

**A DESCRIPTIVE STUDY ON THE MASTERY OF READING OF THE  
EIGHTH YEAR STUDENTS OF SMP NEGERI 3 KLATEN IN THE  
ACADEMIC YEAR 2016 / 2017**

S-1 Thesis

This thesis is presented as a partial fulfillment of the requirements for  
accomplishing undergraduate degree in English Education Study Program



**By :**

**Name : Joko Karnyoto**

**No : 1211202806**

**TEACHER TRAINING AND EDUCATION FACULTY**

**UNIVERSITY OF WIDYA DHARMA KLATEN**

**KLATEN**

**2017**

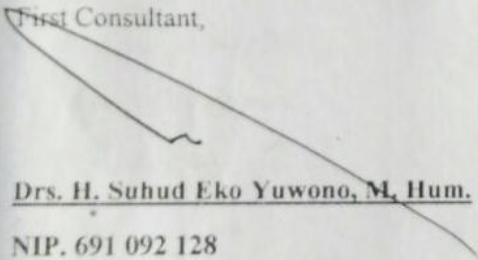
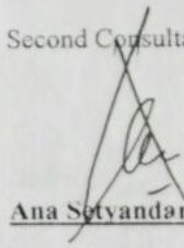
## APPROVAL

**A DESCRIPTIVE STUDY ON THE MASTERY OF READING OF THE  
EIGHTH YEAR STUDENTS OF SMP NEGERI 3 KLATEN IN ACADEMIC  
YEAR OF 2016/ 2017**

**NAME : JOKO KARNYOTO**

**NO : 1211202806**

This Thesis has been approved by the consultants to be examined before the Board of Examiners.

First Consultant,	Second Consultant,
	
<u>Drs. H. Suhud Eko Yuwono, M. Hum.</u>	<u>Ana Setyandari, S. Pd, M. Pd.</u>
NIP. 691 092 128	NIK. 690 112 325

## RATIFICATION

### A DESCRIPTIVE STUDY ON THE MASTERY OF READING OF THE EIGHTH YEAR STUDENTS OF SMP NEGERI 3 KLATEN IN ACADEMIC YEAR 2016/2017

**NAME : JOKO KARNYOTO**

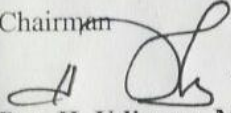
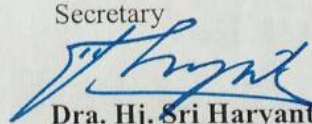

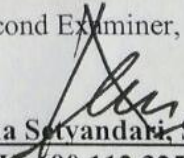
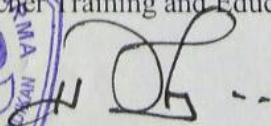
**NO : 1211202806**

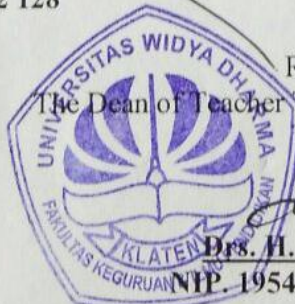
This thesis has been ratified by the Board of Examiners of the Teacher Training and Education Faculty. It is accepted as a partial fulfillment for graduate degree of education in English Education Study Program of Widya Dharma University Klaten on:

Day : Monday

Date : 15 May 2017

Board of Examiners:

Chairman  <u>Drs. H. Udiyono, M. Pd.</u> NIP. 19541124 198212 1 001	Secretary  <u>Dra. Hj. Sri Harvani, M. Hum.</u> NIP. 19610619 198703 2 001
First Examiner,  <u>Drs. H. Suhud Eko Yuwono, M. Hum.</u> NIK. 691 092 128	Second Examiner,  <u>Ana Setyandari, S.Pd, M. Pd.</u> NIK. 690 112 325
Ratified by The Dean of Teacher Training and Education Faculty  <u>Drs. H. Udiyono, M.Pd.</u> NIP. 19541124 198 212 1 001	



## 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 NEGERI 3 KLATENIN ACADEMIC YEAR OF 2016/2017**”.

It is not 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, 15 May 2017



## **MOTTO**

**Tuhan adalah gembalaku, takkan kekurangan aku. ( Mazmur 23: 1 )**

**Be better ( The Writer )**

**Dream, Believe, and make it Happen. ( Agnez Mo )**

**We could never learn to be brave and patient, if there were only joy in the  
world. ( Helen Keller )**

**Optimism is the faith that leads to achievement. Nothing can be done without  
hope and confidence. ( Helen Keller )**

**Vision without execution is a daydream. Execution without vision is a  
nightmare. ( Bunda Teresa )**

## **PRESENTATION**

This thesis is dedicated for:

1. My beloved mother Mdm. Dalini.
2. Sr Anthony and Sr Patris.
3. My beloved friend Teguh, Ria, Rizki, Sriyami, Putri, Era, Rio, Andika, Nurkhayati, Dewi, Untung, Clara, Heri, Iis.
4. Dwi Raharjo as the leader in Pelangi Cell.
5. All of my friends in Pelangi Cell.
6. All of my friends in SLB G A/B Hellen Keller Indonesia Yogyakarta.
7. All of my friends in English Department.
8. Everyone who has helped and supported the writer.

