

**A DESCRIPTIVE STUDY ON THE MASTERY OF READING OF THE
EIGHTH YEAR STUDENTS OF SMP N 2 DELANGGU IN ACADEMIC
YEAR 2014/2015**

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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APPROVAL

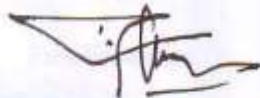
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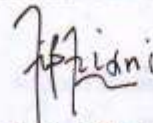
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This thesis has been ratified by the Board of Examiner of the Teacher Training and Education Faculty. It is accepted as a partial fulfillment for undergraduate degree of education in English Education Study Program of Widya Dharma University Klaten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

Day : Wednesday

Date : 22th April 2015

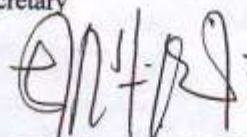
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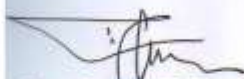
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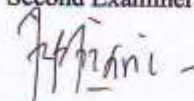
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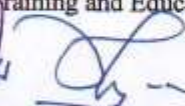
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PRONOUNCEMENT

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 2 DELANGGU IN ACADEMIC YEAR 2014/2015**". 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, March 2015



Siska Andriyani
1111202686

MOTTO

- ❖ Hidup ibarat tidak ada hari esok. Lakukan yang terbaik hari ini.
- ❖ I just love myself.

Siska Andriyani

PRESENTATION

This thesis is presented to:

- ✚ My beloved family, my wonder mom Wulan Suranti, the best father, Slamet Riyadi, and my naughty brother Dicky Dwi Pamungkas, thank for facilitate, praying and deep affection.
- ✚ My special person, thank for never give up to me, thank for your spirit and patience.
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The writer realizes that this thesis cannot be finished without other peoples' help. In this opportunity, I would like to express the deep appreciation to:

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8. The English teacher and the eighth-grade-students of SMP N 2 Delanggu in academic Year 2014/ 2015 who has participated enthusiastically during the teaching and learning process for their help in this research.

9. The English teacher and the eighth-grade-students of SMP N 1 Gantiwarno in academic Year 2014/ 2015 who has participated enthusiastically during try-out in this research.

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

Klaten, 2015

Siska Andriyani

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ABSTRACT

SISKA ANDRIYANI, No.1111202686. 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 2 Delanggu in Academic Year 2014/2015.*

The problem of the study is: How is the mastery of reading of the eighth year students of SMP N 2 Delanggu in academic year 2014/2015. The aim of the study is to describe the student's mastery of reading of the eighth year students of SMP N 2 Delanggu in academic year 2014/2015.

The research was done in the first semester of the academic year of 2014/2015 in SMP N 2 Delanggu. The subject of the research is the eighth year students of SMP N 2 Delanggu in 2014/2015. The number of population is 134 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 eighth year students of SMP N 2 Delanggu in academic year 2014/2015 is B. It can be proven from the data analysis, that the student's mastery of reading of the eighth year students of SMP N 2 Delanggu in academic year 2014/2015 is 2.90. The students mean above is 2.90; the writer can classify it into B 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 junior high school are descriptive, narrative, recount, report, procedure, anecdote, explanation, exposition, and news items.

SMP N 2 Delanggu is one of the schools which has applied *Kurikulum 2013*. To develop the curriculum, the school joins together with committee which comes from the community and the students' parents. A school committee is a group of elected members responsible for managing and overseeing the activities of a primary school, and to provide it with community support. The community includes institution of education, establishment school, village government, representative of teachers and students. The community controls quality of school by supporting agency as financial and moral support,

besides students' parents build the student's spirit of study inside. Therefore, the committee should know about the curriculum and support the applied curriculum. One of the committee duties is controlling the academic achievement and physical building. The Committee has important role in the school. Therefore, the communities around SMP N 2 Delanggu believe this school can make their children to be clever students and get better life in the future.

From the explanation above, the writer is interested in carrying out the study entitled: A Descriptive Study on The Mastery of Reading of The Eighth Year Students of SMP N 2 Delanggu in the Academic Year of 2014/2015.

B. The Reason for Choosing the Topic

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

1. English reading in the junior 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 eighth year students of SMP N 2 Delanggu in the academic year of 2014/2015.

D. The Problem of the Study

The writer presents the problem of the study as follows: “How is the reading mastery of the eighth year students of SMP N 2 Delanggu in the academic year of 2014/2015?”

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 eighth year students of SMP N 2 Delanggu in the academic year of 2014/2015.

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 eighth year students of SMP N 2Delanggu in the academic year of 2014/2015.

2. Mastery

Mastery means complete control or knowledge (Hornby, 1995: 721). Mastery is always inward, learning who you really are and reconnecting with that innate force and knowing it with clarity (Greene, 2012: 4). Besides, Leonard (1991: 5) assumes that mastery requires a special ticket available only to those born with exceptional abilities. It's available to anyone who is willing to get on the path and it, regardless of age, sex, or previous experience.

Therefore mastery is reconnecting complete control or knowledge with that innate force and knowing it with clarity. 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 junior 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 reading mastery of the Eighth Year Students of SMP Negeri 2 Delanggu in the Academic Year 2014/2015?*”. In this study, the writer wants to give the answer to the main problem.

Based on the previous computation, the students who get A- marks are 7 students or 16.67 %, B+ marks are 13 students or 30.95 %, B marks are 2 students or 4.76 %, B- marks are 9 students or 21.43 %, C+ marks are 6 students or 14.29 %, C marks are 5 students or 11.90 and there is no who gets A, C-, D+, and D mark. The mean score of the students’ reading skill is 2.90 (B) and it is classified into ‘B’ category. Therefore, the writer concludes that the reading skill of the eighth year students of SMP N 2 Delanggu in academic year 2014/2015 is B (*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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