

**A DESCRIPTIVE STUDY ON THE MASTERY OF READING OF THE
ELEVENTH YEAR STUDENTS OF SMK BATUR JAYA 1 CEPER
KLATEN IN ACADEMIC YEAR 2016/2017**

S1-THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree of Education in English Education Study Program, Teacher Training and Education Faculty, University of Widya Dharma Klaten



BY

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KLATEN

2017

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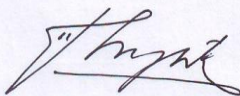
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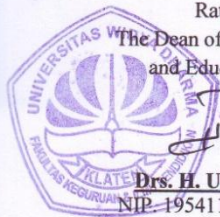
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled: "A DESCRIPTIVE STUDY ON THE MASTERY OF READING OF THE ELEVENTH YEAR STUDENTS OF SMK BATUR JAYA 1 CEPER KLATEN IN ACADEMIC YEAR 2016/2017".

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 the academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, July 2017



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MOTTO

“So, verily, with the hardship, there is relief. Verily, the hardship, there is relief.” (Qur’an Al Insyirah: 5 – 6)

“My Lord, increase me in knowledge” (Qur’an Ta-Ha: 114)

“Indeed, Allah is with the patient.” (Qur’an Al Baqarah: 153)

“Bacalah dengan (menyebut) nama Tuhanmu yang menciptakan. Dia telah menciptakan manusia dari segumpal darah. Bacalah, dan Tuhanmulah Yang Maha Pemurah. Yang mengajar (manusia) dengan perantara kalam. Dia mengajarkan kepada manusia apa yang tidak diketahuinya.” (QS. Al ‘Alaq: 1-5)

“The best people are those who are most beneficial to people.” (Thabrani and Daruquthni)

PRESENTATION

This thesis is presented to:

The writer's beloved parents, Bapak Satiyana and Ibu Diwartini. Thank you for giving love, patience, supports and continuous prayers to the writer in finishing this thesis.

The writer's little brother and the writer's big family.

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The writer hopes this thesis can be a good reference for readers. The writer realizes that there is a lot of weaknesses in this research report, so any criticism, ideas, and suggestions are highly appreciated.

Klaten, July 2017

The Writer

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ABSTRACT

ROHMI DILARASATI, No: 1311202847, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2017. Thesis: *A Descriptive Study on the Mastery of Reading of the Eleventh Year Students of SMK Batur Jaya 1 Ceper Klaten in Academic Year 2016/2017.*

The aim of this thesis is to describe the students' mastery of reading on procedure text and report text of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year 2016/2017. The problem statement of this research is “*How is reading mastery of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year 2016/2017?*”

The population of this research is the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year 2016/2017. The number of population is 393 students. The writer takes 55 students as the sample by applying proportionate stratified random sampling. In getting the data, the writer gives a test of reading about procedure text and report text. The instrument consists of 20 items. The writer tries out the test first, and then gives the test to the subject of the study. After the data are collected, the writer analyzes them by using statistical method with the mean and the frequency distribution.

After analyzing the data, the writer can find that the students who get very good mark are 3 students or 5.5%, the students who get good mark are 7 students or 12.7%, the students who get fair mark are 41 students or 74.6%, the students who get poor mark are 2 students or 3.6%, and the students who get fail mark are 2 students or 3.6%. The mean of the students' mark is 68.18 and it is included in fair category because 68.18 is between 56 – 75. So, the writer concludes that the reading mastery of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year 2016/2017 is **fair**.

Keywords: *Descriptive Study, Mastery, Reading.*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Today English becomes the most important language in the world. Many states, nations, races, tribes, communities, groups and international organizations use English to communicate with each other. This phenomenon supports non-English native speakers to learn English. In Indonesia, English is one of the foreign languages. As a developing country, Indonesia needs many kinds of information from other countries to make this country change into the modern age. English was taught to the Indonesian students for the first time at senior high school. But now, English is taught as soon as possible, even it is introduced in the kindergarten.

Learning English as a foreign language is difficult because English is different from mother tongue. The differences between English and Indonesian language are vocabulary, culture, grammar, pronunciation, etc. So, the students need more effort in mastering English. Based on the concept and function of English as stated in the curriculum KTSP (Kurikulum Tingkat Satuan Pengajaran), the teaching of English at junior and senior high school, aims to develop the four language skills: reading, listening, speaking and writing. However, reading skill is more emphasized, although the four language skills should be taught in an integrated way. With a view to supporting the development of the four language skills, English components

should be taught to the students. They are vocabulary, structure and pronunciation or spellings.

Reading is one of the four skills in teaching and learning of English which is taught at every level of education in the language classroom. Reading is an important activity in life with which one can update his/her knowledge (Patel and Jain, 2008: 113). In reading class, the teacher gives the material about how to read English in a right way. The material must be relevant to the level of the class, reading material which is offered by the teacher depends on the grade of the class, and it is based on the curriculum. So, the students can acquire knowledge and change their own attitudes, ideas, and aspirations by reading.

Reading is a crucial skill for students both English as a Second Language (ESL) and English as a Foreign Language (EFL). By reading activities, the students can get information that is needed and they can broaden their horizons. Moreover, ESL/EFL readers will make greater progress and attain greater development in all academic areas. Besides, indirectly they can communicate and interact with the people who have a different language, social, and cultural background. It can be concluded that reading can help the students to get more information and to communicate with the other people.

Reading is a complex linguistic achievement, and teaching children to read is a complex activity requiring a great deal of knowledge and skill (Bailey and Heritage, 2008: 10). In teaching reading, the teachers must have

some knowledge and skills that they need in order to be effective teachers of reading. So, the reading teachers need not only material to teach the students, but also knowledge and skill in teaching reading in order to make the students enjoy reading and they can get some information through reading.