## ACKNOWLEDGEMENT

All Praises are to God who has been giving His blessing and mercy to the writer to finish this thesis as a partial fulfillment of requirements for Undergraduate Degree of Education in English Education Study Program.

In finishing this study report, the writer really gives his regards and thanks for people who has given guidance and help. They are as follow.

1. Prof. Dr. H. Triyono, M.Pd., the Rector of Widya Dharma University.
2. Drs. H. Udiyono, M.Pd., the Dean of the Faculty of Teacher Training and Education of Widya Dharma University.
3. Dra. Hj. Sri Haryanti, M.Hum., the Head of English Education Study Program of Widya Dharma University.
4. Drs. H. Suhud Eko Yuwono., M.Hum., as the first consultant who gives suggestion and correction in writing this thesis.
5. Ana Setyandari, S.Pd. M.Pd., as the second consultant who gives suggestion and correction in writing this thesis.
6. Widodo Indriyanto, S.Pd, M.Pd., the Headmaster of SMP N 3 Klaten.
7. Dra. Hj. Endah Sulistyowati, M.Si., the Headmaster of SMP N 2 Karangnongko Klaten.
8. Tumarmi, S.Pd., as the English teacher of the eighth grade of SMP N 3 Klaten.
9. Rise Astriani, S.Pd., as the English teacher of the eighth grade of SMP N 2 Karangnongko Klaten.

10. All of the eighth year students of SMP N 3 Klaten in academic year 2016/2017.
11. The grade VIII D students of SMP N 2 Karangnongko Klaten in academic year 2016/2017.
12. Everybody who helps the writer in finishing the thesis.

Because of the limited knowledge and experience, the writer is really aware that this thesis is so far from being perfect. Therefore, the writer will receive the criticisms 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 himself and the readers in general.

Klaten, 15 May 2017

The writer



## TABLE OF CONTENTS

<b>TITLE</b> .....	i
<b>APPROVAL</b> .....	ii
<b>RATIFICATION</b> .....	iii
<b>PRONOUNCEMENT</b> .....	iv
<b>MOTTO</b> .....	v
<b>PRESENTATION</b> .....	vi
<b>ACKNOWLEDGEMENT</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	ix
<b>ABSTRACT</b> .....	xi
<b>CHAPTER I INTRODUCTION</b>	
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 of the Study .....	5
E. The Aim of the Study.....	5
F. The Use of the Study.....	5
G. The Clarification of the Key Terms .....	6
H. The Organization of the Study .....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. The Definition of Reading.....	9
B. Type of Reading .....	11
C. The Importance of Reading .....	13
D. Learning Reading in Junior High School.....	14

E. Types of Performance Class in Teaching Reading .....	15
F. Teaching Reading.....	17
G. The Meaning of Descriptive text and Recount text.....	25
<b>CHAPTER III THE METHOD OF THE STUDY</b>	
A. The Meaning of Research Method .....	29
B. The Subject of the Study .....	29
C. The Technique of Collecting the Data.....	32
D. The Technique of Analyzing the Data.....	42
<b>CHAPTER IV THE RESULT OF THE STUDY</b>	
A. The Presenting of the Data .....	45
B. The Analysis of the Data .....	48
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	54
B. Suggestion .....	54
<b>BIBLIOGRAPHY .....</b>	<b>56</b>
<b>APPENDIX</b>	

## LIST OF TABLES

Table 1.	The Blue Print of Reading Test. ....	30
Table 2.	The Result of Try Out Test.....	33
Table 3.	The Preparation for Computation of the Validity of the Test.....	34
Table 4.	The Preparation for Computation of the Reliability of the Test.....	37
Table 5.	The Students' Mastery Category .....	40
Table 6.	The Result of Reading Test.....	43
Table 7.	Table for Checking of the Student's Mastery .....	46
Table 8.	The Students' Mark and Category .....	47

