INVESTIGATING DESCRIPTIVE WRITING SKILLS AND MODEL OF CHARACTER-BASED LEARNING OF THE ELEVENTH-YEAR-STUDENTS IN THE ACADEMIC YEAR OF 2017-2018: THE COGNITIVE AND AFFECTIVE-BASED ANALYSIS

S1 - THESIS

This Thesis Submitted to the Board of Examiners as a Partial Fulfillment of Requirements for Awarding the Undergraduate Degree n in English Education Study Program.

By:

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TEACHER TRAINING AND EDUCATION FACULTY

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INVESTIGATING THE DESCRIPTIVE WRITING SKILLS AND MODEL OF CHARACTER BASED LEARNING OF THE ELEVENTH-YEAR-STUDENTS IN THE ACADEMIC YEAR OF 2017-2018: THE COGNITIVE AND AFFECTIVE-BASED ANALYSIS

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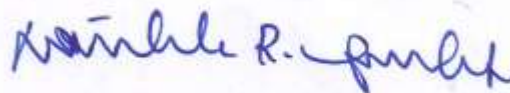
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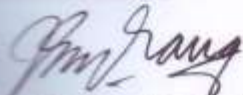
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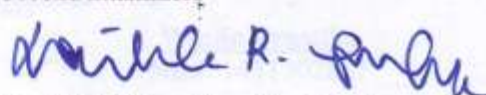NID/NIK. 0607106501/690 890 113

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "INVESTIGATING THE DESCRIPTIVE WRITING SKILLS AND MODEL OF CHARACTER BASED LEARNiNG OF THE ELEVENTH-YEAR-STUDENTS IN THE ACADEMIC YEAR OF 2017-2018: THE COGNITIVE AND AFFECTIVE-BASED ANALYSIS".

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, 30 Agustus 2018

Winda Prastika
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MOTTO

Allah will not burden you more that you can bear.

(QS. Al Baqarah: 286)

Verily with every hardship, there is relief.

(QS. Al Insyirah: 6)

We never fail when we try to do our duty, we always fail when we neglect to do it.

(Robert Baden Powell)

PRESENTATION

This thesis is presented to:

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I am really aware that this thesis is still far for being perfect. Therefore, I will receive the criticism and suggestion from the readers in order to improve this thesis. Finally, I hope that the thesis is useful, especially for those who concern with writing subject.

Klaten,   Agustus 2018

Winda Prastika

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ABSTRACT

Winda Prastika. Student Number:1411202887. English Education Study Program. Teacher Training and Education Faculty. Widya Dharma University. 2018. S-1 Thesis: *Investigating Descriptive Writing Skills and Model of Character-Based Learning of the Eleventh-Year-Students in The Academic Year of 2017-2018: The Cognitive and Affective-Based Analysis.*

This research aims at investigating and analyzing students' descriptive writing skills and observing the character-based learning model that engage the cognitive and affective skills among the eleventh-year-students in the academic year of 2017-2018.

This research applied for the mixed-methods and involved 60 students of the eleventh year students of Islamic state high school (*Madrasah Aliyah Negeri* 1) Klaten as the respondents. Data collection used writing test and observation technique. Data were descriptively analyzed with both quantitative and qualitative method.

The finding showed that the overall achievement of students' organization component was in **average** category with 73.3%or 60 respondents, mechanics component was in **average** category with 66.7% or 60 respondents, evidence component was in **average** category with 46.7%or 60 respondents, and sentence structure component was in **average** category with 55% or 60 respondents. Students' lowest score gained in descriptive writing was sentence structure (*M*=2.533; *SD*=.446) and and the highest score was on organization component (*M*=2.733; *SD*=.700). This overall quantitative finding proved that students' descriptive writing skills were on **average** category. Meanwhile, the observational-based analysis empirically proved evidence that the students character previous observation, in the honesty aspect, some of the students in the class were honest and did the work independently, did not cheating or copying on the internet. In the aspect of the sense of care, most ofthe students were care about their friends. In the communication aspect, almost all students communicated well with friends and teachers, only a small proportion of students were passive. In the collaboration aspect, only a small percentage of students did collaborations, the most of students did not collaborate with other friends.

Keywords: Descriptive study, Model of Character Based-Learning, Writing.

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a developmental and flexible process. Using a prescribed process for acts of writing during instruction does not take into account individual differences between writers and generates writing instruction that is narrow, rigid, and inflexible (Sharp, 2016: 77). On the other side writing is one of the indispensable things in studying English. It is one of the language skills that the students have to learn in their learning process (Huy, 2015: 66).

