

**A DESCRIPTIVE STUDY OF CHARACTER BASED READING MASTERY  
OF THE ELEVENTH YEAR STUDENTS OF SMA NEGERI 1 JOGONALAN  
KLATEN IN ACADEMIC YEAR OF 2017/2018**

**S-1 THESIS**

Submitted as a Partial Fulfillment of the Requirements for Writing S-1 Thesis is  
English Education Study Program, Teacher Training and Education Faculty,  
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IN ACADEMIC YEAR OF 2017/2018**

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PRONOUNCEMENT  
RATIFICATION

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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “*A Descriptive Study of Character Based Reading Mastery of the Eleventh Year Students of SMA NEGERI 1 JOGONALAN Klaten in Academic Year of 2017/2018.*”

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 my pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten August 2018  
  
Anggita Fuji Wijareni  
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Finally, I hope that this thesis is useful, especially for those who concern with writing subject.

Klaten, August 2018

A handwritten signature in black ink, consisting of a stylized 'A' followed by several loops and a final flourish.

Anggita Puji Wijareni

## **MOTTO**

Indeed after hardship comes ease

(QS. Al-Insyirah: 6-7)

*Barang siapa yang mempermudah kesulitan orang lain, maka Allah ta'ala akan  
mempermudah urusanya di dunia dan akhirat*

(HR. Muslim)

Hopefully my Lord will give me a clue to nearer the truth than it

I did not burden a person, unless appropriate in the ability

(QS. Al-Baqarah: 286)

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I am really aware that this thesis is far for being perfect. Therefore, I will receive this criticism and suggestion from the reader in order to improve this thesis.

Finally, I hope that this thesis is useful, especially for those who concern with writing subject.

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Anggita Puji Wijareni

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## ABSTRACT

**ANGGITA PUJI WIJARENI, NO. 1411202905.** English Education Study Program. Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2018. Undergraduate Thesis: *A Descriptive Study of Character Based Reading Mastery of the Eleventh Year Students of SMA NEGERI 1 JOGONALAN Klaten in Academic Year of 2017/2018.*

The problem of this study is “How is the mastery of reading of the eleventh year students of SMA Negeri 1 Jogonalan Klaten in Academic Year 2017/2018?” this study aims to describe the mastery of reading of the eleventh year students of SMA Negeri 1 Jogonalan Klaten in Academic Year of 2017/2018.

In this study, the writer takes the eleventh year students of SMA Negeri 1 Jogonalan Klaten in Academic Year 2017/2018 as the population. The number of population is 283 students divided into eight classes. In this study, the writer takes 34 students or random sampling. For getting 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 mark are 16 students or 55 %, those who get good mark are 12 students or 42 %, and fair mark is 1 students or 3 %. Besides that, there is no student who gets poor into good category. So, the writer concludes that the mastery of reading of the eleventh year students of SMA Negeri 1 Jogonalan Klaten in Academic Year 2017/2018 is good.

In this study, the writer concludes the eleventh year students of SMA N 1 Jogonalan Klaten in academic year 2017/2018 have the ability of being respectful, honest, care, brave, and confidence.

***Key words:*** *Descriptive study, Character based, Mastery, Reading.*

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Reading is a process of understanding a text to determine the meaning or message that is conveyed by the author in a text. According to Anderson (2008:68), reading is a fluent process of readers combining information from a text and their own background to build the meaning. Reading is an essential skill for learner of English as a second 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 learning in any content class, where reading in English is required. Learners will make greater progress and development in all other areas of learning with the strengthened of reading skills (Anderson, 2008:69). In learning reading we can improve the ability about reading for learner of English as a second language. Reading is a fluent process of readers combining information from a text and their own background to build the meaning. Learners will make greater progress learning with the strengthened of reading skills.

Here, reading has occupied the most places in English language skills. The writer wants to describe about reading skill. Reading is an important ability for students and for academic purpose. In the widespread of knowledge using internet and many other modern media, the ability to read becomes more important. One

will fail to get and understand the information written in many printed media unless he has the ability to read. It means that in order to understand and get useful information, one must have the ability to read.

Reading is an essential skill for learners of English as a 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 learning in any content class, where reading in English is required. Therefore, learning is not easy but the students can learn English by reading. The students can read English fluently and the students will get information, enjoyment, pleasure, etc. (Anderson, 2008:69). From the learning reading, the students will get more insight and the vocabulary from reading English. In learning English especially in reading skill, the student must study hard in reading mastery. Because it is not easy for the students to understand reading in English.

Most people learn to read in their native language without difficulty. Many, but not all, learn to read as children. Some children and adults need additional help. Yet others learn to read a second, third or additional language, with or without having learned to read in their first language. Reading instruction needs to take into account different types of learners and their needs. Research has shown that there is a great deal of transfer from learning to read in one language to learning to read in a second language. (Elizabeth, 2003: 6). Learning reading can be learned from

adults and children, but sometimes they learn to read without manner and difficulty, they need instruction to teach them how to read in English.

