A DESCRIPTIVE STUDY ON THE MASTERY OF CHARACTER BASED WRITING OF THE ELEVENTH YEAR STUDENTS OF SMK PRACIMANTORO 7 WONOGIRI IN ACADEMIC YEAR OF 2017/2018

THESIS

This Thesis is written to be a Partial Fulfillment of the Requirement for Graduate in English Education Study Program

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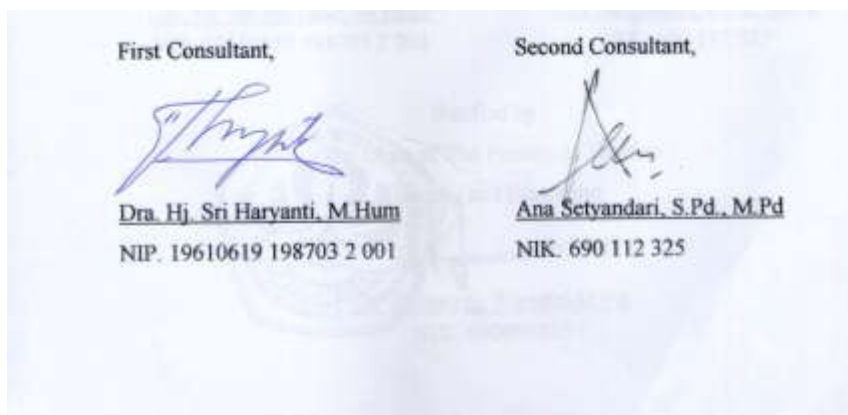
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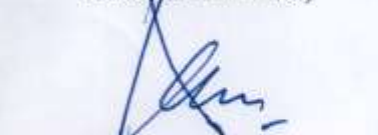
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PRONOUNCEMENT

This is to certify that I myself write the thesis entitled "A DESCRIPTIVE STUDY ON THE MASTERY OF CHARACTER BASED WRITING OF THE ELEVENTH YEAR STUDENTS OF SMK PRACIMANTORO 7 WONOGIRI 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 this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten,   July 2018

Rochmah Wijayanti
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MOTTO

1. Then actually with the difficulties there is always ease, in fact with difficulties there is always ease.

   (Surah Al-Insyirah: 5-6)

2. Sometimes the sky is too high to reach, but the prayer is not very low to mingle with God.

   (The Researcher)

3. There is no pessimistic space for people who in the hearts of those believe in the promise of God.

   (The Researcher)

PRESENTATION

This thesis is dedicated to :

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Nothing is perfect. The researcher realizes that this thesis is far from being perfect. Therefore, the researcher would like to accept suggestion and criticisms from the readers in order to make this thesis perfect.

Finally, the researcher hopes that this thesis will be useful for especially the English students and readers generally.

Klaten,   July 2018

The researcher

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ABSTRACT

ROCHMAH WIJAYANTI. Student No. 1611200032. English Language Education Study Program. The Faculty of Teacher Training and Education. Widya Dharma University Klaten. 2018. Undergraduate Thesis. *A Descriptive Study on the Mastery of Character Based Writing of the Eleventh Year Students of SMK Pracimantoro 7 Wonogiri in Academic Year of 2017/2018*.

This research aims at describing the students' mastery of character based writing of the eleventh year students of SMK Pracimantoro 7 Wonogiri in academic year of 2017/2018.

The researcher takes the eleventh year students of 2017/2018 as population. The number of students is 180 students that are divided into 6 classes. In each class there are 30 students. Therefore, the researcher takes 30 of students as sample by collecting the students' writing test of narrative text about Roro Jonggrang then analyzing the data using qualitative analysis for the technique of analyzing the data.

After analyzing the data, the researcher can find that the students who get get very good score are 3 students or 10 %, good score are 25 students or 83%, fair score are 2 students or 7% and there is no student who gets fail mark. The total score of the students' mastery of character based writing is 92.93, the mean is 3.10, and it is categorized into good category. Finally, the researcher draws the conclusion that the mastery of character based writing of the eleventh year students of SMK Pracimantoro 7 Wonogiri in academic year of 2017/2018 is **good**.

Keywords: *Character Based Writing, Descriptive Study, Mastery.*

CHAPTER I

INTRODUCTION

A. The Background of the Study

In Indonesia, English is taught in junior high school and Vocational School, even in elementary school. Studying English is not a new thing for the students of Vocational School. Although English is not the new thing for Vocational School students, in fact they still have many difficulties in studying English. As we know that English is not the Indonesian native language. It is difficult for the students to remember all the words in English and to understand when someone speaks English.