## **LIST OF APPENDICES**

- Appendix 1. The Permission Letter of Try Out from University
- Appendix 2. The Letter of the Try Out from SMP N 2 Karangnongko Klaten
- Appendix 3. The Permission Letter of the Study from University
- Appendix 4. The Letter of the Study from SMP N 3 Klaten.
- Appendix 5. The List of Students of Try Out in SMP N 2 Karangnongko Klaten
- Appendix 6. The List of the Students of eighth grade in SMP N 3 Klaten
- Appendix 7. The List of the Students as the Sample of the Study in SMP N 3 Klaten
- Appendix 8. Syllabus in SMP N 3 Klaten
- Appendix 9. Research Instrument
- Appendix 10. Blue Print of the Research Instruments
- Appendix 11. Answer Key
- Appendix 12. Students' Worksheet in the Study
- Appendix 13 Table  $r$  Product Momen

## ABSTRACT

**JOKO KARNYOTO, 1211202806**, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2017. Thesis : “*A Descriptive Study on the Mastery of Reading of the Eighth Year Students of SMP N 3 Klaten in Academic Year of 2016/ 2017*”

The problem of this study is “How is reading mastery of the eighth year students of SMP N 3 Klaten in Academic Year of 2016/ 2017?” This study aims to describe the mastery of reading of the eighth year students of SMP N 3 Klaten in Academic Year of 2016/ 2017.

In this study, the writer takes all of the eighth year students of SMP N 3 Klaten as the population. The number of the population is 293 students. They come from 8 classes. Therefore, the writer takes 13% from them or 40 students as the sample by using proportional random sampling. It means that the writer takes 5 students for each class to be selected as the sample from the population. In collecting the data, the writer gives a test that consists of 20 items in the form of multiple choices. The writer analyzes the data by using statistical method. It is implemented in the form of mean and table to know the students’ mastery of reading.

After analyzing the data, the writer knows the students who get very good marks are 26 students or 65%, those who get good marks are 11 students or 27. 5% and fair mark are 3 or 7. 5%. Besides that, there is no student who gets poor mark and fail mark. The mean of the students’ mastery of reading is 83. 5 and it is classified into very good category. So, the writer concludes that the mastery of reading of the eighth year students of SMP N 3 Klaten in Academic Year of 2016/ 2017 is very good.

***Key words:*** *descriptive study, mastery, reading.*

## **CHAPTER I**

### **INTRODUCTION**

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

Language is a means of communication. Language is used to transfer idea to others. According to Brown (2000: 5) language is a system of arbitrary conventionalized vocal, written or gesture symbol that enables members of a given community to communicate intelligibly with one another. From the statement above, language can be used to communicate, to know, and to conceive social relationship between humans. Without language, human cannot interact to each other. One of the languages which is used by human in this world is English.

Because of the importance of English, Indonesian government has established a program, that study English as the foreign language. It is one of the compulsory subjects which is thought and learned from elementary schools give it from the third level to sixth level'. English as the foreign language are taught since Kindergarten, Elementary School, Junior High School, and Senior High School as a subject in school.

Based on the application above, teaching and learning activities in English class for Junior High School cover four skills (listening, speaking, reading, and writing). All those skills cannot be separated as they complete each other. Reading is one of the language skills which play an important role for language acquisition.

The acquisition process will be more successful, when reading texts are very interesting and engaging.

The language activity should involve the students in using language or communicative functions in real life, for example reading activities can be focused on reading comprehension from newspaper, magazine, science books or other source such as health , sport, etc.

In this study, the writer wants to describe about reading skill. Reading as one of skill in language has to be taught as well as possible. Reading, in many second or foreign languages teaching situation, reading receives a special focus (Richard and Renandya, 2002: 273).

Reading is one of the four language skills that are now being more important in daily life. Through reading, people will get any information that they need. It is very difficult to set up a proper definition of reading, because it has variety of meanings depending on how it is viewed and approached. In fact, reading can be defined in different ways.

The government determines the curriculum that students are expected to understand in a good reading skill. According to Kurikulum Tingkat SatuanPengajaran (KTSP Depdiknas: 2006) of Junior High School, students are expected to be able to comprehend the short text and simple essay such as in descriptive, narrative, and recount form in their daily life context and to access their knowledge.

In relation to that, based on Kurikulum Tingkat SatuanPendidikan (KTSP), the major goal of learning language is developing the communication competence.

it is a skill to understand and produce various written or spoken text according to the student's literacy.

