

**A DESCRIPTIVE STUDY ON THE EIGHTH YEAR STUDENTS' READING  
MASTERY OF SMP N 1 KARANGANOM IN ACADEMIC YEAR OF  
2016/2017**

**SI-THESIS**

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



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**KLATEN**

**2017**

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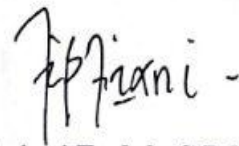
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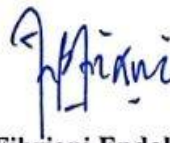
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## PRONOUNCEMENT

This is to certify that I, Dwi Septiawan Habibi Rizqi, write this thesis entitled “**A DESCRIPTIVE STUDY ON THE EIGHTH YEAR STUDENTS’ READING MASTERY OF SMP N 1 KARANGANOM IN ACADEMIC YEAR OF 2016/2017**”.

It is not 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, May 2017



Dwi Septiawan Habibi Rizqi  
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## MOTTO

- ❖ Setiap orang ditakdirkan untuk berhasil entah dalam kebaikan atau keburukan.

The researcher

- ❖ *There is no beauty better than intellect.*

Prophet Muhammad

(PBUH)

- ❖ *Kita saat ini sama dengan kita lima tahun lalu kecuali dalam hal orang yang kita temui dan buku yang kita baca.*

Charlie “Tremendous”

Jones

- ❖ It's not who we are underneath, but what we do that defines us.

Batman – The Dark

Knight

- ❖ Sometime, the questions are complicated and the answers are simple.

L – Death Note

## PRESENTATION

This thesis is presented to:

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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 thesis perfect. Hopefully, this thesis will be useful and gives the support for English language teaching and learning.

Klaten, May 2017

Dwi Septiawan Habibi Rizqi



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## ABSTRACT

**DWI SEPTIAWAN HABIBI RIZQI, STUDENT NO. 1211202786.** English Language Education Study Program. Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2017. Undergraduate Thesis: *A Descriptive Study on the Eighth Year Students' Reading Mastery of SMP N 1 Karanganom in Academic Year of 2016/2017.*

This research aims at describing the students' mastery of reading of the eighth year students of SMP N 1 Karanganom in academic year of 2016/2017.

The researcher takes the eighth year students of SMP N 1 Karanganom in academic year of 2016/2017 as population. The number of population is 256 students and they are divided into 8 classes consisting of class VIII A = 32, VIII B = 32, VIII C = 32, VIII D = 32, VIII E = 32, VIII F = 32, VIII G = 32, VIII H = 32. In this study the researcher takes 5 students in each class from them that is 40 students as the sample. In dividing the amount of the sample used, the researcher uses the proportional random sampling. In collecting the data, the researcher gives a test that consists of 20 items in the form of multiple choice. In analyzing the data, the researcher uses the statistical method. It is intended to know the students' mastery of reading.

After analyzing the data, the researcher can find that the students who get very good mark are 14 students or 35%, good mark are 19 students or 47,5%, fair mark are 5 students or 12,5%, poor mark are 2 students or 5%, and there is no student who get fail mark. The total score of the students' mastery is 2990 for 40 students. The mean score is 74,75 and it is categorized into good category. Finally, the researcher draws the conclusion that the mastery of reading of the eighth year students of SMP N 1 Karanganom in academic year of 2016/2017 is good.

# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently (Brown, 2007: 5). From the Brown's opinion above, the writer thinks that language is complex specialized skill as every individual learns and or acquires language differently. Language is complex as the process of acquiring the language itself happens in the individual's own mind. It cannot be seen nor be heard, so the people cannot even know how an individual's process of learning the language happens in his or her mind. Connecting this opinion to the understanding of how an individual learns a language, the writer likes to present the theories of how a person learns a language. Basically, the child does not even try or intends to learn language as it happens spontaneously by imitating and using their universal grammar in their LAD (Language Acquisition Device).

There are several theories related to the discussion of how children learn a language. The first is the innate theories. This theory claims that babies are born with the knowledge that language has patterns and with ability to seek out and identify those patterns (Bergmann and Rose, 2007: 311). The second theory of language acquisition is called imitation. This claims that children learn language

by listening to the speech around them and reproducing what they hear (Bergmann and Rose, 2007: 315).

