

**INVESTIGATING STUDENTS' WRITING SKILLS AND MODEL OF  
CHARACTER-BASED LEARNING: A DESCRIPTIVE STUDY ON THE  
TENTH-YEAR-STUDENTS OF SMA N 1 CEPER KLATEN IN THE  
ACADEMIC YEAR OF 2017/2018**

**S-1 THESIS**

Submitted as a Partial Fulfillment of the Requirements for Writing S-1 Thesis in  
English Education Study Program, Teacher Training and Education Faculty,  
Widya Dharma University Klaten



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KLATEN  
2018**

**APPROVAL**

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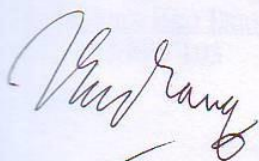
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## RATIFICATION

### INVESTIGATING STUDENTS' WRITING SKILLS AND MODEL OF CHARACTER-BASED LEARNING: A DESCRIPTIVE STUDY ON THE TENTH-YEAR-STUDENTS OF SMA N 1 CEPER KLATEN IN THE ACADEMIC YEAR OF 2017/2018

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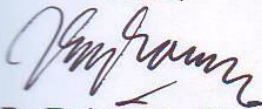
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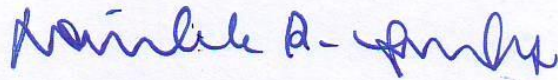
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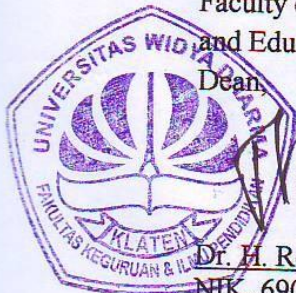
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“INVESTIGATING STUDENTS’ WRITING SKILLS AND MODEL OF CHARACTER-BASED LEARNING : A DESCRIPTIVE STUDY ON THE TENTH-YEAR-STUDENTS OF SMA N 1 CEPER KLATEN IN THE ACADEMIC YEAR OF 2017/2018”**.

It is not a plagiarism or made by others. Anything related to other’s work is written 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, September 2018



Ema Widva Pratika

1411202907

## MOTTO

- ❖ The way get started is to quit talking and begin doing.  
(Walt Disney)
  
- ❖ The pessimist sees difficulty in every opportunity. The optimist sees opportunity in every difficulty.  
(Winston Churchill)
  
- ❖ Do not let yesterday take up too much of today.  
(Will Rogers)
  
- ❖ You are never too old to set another goal or to dream a new dream.  
(C.S. Lewis)
  
- ❖ Reading is to the mind, as exercise is to the body.  
(Brian Tracy)
  
- ❖ The only way to do great work is to love what you do. If you have not found it yet, keep looking. Do not settle.  
(Steve Jobs)
  
- ❖ If you can not fly, then run. If you can not run, then walk. If you can not walk, then crawl. But whatever you do, you have to keep moving forward.  
(Martin Luther King Jr.)

## PRESENTATION

This thesis is presented to:

- ❖ My beloved Father Praptono and My beloved Mother Sri Widayati for giving support and deep affection. I love you all so much and thanks for your pray for me in finishing this thesis.
- ❖ My beloved Sister Afin Mega Puspita for giving support.
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The researcher realizes that this thesis cannot be finished without other people’ help. In this opportunity, I would like to express the deep appreciation to:

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The researcher is really aware that this thesis is far from being perfect because of her limited knowledge and experience. Therefore, the researcher would accept correction, suggestion, and critics from the readers to make this thesis become perfect.

Finally, the researcher hopes that this thesis will be useful especially for the readers in general and also can be real contribution for the improvement of teaching English in Indonesia.

Klaten, September 2018

The researcher



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## ABSTRACT

**EMA WIDYA PRATIKA, No. 1411202907.** English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2018. Undergraduate Thesis: *Investigating Students' Writing Skills and Model of Character-Based Learning: A Descriptive Study on the Tenth-Year-Students of SMA N 1 Ceper Klaten in the Academic Year of 2017/2018.*

This research is mainly aimed to investigate the students' writing skill and model of character-based learning of the tenth year students of SMA N 1 Ceper Klaten in the academic year of 2017/2018. The problem of the study is "How are writing students' cognitive skills and model of character-based learning of students' affective skills on the tenth year students of SMA N 1 Ceper Klaten in the academic year of 2017/2018?".

