

**A DESCRIPTIVE STUDY ON THE MASTERY OF CHARACTER BASED  
WRITING OF THE EIGHTH YEAR STUDENTS OF SMP NEGERI 2  
TEPUS GUNUNGKIDUL 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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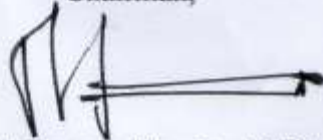
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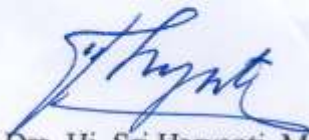
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## **PRONOUNCEMENT**

This is to certify that I myself write the thesis entitled “**A DESCRIPTIVE STUDY ON THE MASTERY OF CHARACTER BASED WRITING OF THE EIGHTH YEAR STUDENTS OF SMP NEGERI 2 TEPUS GUNUNGKIDUL 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

Yunarti

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## MOTTO

1. Maka sesungguhnya bersama kesulitan ada kemudahan, sesungguhnya bersama kesulitan ada kemudahan.

(QS. Al-Insyirah : 5-6)

2. Education is the most powerful weapon which you can use to change the world.

(Nelson Mandela)

3. Learn from the past, live for today, and plan for tomorrow.

(The reseacher)

4. Where there is a will, there is a way.

(English Proverb)

5. The five happines comes who we are able to make others happy.

(The researcher)

6. Do the best, be the best, get the best.

(The researcher)

## PRESENTATION

This thesis is presented to :

1. My parents, mom and dad, thanks for your pray and support, thanks for being my motivator, teacher and counselor. My love is always with you.
2. My beloved husband **Ridwan Haffid**, thanks for everything, your love, motivation, pray, and your support. I love you too.
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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

YUNARTI. Student No. 1611200012. English 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 Eighth Year Students of SMP Negeri 2 Tepus Gunungkidul in Academic Year of 2017/2018.*

This research aims at describing the student's mastery of character based writing of the eighth year students of SMP Negeri 2 Tepus Gunungkidul in academic year of 2017/2018.

The researcher takes the eighth year students of 2017/2018 as population. The number of population is 95 students divided into four classes consisting of class VIIIA : 23, VIIIB : 25, VIIC : 23, VIID : 24. Therefore, the researcher takes all of students as a sample. Therefore, the researcher takes all of students as a sample by collecting the students writing test of descriptive text about pet then analyzing the data using statistical method.

After analyzing the data, the researcher can find that the students who get very good mark are 10 students or 10,5%, good mark are 70 students or 73,7%, fair mark are 15 students or 15,8% and there is no student who gets fail mark. The total score of the students' mastery of character based writing is 275.2. The mean is 2.89, and it is categorized into good category. Finally, the researcher draws the conclusion that the mastery of character based writing of the eighth year students of SMP Negeri 2 Tepus Gunungkidul in academic year of 2017/2018 is **good**.

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

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Writing is an important skill that must be learned. This is due not only needs to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn ideas into a readable text. According to Tarigan (2013:3), writing is a language skill used to communicate indirectly, not face to face with others. It is productive and expressive activity. This activity can make the students produce a text, a letter, and a story of research report. They can also express their ideas, their own desire, or their feeling.

The process of writing is an approach to incorporate writing skill from the very beginning of the English process. The writing process focuses on allowing students to write with a lot of mistakes. The standard correction begins slowly. Students are encouraged to communicate through writing regardless of their knowledge of English grammar and structure because the problem is how the students master the writing skill in English.

One of the grades in formal education is Junior High School. In Junior High School, English is the subject of the lesson. *Permendiknas No.23 Tahun 2006* states that English language is one of the subjects in Junior High School. In Junior High School, students are taught the kinds of texts. *Permendiknas*

*No.23 Tahun 2006* states that the various types of texts that are learned by the students of Junior High School are interpersonal text and transactional text.

In mastering English, students should master four main skills as stated by *Permendiknas No.23 Tahun 2006*. It states that teaching English purposes at mastering four skills. They are listening, speaking, reading, and writing. The most difficult skill faced by the students of Junior high School is writing, because it is a complex skill.

Because of the complexity of writing skill, the teacher needs to teach writing well. Teaching writing has a key role to build students' capability in using English language. In teaching writing, teachers need the collaboration from teacher and other aspect that support. Seow (2002:315-320) states that writing is obviously the most difficult skill for second and foreign language learners to person. The main reason for this difficulty is the fact that writing is a very complex process which involves both creating and organizing ideas and translating them into cohesive texts which are readable. In every Junior High School in Indonesia, writing is taught by many teachers. Every school has different way to teach writing because every school has each students' characteristics. One of the Junior High Schools in Gunungkidul that has many varieties of students is SMP Negeri 2 Tepus Gunungkidul.