These theories above can help explaining Brown's opinion that learning a language is not that simple as it cannot be clearly seen, happen spontaneously and is different to each individual as the ability for every individual to process the input of language in their life is quite distinct. Based on Brown's explanation the researcher concludes that the language is a skill that can show the students intelligence because the language develops spontaneously. It makes the students deliver their knowledge and point of view in different ways. This difference of the student's language shows the different intelligence of the students. It means the language is important to the students.

Moreover, language is a means of communication which takes an important role in human life. As social being, people cannot be separated from language since they need to communicate to others by a language as the medium. Using language is not only expressing the ideas but also give information to the other people. Besides that, language is not simply as a means of communicating about the weather or any other subject (Trudgill (1983: 1). Without language, it is hard to understand what the other people say because each country has its own language and it is different from the other language, especially English. Therefore, language is a very important means of establishing and maintaining relationship with other people and English should be learned as soon as possible to master English.

According to Ramelan (1992:2-3) English as an international language is used to communicate, to strengthen and to fasten relationship among all countries

in the world in all fields, for example in tourism, business, science, technology, etc. Foreign language especially English is international language that is important in global communication. Learning English is very important in this modern life. As a developing country, Indonesia needs many kinds of information from other countries to be modern country.

English is taught to Indonesian students for the first time at Elementary School to introduce English from the first level in order in the next level, the students have little bit knowledge about English. *Permendiknas No. 23 Tahun 2006* states that teaching and learning English covers four skills; they are listening, speaking, reading, and writing. All of those skills cannot be separated for they complete each other. As one of the four skills, reading is an important skill that must be learned. In this research, the writer focuses on reading skill. Reading is an essential skill for learners of foreign language. For most of these learners, it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required (Nunan, 2003: 69). According to Nunan (2003: 68), reading is a fluent process of readers combining information from a text and their own background to build the meaning. *Permendiknas No. 23 Tahun 2006* states that there are some types of text in reading such as interpersonal text and transactional text including in these types are recount, narrative, procedure, descriptive, and report. According to syllabus of English teaching and learning in the eighth year students of SMP N 1 Karanganom in academic year 2016/2017, the purpose of teaching English in Junior High School is to encourage the



students to have four basic skills of English in order the students can communicate fluently using English and have knowledge about English deeply.

Tarigan (1979: 9 – 10) states that in general, the purpose of reading are classified into: reading for detail or facts, reading for main ideas, reading for sequence or organization, reading for interference, reading to classify, reading to evaluate, reading to compare or contrast. This classification is implemented into development of different reading skill skimming, scanning, reading between the line, deducing meaning from context, reading for detailed information, detecting reference skill, etc. The aim of teaching reading is to develop the students' reading skill, by reading, the students will get the knowledge especially relating to the reading skills namely skimming, scanning, deducing meaning from the context, reading between the lines, and reading for detail. Additionally, by reading well, the students are able to take the core of the text that they read. More and more the core of the text that can be understood, more and more the students will get wider knowledge. So, they need English text to be more efficient and effective. In real life, people read different kinds of reading material, such as books, newspaper, magazine, and etc. all of them must be in English. It will help to improve the students' ability in reading English text.

In classroom practice Brown (2001: 308) 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. The development of reading skills mostly occurs in this stage. The last step in teaching reading is post-reading activity. This activity is done after the student complete in reading.

Based on the explanation stated before, the writer conducts a research of descriptive study on the mastery of reading text of the eighth year student of SMPN 1 Karanganom. Therefore, this research is entitled **“A Descriptive Study on the Mastery of Reading of the Eighth Year Students of SMPN 1 Karanganom in Academic Year of 2016/2017”**.

#### **B. The Reason for Choosing the Topic**

The reasons that encourage the writer to choose the topic are as follows:

1. Reading is one of basic skills in English that should be learned for supporting not only other skills in English but also in all other areas of learning.
2. 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.

#### **C. The Limitation of the Study**

In this study, the writer wants to limit the study in order to focus on the topic that will be discussed. This study is limited to the mastery of reading of the eighth year students of SMP N 1 Karanganom in the academic of year of 2016/2017.

#### **D. The Problem of the Study**

The writer would like to present the problem that will be formulated as follows: “How is the mastery of reading of the eighth year students of SMP N 1 Karanganom in the academic year of 2016/2017?”