The language skill to be achieved is divided into two parts of language function, namely, oral and written English as a means of communication. In this case listening and speaking are oral language; reading and writing are written language. However, for the students the written one is the most difficult skill of language.

Writing belongs to the productive skill that should be mastered by the students in order to communicate their ideas and feelings with others in written form. In line with this statement, Spratt, et al (2005:26) state that writing is a productive skill. They say that it produces a language rather than receive it. Hyland (2004:09) also states that writing is a way to share personal meanings. It means that it can share the ideas or purpose in the written form. The people construct their own views on a particular topic.

Tuan (2011: 1471) states that writing skill is deemed to be difficult for EFL students in the language learning. The difficulties include those in (1) generating and organizing ideas using an appropriate choice of vocabulary, sentence and paragraph organization and (2) putting such ideas into an intelligible text.

Writing is the difficult skill for students. So the teacher must have some idea to teach so that the students can study it easily. Besides, the kinds of the text can also be important in teaching English in order to make the writing teaching successful. To select the appropriate texts, the teacher must consider the characteristics of the students, which is directly related to the learning process.

The students will share their views on that certain topic to the other. A student view may be different with others'. It depends on their belief. Therefore, when constructing their views, the students have to make it understandable and acceptable.

From these statements, it can be concluded that writing refers to a process in which its activities are not produced immediately. The writer must think first about the topic, try to know the topic and find some information about the topic. There are lots of English texts that have to be learned by students in Vocational School level such as, recount, narrative, procedure, spoof, descriptive, etc.

Whitaker (2017: 4) states that it is important to recognize that the experience of reading is a key way to help students gain familiarity with the

ways writers work. Helping students "read like a writer" and respond to what they read also can make students aware of ways they, too, can write. The experience of reading is an important goal in itself and a focus on reading materials can help students develop as writers.

So it can be said to be a great writer should be good reader. In organizing for writing, teachers will determine how reading will play an important role in helping students develop as writers. Typically, the reading materials are used as models of writing or examples of genres, as a means of discussing a writer's strategies and techniques, as a means of stimulating students' interest and thinking about an issue or topic, and as resources to help students complete a task.

Often the teachers think of learning as consisting entirely of academic skills and knowledge, but character is the foundation of learning. Character education nurtures these attributes in an explicit, intentional, focused and systematic manner by promoting, modeling, and teaching, expecting, celebrating and consciously practicing them in everyday actions.

According to Alberta (2005:23) that the process of developing character projects begins with assessment in mind. Detailing what will be assessed defines the purpose of initiatives. Assessment is based on questions about projected impact of the work. Assessment of character and citizenship initiatives includes monitoring three primary components of character: knowledge, feelings and behavior. So, the character is needed in writing because as Coffin et al (2003: 33) say that students are meant to produce, and

focus on the creative processes of writing, the role of the individual in the act of writing, and the social aspects of writing, including students' identities, disciplinary conventions and the larger social context.

There are many kinds of texts that can be used such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. They are very useful for the teacher to achieve the instructional goals of teaching learning process and they can also be interesting for the students. The students are asked to write in English and they can decide the word, and its arrangement in the sentence. The writer supposes that the students' mastery of writing can be said good because they are trained to write those kinds of writing. However, the writer is still curious to know their mastery on writing.

B. The Reason for Choosing the Topic

In this research, the reasons that encourage the writer to choose this title are as follows:

1. Character is the foundation of learning. So, the students must have character in writing. The character based writing can be seen in narrative texts, the most interesting one by writing is the students tell us about the story and experience that can make the students enjoy the class and feel the story. So it will be quite easy for them to produce the simple text.

2. As a student of English department, the writer has a great interest in writing problem. The product of writing describes the students' feeling and idea.

C. The Limitation of the Study

In this study, the writer would like to limit the mastery of character based writing in narrative text of the eleventh year students of SMK Pracimantoro 7 Wonogiri in academic year of 2017/2018.

D. The Problem of the Study

Based on the background of the study, the problem of the study can be stated as follows: "How is the students' mastery of character based writing of the eleventh year students of SMK Pracimantoro 7 Wonogiri in academic year of 2017/2018?"

E. The Aim of the Study

The writer's aim of study is to describe the students' mastery of character based writing of the eleventh year students of SMK Pracimantoro 7 Wonogiri in academic year of 2017/2018.

F. The Use of the Study

The study is expected to be a feedback for teaching and learning process, especially in teaching writing.

1. The English teacher will pay more attention on the teaching and learning writing.

2. The students get some information about how to make a good writing and have good character in learning writing.

G. The Clarification of the Key Terms

The key terms used in the title of this study can be explained as follows:

1. Descriptive Study

According to Arikunto (2010:3) descriptive is describing certain thing, for example: circumstance, condition, situation, event, activity, etc. Therefore, descriptive study is the study to describe the circumstance, condition or other thing described above.