Writing is an important difficult skill in English, and Togatorop (2005: 247) states that writing is known as one of the most important but difficult academic skills. It usually takes so much time for the students to master competently and tends to be a boring lesson. Writing is learned, not taught, and the teachers' role is to be non-directive and facilitating, providing writers with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interference(Hyland, 2002: 23). So, writing is the most important and difficult academic skill in English that is developmental and flexible with the cooperative environment and minimal interference.

According to the theories above, this study attempts at investigating the descriptive writing skills of the eleventh-year-students in the academic year of 2017/2018. In writing skills, the cognitive-based skill is analyzed based on

students' descriptive paragraph tests, whilst the affective-based skill is analyzed based on students' teaching and learning process through the observation activities. According to Kamarudin (2012: 223) in an educational environment, character education program has been done both formally and informally. It is intended as one of the supporting ideas for follow-up in the form of design activities. Character education should basically refer to the vision and mission of the institution concerned. It shows the orientation of the two things in the character of the students, namely aspects of human character and individual learners.

Character education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share. It is the intentional, proactive effort by schools, districts, and states to instill in their student important core, ethical values such as respect for self and others, responsibility, integrity, and self-discipline. It is not a "quick fix" or silver-bullet cure-all. It provides long-term solutions that address moral, ethical, and academic issues that are of growing concern about our society and the safety of our schools. At its best, character education integrates positive values into every aspect of the school day (Reardon, 2006: 2).

As we know most children spend more time in school every day. Therefore, one of the efforts to build the character of a child is to incorporate the character into formal education. The development of character values is not specifically contained in a particular subject but is inserted into every

subject in the school, so that the student develop into a person who has good character and good intellectuality (Pratiwi, 2017: 33-34).

Based on the theories above, character education is a learning or aspect that should be taught in school because most students spend much of their time in school. So there is a need to cultivate the values of characters such as morals, ethics, responsibilities, and disciplines that are taught every day in school to provide long-term solutions of many issues that address the morals that occur in the community.

Based on her observation at Islamic state high school (*Madrasah Aliyah Negeri*) 1 Klaten on April 30 2018, with a duration of 45 minutes the students were active in the learning process in their class. They paid attention to their teachers' explanation, but when the teacher gave them an exercise to write something they found difficulties especially in the vocabulary and sentence structure mastery. The researcher found a problem with the teacher and the students. The teacher had difficulties when the students could not master vocabulary fluently and grammarappropriately because the teacher had to teach 35 students in the class. Some students did not join the class seriously, they were busy with their activities like chatting with their classmates and operating their laptop for the personal purposes. Moreover, the teacher used the classical learning in teaching and learning process, by giving some materials and exercises, such as the teacher just gave them some material to read and the teacher did not use the instrument to help the students understand

the material.The condition made the students feel bored. The teacher gave a writing assignment and never returned the result aftercorrecting it,then they could not do the improvement. When the teacher gave a writing exercise, the students were passive and they were confused to determine a topic. Some of them wrote a text in Indonesian, then be translated into English. The writing text was translated word for word, so they wrote ungrammatical sentences.

The students got difficulties in writing, they produced some mistakes in vocabulary, so they cannot write with correct grammar in English. The students used unsuitable words to write English. The students did not apply the English sentence structure correctly, they explained that they could write in Indonesian, instead of writing in English. Islamic State High School (*Madrasah Aliyah Negeri*) 1 Klaten use the 2013 curriculum in all grades, the students must be independent to get their materialby using their smart-phone to facilitate their online material searching. In writing process, they usually wrote in Indonesian, and then they translated into English on the internet by using google translate with the incorrect result such as incorrect grammar, because Indonesian and English had the different structure.

Based on the explanation above, this research attempts at investigating students' descriptive writing skill and model of character-based learning 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 as follows:

1. The students get difficulties in writing. They produce some mistake in vocabulary, so they cannot write with correct grammatical structure in English. For example, the students wrote "stir the batter with slow" to say *"aduklah adonan secara perlahan"*. The students should choose the word "slowly" to express *"secara perlahan"* in English, not "with slow", which is ungrammatical.

2. The students take time to write English because they first write the Indonesian then they translate the text into English without understanding the grammar appropriately

C. The Limitation of the Study

The limitation of the study focuses on students' descriptive writing skills that support to their character-based learning in the writing subject of the eleventh-year-students of Islamic state high school (*Madrasah Aliyah Negeri*) 1 Klaten in the academic year of 2017/2018. Hence, this study investigates students' cognitive skills through their descriptive writing test and affective skills through their process of teaching and learning in the classroom.

