

**ASSESSING STUDENTS' WRITING SKILL AND ITS CHARACTER  
BASED LEARNING CONTRIBUTION AMONG THE ELEVENTH  
GRADERS OF SMA N 1 JATINOM IN ACADEMIC YEAR 2019/2020**

**S-1 THESIS**

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English Education Study Program, Teacher Training and Education Faculty,  
University of Widya Dharma Klaten



**By**

**Name : SINGGI BINSAR BINTARA**

**Student No. : 1311202871**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**THE FACULTY OF TEACHING TRAINING AND EDUCATION**

**WIDYA DHARMA UNIVERSITY KLATEN**

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## APPROVAL

### ASSESSING STUDENTS' WRITING SKILL AND ITS CHARACTER BASED LEARNING CONTRIBUTION AMONG THE ELEVENTH GRADERS OF SMA N 1 JATINOM IN ACADEMIC YEAR 2019/2020

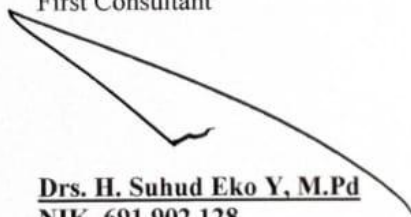
By

Name : Singgi Binsar Bintara

Student Number : 1311202871

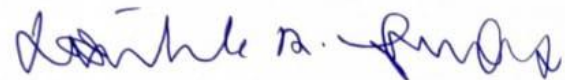
This thesis has been approved by:

First Consultant



Drs. H. Suhud Eko Y, M.Pd  
NIK. 691 902 128

Second Consultant



Dr. Didik Rinan Sumekto, M.Pd  
NIK. 690 909 302

## RATIFICATION

### ASSESSING STUDENTS' WRITING SKILL AND ITS CHARACTER BASED LEARNING CONTRIBUTION AMONG THE ELEVENTH GRADES OF SMA N 1 JATINOM IN ACADEMIC YEAR 2019/2020

By

Name : SINGGI BINSAR BINTARA

Student No. : 1311202871

Accepted by the Board of Examiners of Teacher Training and Education Faculty,  
University of Widya Dharma Klaten on:

Day : Monday

Date : 06 July 2020

The Board of Examiners

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**Dr. H. Ronggo Warsito, M.Pd.**  
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**Kustinah, S.Pd., M. Hum.**  
NIK. 690 903 274

First Examiner,



**Drs. Suhud Eko Yuwono, M.Hum.**  
NIK. 691 092 128

Second Examiner,



**Dr. Didik Rinan Sumekto, M.Pd.**  
NIK. 690 909 302

Faculty of Teacher Training and Education  
Dean,



**Dr. H. Ronggo Warsito, M.Pd.**  
NIK. 690 890 113

### **PRONOUNCEMENT**

This is to certify that I, myself write this thesis entitled “ **ASSESSING STUDENTS’ WRITING SKILL AND ITS CHARACTER BASED LEARNING CONTRIBUTION AMONG THE ELEVENTH GRADERS OF SMA N 1 JATINOM IN ACADEMIC YEAR 2019/2020** ” .

It is not a plagiarism or made by others. Anything related to others’ work is written in quotation the source of which is listed on bibliography.

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

Klaten, July 2020



**Singgi Binsar Bintara**  
**1311202871**

## **MOTTO**

“ALLAH tidak membebani seseorang melainkan sesuai dengan kesanggupannya.....”

(Qs. Al-Baqarah 286)

“TIME WILL TELL.”

-The Writer-

## **PRESENTATION**

I dedicate this thesis to:

1. My beloved mother Sumarmi and father Ambar Ariyanto.

“In every part of this whole thesis making process, you two are the great people of my life who never stop give me endless spirit, motivation, love and prayer. Dear my parents, all praise to God, finally I have finished what I have started. Thank you so much. May God reward you all with many merriments in every second of your life. I love you”

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3. My lovely, Zahra Suci Rachmani.

“Thank for supporting and always accompany me.

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“Thanks all for the support, help, togetherness, and friendship. See you on top.”

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Many thanks are also addressed to everyone whom the writer cannot mention one by one. In the end, the writer admits that this thesis is far from being perfect. Therefore, the writer welcomes all criticisms, suggestions from readers in order to make this thesis perfect. At last, the writer hopes that this thesis report will be useful, especially for the English Department students and readers in general.

Klaten, July 2020

The Writer,

**Singgi Binsar Bintara**



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## ABSTRACT

**Singgi Binsar Bintara, 1311202871**, English Education Study Program, Teacher Training and Education Faculty of Widya Dharma University of Klaten, 2020. Undergraduate thesis: *Assessing Students' Writing Skill and Its Character Based Learning Contribution Among the Eleventh Graders of SMA N 1 JATINOM In Academic Year 2019/2020*.