According to Burns and Grove (2003:201), descriptive study "is designed to provide a picture of a situation as it naturally happens". It may be used to justify current practice and make judgment and also to develop theories.

Based on the experts' statements above, the descriptive study of this research means to describe writing mastery and present in research report.

2. Mastery

Hornby (1995:523) defines mastery as complete control or knowledge. While in this study, mastery means the students' writing

knowledge of the eleventh year students of SMK Pracimantoro 7 Wonogiri in academic year of 2017/2018.

3. **Character**

According to Alberta (2005: 4-5) character can refer to:

a. Personality traits or virtues such as responsibility and respect for others,

b. Emotions such as guilt or sympathy,

c. Social skills such as conflict management or effective communication,

d. Behaviours such as sharing or helping, or

e. Cognitions such as belief in equality or problem-solving strategies.

Character education is a systemically designed and executed effort to instill the values of learners' behaviors related to God, self, human being, environment, and nationality embodied in thoughts, attitudes, feelings, words, and acts based on religious norms, law, etiquette, culture, and customs (Gunawan, 2012: 28). As teacher before doing the teaching and learning activities should do the planning in the learning process that includes the syllabus and Learning Implementation Plan (RPP). Syllabus as reference for development RPP made by the teacher before the learning process. As is in the existing curriculum, the syllabus is developed with reference to the standard content based on Ministerial Regulation No. 22 of 2006.

4. Writing

Harmer (2004 : b.86) states that writing is a process and that we write is often heavily influenced by contraints of genres, then these elements have to be present in learning activities. Boardman (2002 : 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

Character based writing in this thesis means to develop the potential of learners to have communicative competence in interpersonal, transactional, and functional texts in written English texts. Through the use of these texts, learners are guided to use factual, conceptual, and procedural knowledge, and to instill the noble values of the nation's character, in the context of life in the home, school, and community.

H. The Organization of the Study

The writer arranges the research paper in order that the reader can catch the research paper easily. It is also meant to give description to the readers.

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 organization of the study.

Chapter II the review of related literature. It discusses the theory of writing and character. The theory of writing consists of the meaning of writing, the types of writing, the importance of writing, the purpose of writing. The theory of character consists of the meaning of character, the purpose of character and teaching of character, and teaching writing in Vocational School.

Chapter III covers the method of the study. It consists of 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 covers the result of the research. It consists of presenting and analyzing data.

Chapter V presents conclusion and suggestion.

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 study.

The main problem in this study is "How is the mastery of character based writing of the eleventh year students of SMK Pracimantoro 7 Wonogiri in academic year of 2017/2018?"

The students' distribution of mark is 3 students get very good category, 25 students get good category, 2 students get fair category and no student gets fail category. The computation of the students' mastery in percentage is as follows:

a. The students who get very good score are 3 students.

$$\frac{3}{30} \text{ x } 100\% = 10 \%$$

b. The students who get good score are 25 students.

$$\frac{25}{30} \text{ x } 100\% = 83\%$$

c. The students who get fair score are 2 students.

$$\frac{2}{30} \text{ x } 100\% = 7 \%$$

d. No student gets fail score.

$$\frac{0}{30} \text{ x } 100\% = 0 \%$$

The number of total score is 92.93 and the number of students is 30. So the whole mastery of the students can be identified through the following formula:

$$\bar{x} = \frac{\Sigma x}{N}$$

$$\bar{x} = \frac{92.93}{30} = 3.10$$

The average score is 3.10

Based on the result above, the average score is 3.10. It means that the students' mastery of character based writing of the eleventh year students of Vocational School Pracimantoro 7 Wonogiri in academic year of 2017/2018 is **good.**

B. Suggestion

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

1. To the Students

   Based on the result of the study, it is suggested that the students should give more attention to English material. The students must be active in learning English and not to be ashamed to ask the teacher about the material of learning English especially writing.

2. To the English Teachers

   The research is expected that the teacher would like to introduce, demonstrate, motivate and provocate, support, respond, and evaluate

writing in more detail to their students because of its importance for the students to master English well. The teachers should use the character education to prepare in other environment which make students honest, creative, and friendly in teaching writing. The teachers need to guide students in writing process, for example when the students fill in the boxes the teacher gives them direction.

3. To the Readers

    It is expected that this study can be done in a class, not only on the writing achievement but also on the other component of English. The researcher realizes that this study is not complete. There are still many weaknesses dealing with the theory, method, or the idea, because of the researcher's limited skill.

    For the readers, the researcher hopes that the result of the research can be used as contribution and comparative matter in doing research although it is far from being perfect.

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