KTSP is the operational curriculum which is arranged and done by an institution of education or school. It means an institution of education, that is school, must develop a curriculum based on circumstance of the school and surrounding (Depdiknas, 2006:1). SMP N 3 Klaten is one of the schools which have applied KTSP, categorized National Standar School, the value of National Exam in the last three year good and the role model of other Junior High School.

In this research, the writer focuses on reading skill. Reading is a process of creative critical reading processing with goal of obtaining through understanding of a reading as well as assessment of the situation, value, and impact of reading. Reading is essentially a complex involving a lot of things, not just recite in writing but also involves the visual activity, psycholinguistic, and metacognitive.

According to Fauziati(2010: 40-42) reading activity that meant to increase communicative competence should be success oriented and build up students' confidence in their reading ability. A fully-developed reading activity supports students as readers through pre-reading, while-reading and post-reading activities.

#### a. Pre-Reading Activities

These activities are used to prepare students for reading . it may serve as preparation in several ways, namely: to assess student's background knowledge of the topic and linguistic content of the text of the text; to give students the background knowledge necessary to comprehend the text, or activate the existing knowledge that the students process; to clarify any cultural information which may be necessary comprehend the passage; to make



students aware of the type of text they will be reading and the purposes of reading; and to provide opportunities for group or collaborative work and for class discussion activities.

b. While-Reading Activities

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

c. Post-Reading Activities

The activities function as a closing mark for a reading class. It can be done by answering questions, giving students several possible summary-sentences, writing and/ or speaking.

To be better and faster in reading, the students must try to read a lot of science they can understand in reading English word. Through reading activities, the students are able to build their vocabulary .the students reading activities can be focused on reading article from newspaper, magazine, science books, or other sources about health, sports, and transportation.

Based on the explanation above, the writer is interested in conducting a research of descriptive study on the mastery of reading text of the eighth grade student of SMP N 3 KLATEN. Therefore, this research is entitled “**A Descriptive Study on the Mastery of Reading of the Eighth Year Students of SMP N 3 Klaten 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 as one of the four language skills has an important role in the

teaching and learning English.

2. Reading is one type of composition that must be learn by the eighth year students of Junior High School.

### **C. THE LIMITATION OF THE STUDY**

The writer wants to limit the study to the mastery of reading of the eighth year students of SMP N 3 Klaten in the academic year 2016/2017.

### **D. THE PROBLEM OF THE STUDY**

The writer would like to present the problem that can be formulated as follows: “How is reading mastery of the eighth year students of SMP N 3 Klaten in the academic year 2016/2017?”

### **E. THE AIM OF THE STUDY**

The writer’s aim of this study is to describe the students’s mastery of reading of the eighth year students of SMP N 3 Klaten in the academic year 2016/2017.

### **F. THE USE OF THE STUDY**

This study is expected to give a little sight for students, so 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:

1. The Theoretical Use

The result of this study can be used to enrich the repetoire of teaching reading theory.

## 2. The Practical Use

This study can be used to increase the repertoire of teaching reading, to develop the quality of teaching reading, to develop the students' competence in reading skill, and to give contribution for teaching and learning process especially in reading skill.

## **G. THE CLARIFICATION OF THE KEY TERMS**

The title is "A Descriptive Study on the Mastery of Reading of the Eighth Year Students of SMP N 3 Klaten in Academic Year 2016/2017". To make the readers easy to understand, the writer clarifies the terms of the study as follows.

### **1. Descriptive Study**

According to Hadi (2001: 3) descriptive study is a study which only describes the condition of an object or it is even without taking general conclusion

Based on the statement above, this thesis is a study to describe the mastery of reading text of the Eighth year students of SMP N 3 Klaten in academic year 2016/2017.

### **2. Mastery**

According to Baum (2005: 20) mastery is learning focusses on overt behaviors that can be observed and measured. In this study, mastery means how far the students use their knowledge when answer the task concerning with reading.

According to Brown (2001 : 880) mastery is complete control or power over someone or something.

Therefore, mastery is a knowledge and skill that allows you to do, use, or understand something very well. In this study, mastery means the students' capability on reading text affectively and efficiently.

### **3. Reading**

Reading is one of the four-language skills that is now being more important in daily life. Through reading, people will get any information that they need.

According to English Syllabus of the eight grade of Junior High School, one of the basic competence must be reached by the students is *memahami makna tekstulis fungsional dan esai berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar*.

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 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, types of reading, the importance of reading, learning reading

in Junior High School, types of performance class in teaching reading, and teaching learning.

Chapter III concerns with the research method. It consists of the meaning of research method, the strategy of the study, the data and source of data, the techniques of collecting the data, the validity of the data, and the technique of analyzing the data.