According to Fauziati writing as process is oriented towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices vary from each other; these often depend much upon the students' experiences and skills when planning and adjusting their

writing program (2010: 51). It is known that writing in English as a second language is a difficult skill which usually takes so much time for students to master competently. The writing difficulty is usually associated with its complex process or activities. It can be said that writing is the most difficult of the four language skills (speaking, listening, reading, and writing ). This view is as what Seow states (2002: 319) that writing is a very complex activity for its complicated components such as the development of ideas, syntax, grammar, organization, vocabulary, content, communication skill, and use of punctuation. Yet, in fact, the student writing skill is still very low and there are still many students who are reluctant to practice English writing.

Based on the researcher's experience, when conducting Teaching Practice Program (*Praktik Pengalaman Lapangan*) from January to March 2017, the first issue in the learning process is the students did not have motivation to learn English, especially writing. They were reluctant to write what the teacher wrote in the whiteboard and they were also unwilling to bring dictionary. They did not have desire to love writing. They were also disrespectful of themselves and others. So, they learned English merely by focussing on teacher's role.

The teacher should be aware of responsibility character and that of good behavior which are not similar. Policy makers have enacted a policy regarding moral education that is intended to be the major part of school education, for instance, teaching society character in line with character education it can be said character education includes responsibility, honesty, integrity or doing one's best, respect, living peaceably, caring civility, and the

golden rule. They teach politeness in accordance with literacy education. They also teach good values in conformity with science education. Intelligence and character are combined in the cultural and polite behavior in using the language. Because students spend so much time in school, our schools offer a critically important opportunity to ensure that all students get the support and help they need to reach their full potential.

In teacher's role can be seen the students' character. The teacher implements character education through the internalization of the character values into the students class. It means that she has limited awareness about the internalization of character values even though subconsciously teacher has already applied it into teaching and learning activities.

According to the syllabus the students expected to be able to:

1. Demonstrate English behavior that reflects the attitude of the faithful, honest, disciplined, responsible, caring, responsive and proactive person and shows attitude as part of the solution to problems in interacting effectively with social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.
2. Having factual, conceptual, procedural, and metacognitive knowledge about social functions, meaning structures (sequences of meaning or familiar to the structure of texts), and linguistic elements of English texts that have the potential to develop humanitarian, national, state, and civilization-related insights into the causes of phenomena and events, and apply procedural knowledge to a specific field of study in accordance with his or her talents and interests to solve.



3. Having the skills to cultivate, reason and serve in a concrete and abstract realm related to the use of English-language texts studied in schools independently and to act effectively and creatively, and capable of using methods in accordance with English language rules.

Furthermore in the teacher's lesson plans it is clearly stated about the list of character values and the class activities that support the implementation of character education into the teaching and learning English. In the lesson plans, the teacher mentions eight character values based on the list of character values that should be developed for English learners at high school level released by Ministry of National Education. In the implementation step, the teacher only developed six of them into her class activities. It happens because the teacher has not analyzed the appropriate character values which are supposed to be appropriate with the topic that will be delivered.

From the fact and phenomenon above, the researcher conducts a field research at the eighth year students of SMP Negeri 2 Tepus Gunungkidul in academic year 2017/2018. So, this research is entitled "A descriptive study on the mastery of character based writing of the eighth year students of SMP Negeri 2 Tepus in academic year of 2017/2018".

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

The reasons why the researcher has chosen the topic are as follows:

1. Writing is one of the skills that plays an important role to enlarge the capability of studying English, especially to enrich the students' vocabulary and to help the students expressing their idea.
2. Writing is part of the material subjects which much be learnt because it is very important for students in order to be able to write well.
3. Teaching English writing in Junior High School is necessary because this program helps students to be more ready and confident in learning English at the higher levels.

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

In this study, the researcher would like to limit the scope of the study as follow:

1. The eighth grade of SMP Negeri 2 Tepus Gunungkidul in academic year of 2017/2018.
2. The character based writing in descriptive text.
3. The students' character onresponsibility.

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

Based on the background of the study, the problem of the study can be stated as follow: "How is the students' mastery of character based writing of the eighth year students of SMP Negeri 2 Tepus Gunungkidul in academic year of 2017/2018 ?"

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

The researcher's aim of the study is to describe the students' mastery of character based writing of the eighth year students of SMP Negeri 2 TepusGunungkidul in academic year of 2017/2018.

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

This study will be classified into two things, namely

#### **1. Practical Use**

For the students and the teacher, the result of the study can improve their ability on writing in Junior High School, especially descriptive text. For the teachers, it can be a recommendation for them to encourage the students in mastering writing skill. Then for the readers, the result of the study can be useful as a reference for their research in the future.