The research was done in the second semester of the academic year of 2017/2018 in SMA N 1 Ceper Klaten. The subject of the research is the tenth year students of SMA N 1 Ceper Klaten in the academic year of 2017/2018. The number of the population is 90 students that are divided into four classes. In this research, the researcher takes 48 students as the sample. The researcher uses propotional random sampling. It means that the researcher takes the same proportion for one class; the researcher takes twelve students for each class that is  $12 \times 4 = 48$ , to be selected as the sample by using lottery. The researcher uses a test and an observation as the instruments of the study. The form of the test is an essay test with the subject matter of recount text. In this research, the writing assessment involved four components, namely: grammar, content, vocabulary, and mechanics. The researcher uses SPSS formula to analyze the data.

After analyzing the data, the researcher can find that the achievement of grammar component was average category with 28 (58.3%) students, the achievement of content component showed excellent category with 25 (52.1%) studentts, the achievement of content component showed good category with 25 (52.1%) students, and the achievement of mechanics component showed good category with 22 (45.8%) students. The overall achievement of those components is 52.7% and it is categorized into good category. It can be concluded that investigating students' writing skills and model of character-based learning on the

tenth year students of SMA N 1 Ceper Klaten in the academic year of 2017/2018 is good.

**Key Words:** Investigating, Descriptive Study, Writing, Character-Based Learning.

## **CHAPTER I**

### **INTRODUCTION**

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

Writing has always occupied a place in most English language course. According to Fauziati (2010: 45), one of the reasons is that more and more people need to learn to write in English is for occupational in academic purposes. In terms of students' needs, writing occupies an equal role with the other language skills.

Writing, however, has shown a remarkable capacity to shape learning, from the relatively simple means of learning (where, for instance, writing aids memory), to its role in the solution of conceptual problems in a variety of disciplinary fields. Writing is not an all-purpose ability, but a pattern of activities which can have productive effects on knowing and thinking by interacting with different knowledge fields and learning contexts (Klein & Boscolo, 2016: 312).

In addition, teaching writing is very important for students since it can reinforce students' language acquisition, help students' language and learning development, and facilitate students to master the basic skill in language.



Furthermore, teaching writing becomes a complex process purposed to improve students skill related to good printed language production (Harmer, 2001: 79).

Descriptive, narrative, expository and argumentative writings are the four most common types of writing (Richards & Schmidt, 2002: 4). However, among these four modes of writing, descriptive writing is the most basic form of writing. At first glance, it seems simple for an academic discourse, yet it is “fundamental and the best way to lay the foundation of the writer’s craft”. In addition, all types of writing encompass some elements of descriptive writing that cause a reader to see, think, feel, and react (Meyers, 2009: 24). It incorporates a colorful piece of a person, a place, a thing, or an idea using concrete and also vivid details. Therefore, each mode of writing activates different types of processes in the mind of the writers and it follows different procedures (Axelrod & Cooper, 2001: 9).

In Indonesia, descriptive writing is one of the types of writing that should be taught and mastered not only by the English teachers, but also by the senior high school students. In 2006, the Indonesian English Language Curriculum made it compulsory for the students to be able to write different types of texts and one of them is the descriptive text (*Departemen Pendidikan Nasional*, 2006: 12). The new development in the English Curriculum has created much stress among EFL teachers in Indonesia and it has become a demanding task for them since there are some components that must be fulfilled such as grammar, spelling, content, conjunction, choice of words, and sentence arrangement to produce a unified paragraph (Suriyanti & Yaacob, 2016: 74).

To support the implementation of writing learning, according to Rusydiyah (2014: 227) character education is a long term educational project because it is appropriate to the meaning of his origin, character is the process to carve the values that are considered to be well into the hearts of students. Therefore, it will take long time to be able to change it. Character education is a growing discipline with the deliberate attempt to optimize student ethical behavior (Agboola & Tsai, 2012: 163). Meanwhile Maryono (2015: 268) points out that character is the way of thinking and people behaviors for living and cooperating in their environment or society. The person who has good character is being able in making a decision and having high responsibilities.

In learning English as a foreign language, one of the English materials that must be learned by students is English grammar. Based on researcher's observation, the students were active and listened to the teachers' explanation, but there were also students who ignored the learning process by operating their mobile phone, chatting with their friends, and even slept. To solve it, the teacher would give the students -who did not pay attention- some question then they would pay attention on the teacher's explanation. When the teacher gave exercise, the students still made mistake in arranging grammar and structure in learning process. Most of them did not bring dictionary and they did not have electronic dictionary application on their mobile phone. It made them felt difficult to find the right words that they did not understand. So, many students used their handphone in teaching learning process to search their material on internet. In writing skill, the students often do mistake in arranging sentences

into English because they are still influenced by Indonesian sentence structure in building English sentences. For example the students wrote “my mother wanted that I be doctor” to say “*ibuku menginginkan aku untuk menjadi seorang dokter*”. The students should write “my mother wanted me to be a doctor”. The words “that I be doctor” is ungrammatical.