After the teacher models the skill, the students apply the same steps to a different but similar problem. Mastery of each skill is necessary before moving on to the next and no skill is taught in isolation. The lessons consist of new material in small amounts that build on previously learned material. The program is highly structured, consistent, and facilitates a high level of student engagement. For students to stay on task, pacing is very quick. Choral responding is included for active participation of all students (Fauzati, 2002:140). After the teacher apply models the skill to the students, the students will understand how to learn the reading mastery with applying the models skill especially in reading skill. The teacher will know about the students' ability to understand the correct models of reading mastery.

In the learning process, the character education will be prosecuting the students to know how their skill to learn about character education in learning English. In character education also teach us that we have to become responsible and cultured. Character education should become a regular part of education in Indonesia for three major reasons: the social realities of Indonesian schools society, the influence of culture and ethnicity on human growth and development, and the conditions of effective teaching and learning. These reasons explain not only the need for character education, but also what its content emphasis should be and how

it should be taught. In learning reading, the teacher must apply about the aspect of character education to their students. (Berkowitz & Hoppe, 2009; Katilmis, Eksi, & Ozturk, 2011 in Agboola and Tsai, 2012: 163). Here, the students will be prosecuted to apply character education with their attitude to become responsible, honest, and cultured.

Character education is a growing discipline with the deliberate attempt to optimize student ethical behavior (Berkowitz & Hoppe, 2009; Katilmis, Eksi, & Ozturk, 2011 in Agboola and Tsai, 2012: 163). The effective character education as a “rocket science”, impacting school educational system at both the micro and macro levels. According to the practices of effective schools, we have to know about the Eleven Principles of Effective Character Education and implement high-quality character education programs. As broad principles that define excellence in character education, the eleven principles serve as guideposts that schools and others responsible for youth character development can use to plan and evaluate their programs. The eleven principles include: 1) foundation of good character; 2) comprehensive character definitions; 3) character development approaches; 4) caring school community; 5) moral action opportunities; 6) meaningful academic curriculum; 7) students’ self-motivation; 8) ethical learning community school staff; 9) shared leadership; 10) engaged families and communities; and 11) assessment based school culture (Ghamrawi, 2015: 132). Based on the concept above, the Eleven Principles of Effective Character Education will improve character education in learning process. From the Eleven Principles of Effective

Character Education in learning reading, we can apply the Eleven Principles of Effective Character Education to the students in learning process of reading mastery.

Very long time, the educational systems of world spectrum had in many forms initiated some systems of education pupils of different ages, and creed about the values of character. Character education not only effective at promoting the development of good character, but is a promising approach to the prevention of a wide range of contemporary problems (Drove, 2007:25). Character education make sure the students' ability in a good character, character education is also helping the teacher to know the student's character in the learning process.

According to definition of *Pendidikan Budaya dan Karakter Bangsa*, UU no. 20 tahun 2003 pasal 3 state that,

*“Pendidikan nasional berfungsi mengembangkan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab”*

From the aim of *pendidikan nasional* the teacher can make their students to develop and compose their attitudes to become responsible, honest, and cooperative. Teaching reading can be effective and the students will be more active in learning reading. Based on the senior high school curriculum, reading is one of

the four skills in studying English. Reading consists of narrative, descriptive, procedure, news item, recount, and anecdote. The aim of the students learn reading, they have to know basic competence and achievement indicators in reading. Basic competence of reading: Understand transactional discourse, interpersonal discourse, and oral monologue especially in the forms of descriptive, narrative, anecdote, analytical exposition, and hortatory exposition using oral language variation.

Character education can build moral competency. Moral competence is a youth's ability to assess and respond to the ethical, affective, or social justice dimensions of a situation. It means that the students can understand other's opinion by reading.

Based on the reason above, in this simple paper, the writer is interested in the topic, so the writer chooses the title of her research: *A Descriptive Study of Character Based Reading Mastery of the Eleventh Year Students of SMA NEGERI 1 JOGONALAN Klaten in Academic Year of 2017/2018.*

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

The study of the discussion is chosen for some reasons as follow:

- A. The reading mastery is one of the factors that influence the students' ability from reading skill of the eleventh year students of SMA Negeri 1 Jogonalan Klaten.

B. Reading skill is very important to be learned because it can support other skills of English. 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.

**C. The Limitation of the Study**

In this study, the writer will limit the study in order to focus on the topic that will be discussed: “a descriptive study of character based reading mastery of the eleventh year students of SMA Negeri 1 Jogonalan Klaten in academic year of 2017/2018”.

**D. The Problem of the Study**

Based on the limitation of the study, the problem statements can be formulated as follow: “How is the mastery of character based reading of the eleventh year students of SMA Negeri 1 Jogonalan Klaten in academic year of 2017/2018?”.

**E. The Aim of the Study**

This study aims to describe the mastery of character based reading of the eleventh year students of SMA Negeri 1 Jogonalan Klaten in academic year of 2017/2018.