#### **E. The Aim of the Study**

Based on the problem, the aim in this study is to describe the mastery of reading of the eighth year students of SMP N 1 Karanganom in the academic year of 2016/2017.

#### **F. The Use of the Study**

After doing the research, the writer hopes that this study will give some uses as follows:

1. The result of this study can be used to explain and to enrich the theory of teaching reading based on research in SMP N 1 Karanganom.
2. The result of this study can be used to encourage the teachers to develop their techniques of teaching reading in junior high school.
3. To the other reader, this study can be used to know about how to understand and to develop teaching reading the reading appropriately.

#### **G. The Clarification of the Key Terms**

The title is “A Descriptive Study on the Mastery of Reading of the Eighth Year Students of SMPN 1 Karanganom in the Academic Year of 2016/2017”. To make the readers easy to understand the focus of the study, the writer clarifies the terms of the study as follows.

## **1. Descriptive Study**

According to Hadi (2000: 3), the descriptive study is a study which only describes the condition of an object or it is even without taking general conclusion. Another opinion is also delivered by Walliam (2011: 10) who says that descriptive research relies on observation as a means of collecting data. It means that descriptive research deals with the existence of the data to answer the writer's questions. Here, in this study, the writer collects the data from the students's reading test to know their mastery in reading skill on the eighth year students of SMP N 1 Karanganom in academic year 2016/2017.

## **2. Mastery**

Mastery learning is an individualized and diagnostic approach to teaching in which students proceed with studying and testing at their own rates in order to achieve a prescribed level of success (Richards and Schmidt, 2002: 321). In this study, mastery means an individualized and diagnostic approach to teach reading in which students proceed with studying and testing reading at their own rate in order to achieve a prescribed level of success. It is indicated by the students' marks gotten from reading test.

## **3. Reading**

According to Nunan (2003: 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. The text, the reader fluency and strategies combined together define the act of reading.

In this study, reading means a fluent process of the eighth year students of SMP N 1 Karanganom in academic year 2016/2017 in combining informations from a text and their own background knowledge to build meaning.

## **H. The Organization of the Study**

In order to give a description to the readers and to facilitate the thesis arrangement, the writer presents this thesis 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 uses of the study, the clarification of the key terms, and the organization of the study.

Chapter II deals with the review of related literature. It consists of the definition of reading, the types of reading, the purposes of reading, reading process, teaching reading, and the stages of teaching reading.

Chapter III concerns with the research method. It deals with 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 presents the result of the study. It consists of presenting the data analysis and analyzing the data.

Chapter V consists of conclusion and suggestion. Conclusion presents about the summary of the study. Suggestion presents some suggestion to the teacher and the students.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestions. Each of the discussion is as follows:

#### **A. Conclusion**

In this chapter, the researcher would like to give conclusion of the research. The problem of this study is “How is the reading mastery of the eighth year students of SMP N 1 Karanganom in academic year of 2016/2017?” Based on findings, the students who got very good mark are 14 students or 35%. The students who got good mark are 19 students or 47,5%. The students who got fair mark are 5 students or 12,5%. The students who got poor mark are 2 students or 5% and there is no student who got fail mark because there is no one who got mark below 40.

The total score of the students’ mastery is 2990. The mean score is 74,75, and it is classified into good category. So, the researcher concludes that the students’ mastery of reading of the eighth year students of SMP N 1 Karanganom in academic year of 2016/2017 is good.

#### **B. Suggestion**

After doing analysis and drawing the conclusion, the researcher would like to give some suggestions which can be presented as follows:

### 1. To the Students

The researcher hopes that the students have more attention in English. The researcher found that during the test in the research, most common problem that the students had was their vocabulary. So in this part of suggestion, the writer thinks that it is better for the students to do more reading activities in order to improve and enrich their words of English language.

### 2. To the English Teacher

The English teacher should apply variations of method in teaching reading like using intensive reading. Intensive reading helps students to develop their vocabulary actively. The teacher plays main role in this reading. The teacher should help the students in learning process such as giving hand out and giving the appropriate material like identifying the generic structure, spelling, the sequence, words, and main idea to read the text well, so the students get good comprehension. Occasionally, the teacher might give an interesting game about reading text for students in order the students will not feel bored in teaching and learning process.

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