Some of the students still could not differentiate among the word families such as verb, adverb, adjective, and noun. For example the students did not understand the words of dead, death, die, and deadly, which actually dead is adjective, death is noun, die is verb, and deadly is adverb. Writing is needed and important to be learned to support the elements of English skill. It means those skill must be thought in integrated way.

Based on the explanation above, the researcher is interested in conducting a research of investigating writing skills and a model of character-based learning in the tenth year students of SMA N 1 Ceper Klaten. From the explanation above, this research is entitled "Investigating Students Writing Skills and Model of Character-Based Learning: A Descriptive Study on the Tenth-Year-Students of SMA N 1 Ceper Klaten in the Academic Year of 2017/2018".

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

The reasons that encourage the researcher to choose the topic are:

1. It is important to analyze mistake in writing especially in English grammar that are made by the tenth year students of SMA N 1 Ceper Klaten in the academic year 2017/2018.
2. In writing skill, the students often do mistake in arranging sentences into English because they are still influenced by Indonesian sentence structure in building English sentences. For example the students wrote “my mother wanted that I be doctor” to say “*ibuku menginginkan aku untuk menjadi seorang dokter*”. The students should write “my mother wanted me to be a doctor”. The words “that I be doctor” is ungrammatical.

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

The study limitation attempts at investigating and analyzing the cognitive and affective skills in terms of tenth-year-students’ writing and holistically teaching and learning processes in the classroom of SMA N 1 Ceper Klaten in the academic year 2017/2018.

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

The researcher would like to present the problem of the study that can be formulated, as follows "How are writing students’ cognitive skills and model of character-based learning of students’ affective skills on the tenth year students of SMA N 1 Ceper Klaten in the academic year of 2017/2018?".

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

This study aims at investigating and analyzing tenth-year-students' cognitive skills that deal with their writing performance and affective skills that deal with their teaching and learning at SMA N 1 Ceper Klaten in the academic yaer of 2017/2018.

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

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

#### **1. Theoretical Use**

The result of the study can be used to enrich the repertoire of students' writing performance and teaching and learning processes in the classroom. It is used to improve the English teacher and the students' skill. It can increase the students and teachers knowledge in many elements of English material. Students can learn grammar in writing, how to learn using verbs in many kinds of tenses, understanding the part of speech of sentences, arranging the words into good-form utterance, using article, preposition, and to be, also students can improve grammar through writing.

The functions of national education is to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life. National education aims at developing the potential of learners to become human beings who are faithful and devoted to God Almighty, have

a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic citizens and responsible.

## 2. Practical Use

The result of this study can be used as a teaching model for other schools. Teacher can find the better method to teach the learners especially in teaching writing and can give more help to the learners about writing. Written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psycho-motor processes.

Sturm and Koppenhaver (2000: 5) tell that composing for writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription. Students also need to be able to spell the necessary words with some accuracy; and finally, writing requires nemesis coordination and automatic in handwriting or keyboarding.

It is because writing is a complex skill involving multiple processes and abilities that problems can arise for some students. There is reason to suppose that the number of students with writing difficulties is even greater than the number experiencing difficulties in reading with understanding (Lindstrom, 2007: 5). Saddler et al. (2004: 3) wisely remark that, 'Good writing is not only hard work, it is an extremely complex and challenging mental task'.

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

In order to get a clear concept of the material discussed in this research, the researcher tries to clarify the terms of this study, as follows:

### **1. Descriptive Study**

Descriptive study provides an illustration of people, places, events, situations, thoughts, and feelings. Description presents sensory information that makes writing come alive. It expresses an experience that the reader can actively participate in by using imagination. Descriptive writing also provides literary texture to a story. Texture shows rather than tells. A writer shows the reader through sensory details, such as the senses of sight, hearing, smell, taste, and touch as well as through emotional feelings (Ploeger, 2014: 239).

Sensory details are important to create an intense, descriptive image that seems to bring the words on the page to life (Axelrod & Cooper, 2001: 10). Even though descriptive writing has become one of the most important skills, apart from narrative and expository writing as outlined in the English Language, it has often been overlooked by language teachers (Hedge, 2015: 7). Based on the statement, what is meant by descriptive study in this result of the study is a study to investigate the descriptive writing skills of the tenth-year-students in academic year of 2017/2018.

### **2. Character Education**

According to Agboola and Tsai (2012: 163), character education is a growing discipline with the deliberate attempt to optimize students' ethical

behavior. The outcome of character education has always been encouraging, solidly, and continually preparing the leaders of tomorrow. The promotion of character education should not just a leap service but has an action plan for practice.

