his students tried to analyze the story.

Those cases are quite problematical one and according to the researcher, it should be solved because it can arise further difficulties to the next reading lesson if their low degree of reading comprehension is not improved soon. As the effect, they will be probably continuous difficulty to understand any other texts. Furthermore, they probably cannot pass the policy of minimum passing grade determined by school. Here, the researcher assumes that circumstances could affect their understanding of a text is influenced by the students' physical condition, their interests toward the materials, the difficulty of the text selections, and hardly sustained attention. The researcher focuses on recount text. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. It is consist of Orientation, Events and Reorientation

C. The Limitation of the Study

In order to make the problem in this study clear, the researcher wants to clarify them by limiting the study. The researcher limits the scope of the study as in of this study is the eighth year students of SMP N I KarangnongkoKlaten in academic year of 2013/2014 .The skill focused on reading especially recount text which is given in the even semester.

D. The Problem of the Study

The researcher would like to present the problem that can be formulated in the following question "How is the mastery of reading of the eighth year students of SMP N I Karangnongko Klaten in academic year of 2013/2014?"

E. The Aim of the Study

The aim of the study is to find out and to discuss the students ability of reading materials of the eighth year students of SMP N I KarangnongkoKlaten in academic year of 2013/2014.

F. The Use of the Study

By understanding the result of the research, the researcher hope the result of this study are expected to contribute to the english department students and other researcher. For English department students, the real condition of reading is very useful for them to improve their quality ability.

G. The Clarification of the Key Terms

There are some related terms that need to be clarified in this research namely:

A. Descriptive Study

According to Hadi (2003: 3), the descriptive study is a study which only describes the condition of an object or it is even without taking general conclusion. Here in, descriptive study means a research approach that attempts to truthfully and accurately describe how the eighth year students of

SMP N I KarangnongkoKlatenin academic year of 2013/2014 to learn and implement reading.

B. Reading Mastery

According to Harris (1968; Dechant, 1970: 16) reading may be defined as the act of responding appropriately to printed symbol. While Johnson (2008: 3) states that reading is the practice of using text to create meaning. The two key words here are creating and meaning. In this study, reading means the students interacting with language that has been coded into printed text then try to find the specific information from reading text.

H. The Organization of the Study

In order to give a brief explanation to the reader and to facilitate this research, the researcher presents the organization of the study which consists of five chapters, they are:

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 use of study, the clarification of the key terms, and the thesis organization.

Chapter II is the review of related literature. It consists of a brief look of teaching reading in Junior High School, a brief look of reading which consists of the definition of reading, reading skills, the reason of reading, the component of reading, and teaching-reading strategies.

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

Chapter IV is research findings and discussion. It consists of presenting the data and analyzing the data.

Chapter V is conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings, there were 3 students or 7,5% who got very good result or, 20 students or 50% got good result, 14 students or 35% got fair result, 3 students or 7.5% got poor result, and there was no student who got failure because there was no one who scored below 40. The mean score is 68.75 and it could be categorized into good result. It is proved that the students' work especially in reading text got good value. It means that the mastery of reading of the eighth year students of SMP N I Karangnongko Klaten in academic year of 2013/2014 is *good*.

B. Suggestion

1. English Teachers

Based on the result above, most of the students got very good scores. But some of them got good, fair and even poor. It means the students' ability is still necessary to be improved or increased. Hopefully, English teacher will make the teaching and learning process successful and effective. The teacher must pay attention to choose the suitable method for the students. In teaching process, teacher as the controller take an important thing. Although the teachers have taught their students well and use good method, the writer still suggest that the teachers improve their skills or ideas by reading, listening and finding new information. It is very important for the teacher because English is not static material but it is very dynamic.

2. To the students

Based on the previous discussion, the writer knows that *reading* should be mastered by the students; therefore, they should:

- a. Love to study first. By loving studying English, the students will be able to study it more seriously.
- b. Make notes on the material. Making notes is very important because man's memory is very limited. The student as a human being will be easy to forget something including English lesson. By making notes, the students can open or study again about what had been studied at the last time.
- c. Practice their English although in a simple way.
- d. Try to memorize the material. Memorization is good for the students. When the students have memorized the material being studied, they will be able to practice their English easier. Without memorizing, the students will get some problems especially in their English speaking.

3. To the other researcher

For the other researchers, it is suggested that they conduct the same research in other level of study with different setting, subject, skills (speaking, listening, writing), other text types (procedures, descriptive texts, recounts, reports, etc), other functional texts (announcements, brochures, notices, etc.), and other media (graphs, pictures, songs, poems, etc).

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