The aim of teaching reading at school is to develop the students' reading skill, so they can read English text efficiently and effectively. According to Rochmad (2001: 2) in Mulatsih (2008: 1), the readers should have a particular purpose in their mind before they interact with the text. The readers should have purposes and reason underlining why they read. They do it in order to get the information needed effectively, to get enjoyment, pleasure, etc. In real life, people read different kinds of reading materials such as newspaper, magazine, brochure, etc. The ability to read printed materials for foreign language is very important in mastering foreign language itself.

In reading skill, the students often have problems in mastering the material because they cannot comprehend the textbooks. In addition, every student has different ability in reading activity. According to Klingner, Vaughn, and Boardman (2007: 4), students with learning disabilities are often the poorest readers; they demonstrate multiple problems associated with low comprehension, including poor decoding, fluency, and comprehension. So, it needs hard work for the teachers and the students to overcome the problems. Ramelan (1994: 4) states that learning English is not easy, so only a few students succeed in studying it. In learning it, the students sometimes face

various problems such as 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 words. 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 the newspaper, magazine, science books, or other sources of health, sports, transportation, etc.

Based on the fact, the writer conducts a field research at the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in the academic year of 2016/2017. Therefore, this research is entitled "A Descriptive Study on the Mastery of Reading of the Eleventh Year Students of SMK Batur Jaya 1 Ceper Klaten in Academic Year of 2016/2017".

B. The Reason for Choosing the Topic

The reasons for choosing the topic can be stated as follow:

1. Reading is one of basic skills in English that should be learned for supporting not only another skill in English but also in all other areas of learning such as vocabulary, grammar, etc.
2. The writer is interested in this topic because by mastering reading, students will be easier to understand all of what they read and all of what they want to read especially in studying English.

C. The Limitation of the Study

The writer would like to limit the study only to the mastery of reading on procedure text and report text of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year 2016/2017.

D. The Problem of the Study

In this study, the writer would like to present the problem of the study as follows: “How is reading mastery of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year 2016/2017?”

E. The Aim of the Study

This study is mainly aimed at answering the question formulated previously in which the writer wants to describe the mastery of reading on procedure text and report text of the eleventh year students of SMK 1 Batur Jaya Ceper Klaten in academic year 2016/2017.

F. The Use of the Study

The result of the study is expected to be useful both theoretically and practically as follows:

1. The Theoretical Use

It can be used to enrich the repertoire of teaching reading theory in SMK 1 Batur Jaya Ceper Klaten.

2. The Practical Use

It can be used to be an input of how to prepare the teaching and learning reading in Senior High School.

G. The Clarification of the Key Terms

In order that the readers know the content of the study, it is necessary for the writer to clarify the terms of the study. They are as follow:

1. Descriptive Study

The type of this research is descriptive study. According to Sukmadinata (2011: 73), *penelitian deskriptif adalah suatu metode penelitian yang ditujukan untuk menggambarkan fenomena-fenomena yang ada, yang berlangsung pada saat ini atau saat yang lampau*. While, Hadi (2015: 4) states that the descriptive study is a study which only describes the condition of an object or event without taking general conclusion.

In this study, descriptive study means a study to describe the students' mastery in reading of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year 2016/2017.

2. Mastery

Mastery means great knowledge about or understanding of a particular thing (Hornby, 2005: 944). In this study, mastery means students' great knowledge in answering the task concerning with reading.

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. While, according to Urquhat & Weir (1988: 22) in Grabe (2009: 14), reading is the process of receiving and interpreting information encoded in language form via medium of print.

In this study, reading means a fluent process in which the eleventh year students of SMK 1 Batur Jaya Ceper Klaten in academic year 2016/2017 receive and interpret information from printed text and their own background knowledge to build meaning.

H. The Organization of the Study

In order to give a brief description to the readers, the writer divides this thesis into 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 study, and the organization of the study.

Chapter II is review of related literature. It consists of teaching English in Senior High School, a brief view of teaching reading, a brief view of reading, a brief view of procedure text and report text.

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

Chapter IV is the result of the study. It consists of presenting the data and analyzing the data.

Chapter V deals with conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

In this chapter, the writer would like to give conclusion of the research. The problem of the study is “How is reading mastery of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year 2016/2017?”

Based on the previous computation, the students who get very good mark are 3 students, good mark are 7 students, fair mark are 41 students, poor mark are 2 students, and fail mark are 2 students. It can be also said that 3 students or 5.5% from the total get very good mark, 7 students or 12.7% from the total get good mark, 41 students or 74.6% from the total get fair mark, 2 students or 3.6% from the total get poor mark, and 2 students or 3.6% from the total get fail mark.

The total mark of the students' mastery is 3750 for 55 students so that the mean of the students' mark is 68.18 which is classified into fair category. Therefore, the writer concludes that the reading mastery of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year 2016/2017 is **fair**.

B. Suggestion

After covering up the conclusion of the research, the researcher has some suggestions to be considered for the English teachers and the students.

1. For the English Teachers

For the English teachers, it is hoped that this research encourages them to consider the better way in teaching reading to improve the students' ability in reading mastery. The teachers can also apply interesting methods to develop the students' ability. Besides that, the teachers should be creative in giving materials during instructional process. Therefore, the students are more interested in joining the class.

2. For the Students

The result of the study indicates that the mastery on reading of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten is in fair category. It is proven by finding the difficulties in reading test. Based on this statement, the writer suggests that the students need more practices in improving reading skill so that they can comprehend English texts better. They also need to increase their motivation and interest to learn reading well.

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