Character has a literal meaning of mental and moral quality, the power of moral, name, or reputation (Hidayatuulah, 2010: 9). Character is a way of thinking and behavior of each individual to live and cooperate in the environment of family, society, nation and country. An individual with a good character is the individual who can make a decision and ready to take responsibility of the decision results (Suyanto, 2010: 10)

### 3. Writing

According to Huy (2015: 167) writing is one of the indispensable things in studying English. Nunan (2003: 83) defines that writing is the process of thinking to invert ideas into statement and paragraph clearly. Writing can also be interpreted as an expression of feeling or expression as outlined in the written form.

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

In order to facilitate the thesis arrangement, the researcher organizes the study into five chapters.



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 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 theory of writing and theory of character education. Theory of writing consists of the meaning of writing, the components of writing, the importance of writing, teaching and learning writing, and the types of writing text. Theory of character education consists of the meaning of character education, the components of character education, the importance of character education, and character development.

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

Chapter IV deals with research findings and discussion. It consists of presenting data, frequencies analysis, descriptive analysis, and students' character-based learning experience in the classroom.

Chapter V is conclusion and suggestion, stating the conclusion referring to the answer of the problem statement and suggestion for students' writing achievement and character-based learning in the classroom.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After presenting and analyzing the data which were obtained from the research, the researcher would like to conclude the result of the research. The main problem in this research is to investigate students' writing skills and model of character-based learning on the tenth year students of SMA N 1 Ceper Klaten in the academic year of 2017/2018.

In this chapter the researcher wants to give answer about the main problem that is "How are writing students' cognitive skills and a model of character-based learning students' of affective skills on the tenth year students of SMA N 1 Ceper Klaten in the academic year of 2017/2018?".

First, the overall achievement of grammar component was **average** category with 28 (58.3%) students. Data analysis of grammar component described the descriptive and frequencies statistics results are as follows: 1 student (2.1%) performed their grammar skill with the poor category, 28 students (58.3%) indicated their grammar skill with the average category, 15 students (31.3%) showed their grammar skill was in good category, and 4 students (8.3%) gained their grammar skill with the excellent category.

Second, the overall achievement of content component showed **excellent** category with 25 (52.1%) students. Data analysis of content component verified

the descriptive and frequencies statistics results are as follows: 1 student (2.1%) performed their content skill with the poor category, 8 students (16.7%) indicated their content skill with the average category, 14 students (29.2%) showed their content skill was in good category, and 25 students (52.1%) gained their content skill with the excellent category.

Third, the overall achievement of content component showed **good** category with 25 (52.1%) students. Data analysis of vocabulary component verified the descriptive and frequencies statistics results are as follows: 5 students (10.4%) indicated their vocabulary skill with the average category, 25 students (52.1%) showed their vocabulary skill was in good category, and 18 students (37.5.1%) gained their vocabulary skill with the excellent category.

Fourth, the overall achievement of mechanics component showed **good** category with 22 (45.8%) students. Data analysis of mechanics component verified the descriptive and frequencies statistics results are as follows: 4 students (8.3%) performed their mechanics skill with the poor category, 13 students (27.1%) indicated their mechanics skill with the average category, 22 students (45.8%) showed their mechanics skill was in good category, and 9 students (18.8%) gained their mechanics skill with the excellent category.

Based on the explanation above, it can be concluded that the achievement of grammar component was 58.3%, the achievement of content component was 52.1%, the achievement of content component was 52.1%, and the achievement of mechanics component was 45.8%. The overall achievement of those components is 52.7% and it is categorized into good category. It can be

concluded that investigating students' writing skills and model of character-based learning on the tenth year students of SMA N 1 Ceper Klaten in the academic year of 2017/2018 is good.

Based on the observation which was done by the researcher, it can be concluded that the affective skill that given by the teacher to fulfill of curriculum criteria is success. This is proven, when the researcher observed only 75% of students who still lacked good affective skills. but the rest all students have a relatively good attitude. The researcher realizes that each student has the different character. Their characters depend on the external factors, for example the situation of the class, family, friend and by the internal factors, for example their mood, habit, interest. The characters of the students which were written by the researcher above sometimes may change at any time. The researcher writes the truth about the affective skill of the students that happened in teaching and learning activity on that moment.

## **B. Suggestion**

Based on the result of the research on the students' writing skills and model of character-based learning on the tenth year students of SMA N 1 Ceper Klaten in the academic year of 2017/2018, the researcher is willing to propose suggestions concerning with writing.

To increase the students' ability in English skill especially in writing, the students should be more active in learning writing, pay much more attention to the teacher, were not busy with their own business like playing game on mobile phone or chatting with their friends, be more diligent and active in classroom,

if the students do not understand yet, they can ask to the teacher. By memorizing many words and means everyday, it can improve their capability in learning writing. They can work as much as possible on their own, talking to one another directly and not through the teacher tasks. Students can also share their ideas by learning writing, so the students can improve their writing skill get a good score and they will be good writers and always practice writing at school and at home

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