**F. The Use of the Study**

The uses of this study will be classified as follow:

#### A. Theoretical Use

1. For the eleventh year students of SMA N 1 Jogonalan Klaten, it can help solving the problem of the students, especially concerning with reading mastery, such as in vocabulary, structure, and understanding the content of the text. The students will know their ability on reading mastery, so they will change their attitude in following the teaching and learning process.
2. For the English teacher of SMA N 1 Jogonalan Klaten, the result of the study will enrich the teacher's view in teaching and learning process of reading mastery. It can help the teacher overcome difficulties in teaching reading mastery.

#### B. Practical Use

1. To give some inputs to the English teacher and the students in the observed school about the importance of reading mastery, in order to motivate the students to study reading.
2. The research of the study know the student's ability on reading mastery and they will try to change their attitude in following the teaching and learning to become a good character
3. The research of the study try to increase the quality of teaching and learning process, especially in reading skill for the eleventh year students of SMA Negeri 1 Jogonalan Klaten.

4. The research of the study try to improve and develop the ability of the eleventh year students of SMA Negeri 1 Jogonalan Klaten in reading mastery.

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

To make the topic easy to understand, the writer clarify the terms used in this study as follow:

#### **A. 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 text general conclusion. In this study, the word “descriptive” means to describe the students’ mastery on reading skill, it means a study to analyze the students’ mastery in using reading materials.

A descriptive study of character based reading mastery of the eleventh year students of SMA Negeri 1 Jogonalan Klaten in academic year 2017/2018.

#### **B. Mastery**

Mastery means complete control or knowledge (Hornby, 2003:265). Mastery learning proposes that all children can learn when provided with the appropriate learning conditions in the classroom.

In this study, it means to know the mastery is unique compared to the traditional method which purpose that all children can learn when provided with the appropriate learning conditions in the classroom.

#### C. Reading

Reading is a process of understanding a text to determine the meaning or message that is conveyed by the author in a text. According to Anderson (2008:68). The goals of reading instruction can be achieved if the teacher understands the concept of reading.

In this study, reading is the students' skill in expressing their idea through the reading of English with many different forms and variety of purpose to reader.

#### D. Character Education

Hoge in Agboola and Tsai (2012: 164) defined character education as a way of adjusting the behaviors of the students, in order to become good citizens of the future. In this research, character education try to make a good character for the students in teaching and learning process. Therefore, the students know more basic academic knowledge and skills, and promoting their character development.

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

This research report consists of five chapters as follows:

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 statement, the aim of the study, the uses of the study, the clarification of the key terms, and the outline of the study.

Chapter II is review of related literature. It consists of teaching English in senior high school, process teaching reading, the nature of teaching reading in senior high school, definition of reading, the importance of reading, the reading purpose, teaching reading, types of text in reading skill, the reading materials of the eleventh year students of SMA Negeri 1 Jogonalan in academic year of 2017/2018, theory of character education.

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

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

Chapter V is conclusion and suggestion.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion. Each explanation of them is as follow.

#### A. Conclusion

After discussing the previous chapter, the writer would like to give conclusion of this study. The problem of this study is “How is the mastery of character based reading of the eleventh year students of SMA Negeri 1 Jogonalan Klaten in academic year of 2017/2018?” 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 16 students or 55 %, good mark are 12 students or 42 %, and fair mark is 1 students or 3 %. Besides that, there is no student who gets poor mark and fail mark.

The mean of the students’ mastery of reading is 80.8 and it is classified into good category. So the writer concludes that the mastery of reading of the eleventh year students of SMA N 1 Jogonalan in Academic Year 2017/2018 is good. In this study, the writer looks the students in the mastery of reading can make their ability to become respectful, honest, care, brave, and confidence to finish the reseach of the test.

## **B. Suggestion**

After doing the analysis and conclude the conclusion, the writer would like to give some suggestions for the English teachers and the students which can be presented as follow:

### **1. The English Teachers**

Based on the result of the study, most of the students got very good mark but few of them got good mark, and even some students got fair mark. It means that the students' ability still needs to be improved. To improve the students' ability, the teacher should choose the appropriate method to teach their students. If the teachers use the appropriate method, the students will be able to understand the material easily and they also get better mark in their test. And also in learning reading, the teacher must apply about the aspect of character education to their students. Character education make sure the student ability in a good character, character education is also helping the teacher to know the student's character in the learning process.

### **2. The Students**

- a. The writer hopes that the students love the subject first. The way for loving the subject is the students will have spirit to learn the material and can understand the material easily.
- b. The students should make some notes on the material. Making notes is very important because human'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 their notes for studying what had been studied in the previous meeting.

- c. The students should be active in the class, and they should also pay attention to the teachers' explanation in order that they understand the material well.
- d. The students have to know their ability in character education because it can make the students to become a good character, responsible, honest and cultured.

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