D. The Statement of the Problem

In this study the researcher gives the specific problem statement as follows:

a.	How is the writing skills of the eleventh year students of Islamic state high school (*Madrasah Aliyah Negeri*) 1 Klaten in the academic year of 2017/2018?

b.	How is the model of character-based learning of the eleventh year studentsof Islamic state high school (*Madrasah Aliyah Negeri*) 1 Klaten in the academic year of 2017/2018?

E. The Aim of the Study

This study aims at investigating and analyzing students' descriptive writing skills and observing the character-based learning model that engage the cognitive and affective skills among the eleventh-year-studentsof Islamic State High School (*Madrasah Aliyah Negeri*) 1 Klaten in the academic year of 2017/2018.

F. The Use of the Study

By investigating and analyzing the topic of this study, the researcher expects that the result of this research can be used by:

1.	The Teachers.

In this case, they hope to:

a.	They are expected to use students' descriptive writing skills to design, improve, and improve teachers' instructional techniques.

2.	The Writer.

In this case, she hopes to:

a.	Get an experience and acknowledgment about descriptive writing.

b.	Make the study as the starting point of research in the future.

3. The Readers.

   a. Understand the students' writing mastery done by eleventh-year students of Islamic state high school (*Madrasah Aliyah Negeri*) 1 Klaten in writing.

   b. Have knowledge about the ways of research especially on descriptive writing.

G. The Clarification of the Key Term

This study clarifies the title: "Investigating the Descriptive Writing Skills and Model of Character-Based Learning of the Eleventh-Year-Students in the Academic Year of 2017/2018: The Cognitive and Affective-Based Analysis". To understand the meaning, the researcher clarifies the terms of the study as follows:

1. Descriptive Writing

According to Hadi (2015: 03), descriptive study is a study which only describes the condition of an object or its event without taking general conclusions. Based on the statement, what is meant by descriptive study in this study is a study to investigate the descriptive writing skills of the eleventh-year-students through the cognitive and affective-based analysis.

a. Writing Skill

Writing is the physical act of committing word or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental

work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Sokolik, 2003: 88).Writing is the skill in expressing ideas through the written words of the target language. Writing skill must be practiced and learned through experience (Segal &Pravlik, 1985: 9).

In this study writing skill is the practice of making a work to find ideas and organize them into statements and paragraphs that will be clear to the readers.

b. Model of Character Based Learning

According to Rosmiati, Mahmud, &Talib (2016: 5635), the character based learning model is expected to facilitate a teacher in implementing the innovative learning and attracting the students to study in accordance with the concept of character education. Meanwhile, Istyarini states (2015: 33) model of character-based learning divided into two types as follows learning model cooperative and social cognitive learning model.

In this study the model of character based learning in theIslamic state high school (*Madrasah Aliyah Negeri*) 1 Klaten is expected to facilitate the teacher and students specifically examines the character of honesty, sense of care, communication, and collaboration.

2. **Cognitive and Affective Skills**

a. **Cognitive Skill**

According to Kuboja and Ngussa (2015: 42) cognitive domain is associated with knowledge, comprehension, application, analysis, synthesis, and evaluation.According to Zhu (2006) in Lashari et al., (2012: 13) cognitive engagement is related to thinking process which involves seeking, interpreting, analyzing, reasoning with data and making decisions.

According to Pascarella & Terenzini (2005) in Kim et al., (2015: 527), cognitive skill is the acquisition of general intellectual or cognitive competencies and skills, which if they are not so directly tied to a particular curriculum or course of study, are nevertheless thought to be salient outcomes of postsecondary education.

In this study cognitive skills are knowledge related to intellectual competence and relate to interpretation and analysis of the eleventh year students of Islamic state high school (*Madrasah Aliyah Negeri* 1) Klaten.

b. **Affective Skill**

According to Brown, Ferrill, Hinton, &Shek (2001) in Allen and Friedmen (2010: 2), affective characteristics such as motivation, initiative, compassion, service, accountability, empathy, honesty, advocacy, commitment, optimism, respect and self-confidence lead to behaviors that typically produce professional excellence. Meanwhile, According to Beard et al., (2007) in Shephard (2007: 89), students'

motivation to learn and their emotional state whilst learning are also elements of the affective domain.

According to Miller (2005: 14), affective skill is concerned with how learners feel while they are learning, as well as with how learning experiences are internalized so they can guide the learner's attitudes, opinions, and behavior in the future. Meanwhile, Adams (1992: 11) states affective skill is a process through which individuals come to harness their feeling and emotions so that their predispositions to action come to serve the best interests of the individual and society.