#### **2. Theoretical Use**

The result of the study can be used to enrich the knowledge of writing theory for the teacher and the students in order to know what they will do as an English teacher in the future. By this research, the teacher can know and understand students' ability in writing. The material is supposed to support the students' character of responsibility, and the researcher chooses descriptive text, because this material is easier to understand by students.

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

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

### **1. Descriptive Study**

Hadi (2006: 3) states that in descriptive method, a researcher only describes about the condition of the object or event, not to get the general conclusion. According to Azwar (2010:7), descriptive study is a study which describes systematically and accurately fact and certain population. According to Ary (2002: 426) descriptive research is studies which are designed to obtain information concerning the current status phenomena. Descriptive study is a study conducted with the primary objective to describe a situation objectively (Setiadi, 2006:18).

In this study, descriptive study means an investigation that attempts to describe accurately and factually the mastery of character based writing of the eighth year students of SMP Negeri 2 Tepus Gunungkidul in academic year of 2017/2018.

### **2. Mastery**

Mastery focuses on overt behaviors that can be observed and measured (Baum, 2005:20). In this study, mastery means the students' behaviors in writing text, which is measured through the test.

### **3. Character Based Writing**

According to Alberta (2005: 52) the ability to use language effectively is linked to students' abilities to become responsible, contributing citizens and lifelong learners. The five general

student outcomes all afford potential opportunities for character by creating opportunities for students to:

- a. explore thoughts, ideas, feelings and experiences,
- b. comprehend and respond personally and critically to oral, print and other media texts,
- c. manage ideas and information,
- d. enhance the clarity and artistry of communication,
- e. respect, support and collaborate with others.

As students are guided to explore different perspectives, think critically, communicate in a variety of formats and work cooperatively, they also learn to develop and demonstrate character skills. Writing can increase children's intellectual, social and environmental development and plays a critical role in learning (Hyland, 2002:96). Writing is a skill that expresses some ideas through the written communication with many different forms and variety of purposes to write.

The goal is to make the students being creative in writing and feel comfortable expressing themselves. The students having factual, conceptual, procedural, and metacognitive knowledge about social functions, meaning structures (sequences of meaning or familiar to the structure of texts), and linguistic elements of English texts that have the potential to develop humanitarian, national, state, and civilization-related insights into the causes of phenomena and events, and apply procedural knowledge to a specific field of study in accordance with his or her talents and interests to solve. Once they feel comfortable, you can teach them

lessons about writing tighter prose, using more creative imagery or whatever other writing techniques you may want to include. Responsibility is one of character based writing which must be shown up in student's task. The students are supposed to finish their work in time.

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

To give clear understanding of this thesis, the researcher has appointed the organization of the thesis. The thesis contains of the 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, the organization of the study.

**Chapter II is the theory underlying the study.** This chapter 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 process of writing, and the principles for teaching writing. The theory of character consists of the meaning of character, the purpose of character, and teaching character education.

**Chapter III is the method of the study.** It deals with the meaning of the research method, the subject of the study, the technique of collecting the data and the technique of analyzing the data.

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

**Chapter V is conclusion.** It consists of conclusion and suggestion.

## CHAPTER V

### CONCLUSION AND SEGGESTION

#### A. Conclusion

After presenting and analyzing the data which were obtained from the research, the researcher concludes the result of the study.

This study wants to give the answer to the main problem, namely “How is the mastery of character based writing of the eighth year students of SMP Negeri 2 Tepus Gunungkidul in academic year of 2017/2018?”.

Based on analyzing data in chapter IV, the researcher knows that the highest score form the test is 3.8 gained by the sample number 29, 74, 80 and 83. The lowest score is 2.0 gained by the sample number 86 and 93. The classification of the students’ level to master writing descriptive is that the students who get very good value are 10 students, the students who get good value are 70 students, the students who get fair value are 15 students, no student gets fail value. The students’ mean is 2.89, and when the researcher looks at the table of the mark classification she can classify it into good category. So the students’ mastery in character based writing of the eighth year students of SMP Negeri 2 Tepus Gunungkidul in academic year of 2017/2018 is good.

## **B. Suggestion**

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

### **1. To the Students**

It is hoped that the result of the study can give them clearer explanation about writing. The students will focus on exercising writing mastery. The students must be active in learning English and not to be ashamed to ask the teachers about the material of learning English especially writing.

### **2. To the English Teachers**

It is expected that they would like to introduce and to explain writing in more detail to their students because of its importance for the students to master English well and that they should apply the good method in teaching writing.

### **3. To the Readers**

With this research, the researcher suggests the readers or other researchers take benefit from it.

This research is far from being perfect; all are done in limited time and done by the research beginner who just has limited skills and experience in the world of research. So, the researcher hopes much more advice, idea, correction and critics.

The researcher will be glad if one of the readers devotes his time to do further study in subject writing with other models.



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