Chapter IV presents the result of the study. It consists of the data analysis and the discussion of the research findings.

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 suggestion. Each explanation of them is as follows:

#### **A. Conclusion**

In this chapter, the writer would like to give conclusion of the research. The problem of this study is “How is the mastery of reading of the eighth year students of SMP Negeri 3 Klaten in Academic Year 2016/2017?” In this study, the writer wants to give the answer to the main problem. Based on the previous computation, the students who get very good mark are 26 students or 65%, those who get good mark are 11 students or 27.5%, and fair mark are 3 students or 7.5%. Besides that, there is no one who gets poor mark and fail mark.

The mean of the students mastery of reading is 83.5 and it is classified into very good category. So the writer concludes that the mastery of reading of the eighth year students of SMP Negeri 3 Klaten in Academic Year 2016/2017 is very good.

#### **B. Suggestion**

In this point of discussion, the writer would like to give suggestions for the teacher, the students and the readers:

1. To the teacher

The teacher should apply material not only from worksheet, but also from the other media, such as pictures, games, videos, and films. It can be useful to make the students interested in teaching and learning reading.

The teacher should ask the students to practice reading regularly. It is better for the teacher to make the students more active on her/his lesson. The teacher must become a guide and consultant and also applies the appropriate method to teach reading. By applying the appropriate method, the teacher can understand the problem of students in learning reading and can solve it.

## 2. To the students

The students have to be more active in learning reading. They have to pay much attention to the teacher. They should always practice reading at school and at home. Making some notes of the material is one of the ways to help the students in learning reading. The students have to be more active in classroom. If the students do not understand yet, they have to ask to the teacher. The students also can read magazine, newspaper, and novel to improve their ability in reading.

## 3. To the readers

This study can be used as a reference for the readers to conduct another research. The writer hopes the result of the research can be used as contribution and comparative matter in doing research although it is far from being perfect.

## BIBLIOGRAPHY

- Anderson, M & Anderson, K. 2003. *Text types in English 1*. South Yarra, Victoria: MacMillan Education Australia.
- Arikunto, Suharsimi. 2012. *Dasar-Dasar Evaluasi Pendidikan, Edisi 2*. Jakarta: Bumi Aksara.
- \_\_\_\_\_. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Baum, W. M. 2005. *Understanding Behaviourism, Behavior, Culture and Evaluation*. Massachusetts: Blackwell Publishing
- Barwick, J. 1999. *Targeting Text*. New South Wales: Blake Education.
- Brown, Douglas. 2000. *Principles of Language Learning and Teaching*. New York: Longman.
- \_\_\_\_\_. 2001. *Teaching by Principles*. New York: San Fransico State University.
- Dechant, V. Emerald. 1970. *Improving the Teaching of Reading*. New Jersey: Prentice-Hall Inc.
- Depdiknas, 2006. *Materi Pelatihan Terintegrasi, Bahasa Inggris*. Jakarta: Depdiknas.
- Fauzi, Endang. 2010. *Teaching English as a Foreign Language*. Surakarta: Era Pustaka Utama.
- Grabe, William. 2007. *Reading in a Second Language*. Cambridge: Cambridge University Press.
- Hadi, Sutrisno. 2001. *Methodology Research*. Yogyakarta: Andi Offset.
- \_\_\_\_\_. 2015. *Metodologi Riset*. Yogyakarta: PustakaPelajar.
- Harmer, Jeremy. 1998. *Howto Teach English: An Introduction to the Practice of English Language Teaching*. Edinburg: Longman.
- \_\_\_\_\_. 2001. *The Practice of English Language Teaching*. New York: Longman.



- Johnson, Andrew P. 2008. *Teaching Reading and Writing. A Guide Book for Tutoring and Remediating Students*. Lanham: Rowman and Littlefield Education.
- Johnson and Morrow. 1981. *Communication in the Classroom*. London: Longman.
- Nunan, David. 2003. *Practical English Language Teaching*. Singapore: McGraw-Hill Education.
- Patel and Jain. 2008. *English Language Teaching*. Jaipur: Sunrise Publisher and Distributors.
- Richards, Jack C. 2002. *Methodology in Language Teaching*. New York: Cambridge University Press.
- \_\_\_\_\_. 2005. *Professional Development for Language Teachers*. New York: Cambridge University Press.
- \_\_\_\_\_. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics*. Edinburg: Longman.
- Wardiman, et al. 2008. *English in Focus*. Jakarta: Depdiknas.
- Westwood, Peter. 2001. *Reading and Learning Difficulties a Process to Teaching and Assessment*. Australia: Acer Press.