In this study affective skills are students' emotional skills related to students' emotions such as motivation, initiative, empathy, honesty, commitment, optimism, and students' confidence of the eleventh year students of Islamic state high school (*Madrasah Aliyah Negeri* 1) Klaten in learning.

H. The Organization of the Study

In order to give an arrangement of this study, the researcher presents the organization of the study as follows:

Chapter I is an introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the statement of the problem, 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 a review of the related literature. It consists of the theory of writing, the theoretical model of character-based learning, and the theory of

cognitive and affective skills. The theory of writing consists of the meaning of writing, the function of writing, teaching and learning writing, and the process of teaching writing. The theoretical model of character-based learning consists of the meaning of character, and the meaning of character-based learning. The theory of cognitive and affective skills consists of the meaning of cognitive skill, and the meaning of affective skill.

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

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

Chapter V is the conclusion, and suggestion. It consists of the conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher attemts to give a brief conclusion and suggestion about the writing mastery of the eleventh year students of Islamic state high school (*Madrasah Aliyah Negeri* 1) Klaten in the academic year 2017-2018. They are as follow:

A. Conclusion

After presenting and analyzing the data which were obtained from the research, the researcher would like to conclude the analysis and discussion provided in chapter IV. The main aim of this study is investigating and analyzing students' descriptive writing skills and observing the character-based learning model that engage the cognitive and affective skills among the eleventh-year-students in the academic year of 2017-2018. In this chapter the researcher want to give an answer about the main problem that is "How is the writing skills of the eleventh year students of Islamic state high school (*Madrasah Aliyah Negeri* 1) Klaten in academic year 2017/2018?" and "How is the model of character-based learning of the eleventh year students of

Islamic state high school (*Madrasah Aliyah Negeri* 1) Klaten in academic year 2017/2018?".

Based on the students' writing mastery of previous computation, the students' organization mean was 2.73 and the standard deviation was 0.446 with n=60. The overall achievement of the organization component showed **average** category with 73.3%. Students' mechanics mean was 2.65 and the standard deviation was 0.515 with n=60. The overall achievement of mechanics component showed **average** category with 66.7%.Students' evidence mean was 2.68 and the standard deviation was 0.701 with n=60. The overall achievement of evidence component showed **average** category with 46.7%.Students' mean was 2.53 and the standard deviation was 0.70 with n=60. The overall achievement of sentence structure component showed **average** category with 55%.The lowest mean gained in the essay component was sentence structure (2.533) and the highest mean was organization(2.733).

Based on the results of t-test analysis, there was no significant difference in scores for organization (M = 2.73, SD = .446; t = 47, p = .000 (2-tailed) with 95% confidence interval ranging from 2.62 to 2.85; mechanics (M = 2.65, SD = .515; t = 40, p = .000 (2-tailed) with 95% confidence interval ranging from 2.52 to 278; evidence (M = 2.68, SD = .701; t = 30, p = .000 (2-tailed) with 95% confidence interval ranging from 2.50 to 2.86; and sentence structure (M = 2.53, SD = .700; t = 28, p = .000 (2-tailed) with 95% confidence interval ranging from 2.35 to 2.71.

Based on the students' character previous observation, in the honesty aspect, some of the students in the class were honest and did the work independently, did not cheating or copying on the internet. In the aspect of the sense of care, most ofthe students were care about their friends. In the communication aspect, almost all students communicated well with friends and teachers, only a small proportion of students were passive. In the collaboration aspect, only a small percentage of students did collaborations, the most of students did not collaborate with other friends. So the researcher concludes the mastery of writing of the eleventh year students of Islamic state high school (*Madrasah Aliyah Negeri* 1) Klaten was gained **average** category.

B. Suggestion

Based on the conclusion the researcher would like to give suggestions to the teacher and students.

1. To the English teacher

By understanding the result of the study, the English teacher can know the students' writing skill and the students' character. The teacher must give more excercises to the students concerning with writing and give a lot of attention, especially in the material of grammar. In addition, the teacher must also continue to accompany and guide students intensively, so that when instructing students to look for material on the internet, students do not use their laptops or cellphones for personal gain. Teachers are also

advised to use appropriate methods such as jigsaw, problem-based introduction, and students team to apply character education in the 2013 curriculum so that students have the character as expected.

2. To the students

The result of the study would enable them to get significant experience on how to enlarge their knowledge of writing skill knowing how they behave when writing subjects. In learning writing, the students must practice writing anything in everyday life and students must study hard and do many exercises concerning with writing. In educating characters, students must be more confident in doing and not relying on others. But caring and helping each other is also very important for everyday life.

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