This research was aimed to assesing studentst's writing skill and character based learning contribution among the eleventh graders of SMA N I JATINOM in academic yera 2029/ 2020. It is answer the question "How is the process of assesing students writing skills and its character based learning contribution among the eleventh graders of SMA N 1 JATINOM, Klaten in 2019/ 2020 academic year. The research findings and discussion dealing with the data collected during the research. The data were taken from instrument, namely interview to the same teacher who teach of eleventh graders of SMAN 1 JATINOM, KLATEN, because of the situation of Pandemi Covid-19. The researcher us qualitative data, that is all about information which is spoken or written, even picture/ photo, which contributes to answer problem of the research as states in chapter I (the problem of the study).

In this finding, the researcher presents the result of research and the analysis of the data from interview to the same teacher who teach English of eleventh graders of SMAN I JATINOM. The interview was carried out using a purposive technique toward 4 English teachers in SMAN 1 JATINOM. The interview lasted for a span of time April- Mei. To strength the result of the substance of the interview data is carried out by searching the existing and documents and archives. All research data is broken down based on the focus of the research questions as follow ;1)the planning of implementation of assessing students writing skill and its character based learning in SMAN I JATINOM, KLATEN in 2019/2020 academic year , 2)the implementation of character education in assessing student writing skill in SMAN I JATINOM, KLATEN in academic year 2019/2020, 3)Inhibiting factors in assessing students writing skill and its character based learning contribution among the eleventh graders SMAN I JATINOM, KLATEN in 2019/ 2020 academic year and also 4) The solution to solve the difficulties factor in assessing students writing skill and its character based learning contribution among the eleventh grades SMAN I JATINOM, KLATEN in 2009/2020 academic year.

**Keywords:** *Writing Skills and Character Base Learning*

## **CHAPTER I**

### **INTRODUCTION**

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

Writing was productive skill that means the learners had to produce something in the activity of writing, like write a story, poetry, short story, and the simple product of writing was sentences and arrange to be paragraph. Nunan (2003: 8) described that inventing ideas as the mental work of writing, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader. It meant in writing a researcher writing was process of expression ideas, thinking or feeling, organizing them into statement and paragraph to made them visible and concentrated of words on the piece of paper. On the other hand writing was one of the indispensable things in studying English. In student learning process, writing was one of the language skills (Huy, 2015: 66).

Among these skilss, writing was the most difficult one like Togatorop (2015) “In the four language skills (speaking, listening, reading and writing), writing could be said was the most difficult“ His statement is supported by several expert including Nunan (1995), Brow (2001), and Harmer (2007) who said that writing was a very complex activity for its complicated components such as development of ideas, syntax, grammar, organization, vocabulary, contents, communication skills and the use of punctuation.

All these skills helped people to express their thought. In meant to make easier in communication and expressing the thought, everyone should master all these skills. To mastered all of them, people needed to learn. Commonly, some one would come to a teacher to learn something. Then, teaching and learning activity was happened.

Based on curriculum 2013, there were five genres which had to be mastered by the students about texts in writing such as narrative, decriptive, recount, procedure, and report. Writing skills could not be separated from learning kinds of text in Senior High School and character education as quoted in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 64 Tahun 2013* dealing with *Standar Isi Pendidikan Dasar dan Menengah* for English lesson. It is stated that learning English for *SMA/MA/SMALB/Paket C* aimed to the students be able to arrange short and long text with sistematic structure. The text must had certain language features as a factual report, scientific, narrative, advertisement in interpersonal, transactional, and functional text and literature.

Suparno and Yusuf (2008:1.3) said, writing was an activity to communicate (share a message) using written language as the media. Using writing, we can delivered message clearly to other person. Tarigan (2008: 22) said, writing was finding or painting graph symbol which expressing a language understood by one person so that other people can read the symbols of the graph if they understand the language and the graph. In other words, writing was language which can understanding by certain

person who know the meaning of symbol or graph. While according to Byrne in Slamet (2007: 14) express that skill of writing basically not only ability to write symbols and graphs so that in the form of words and words can be arranged into sentences according to certain regulations but writing skills are the ability to pour thoughts into written language through sentences arranged together, complete and clear so that that thoughts can be communicated to the reader.

On the other hand Kamarudin (2012: 223) emphasis that in an educational environment, in the form of character education program has been done both formally and informally. In the form of design activities, it's intended as one of the supporting ideas for follow-up in. The vision and mission of the institution concerned character education. The aspects of human character and individual learners hallmark institution, was shows the orientation of the two things in the character of the students.

According to Megawangi (2004: 95) as quoted in Kesuma, Triatna, and Permana (2011: 04), character education could contribute positively to their environtment because it was an effort to educate children to be able to make wise decisions and practice them in daily life. Besides that, according to Agboola and Tsai (2012: 164) growing discipline with the deliberate attempt to optimize students ethical behavior called by character education. It could be clearly state, that students were expected to develop the values of character through character education, that was logical thinking, critical, creative and innovative, independent/attitude that didnot depend on others.

Besides that way of thinking, acting, and doing that shows the hygiene, awareness and high appreciation of knowledge. Character education was a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue , citizenship and responsibility for self and others. Character education should teach kids how to make good choices when faced with difficult situations. Based on the explanation above, the researcher was interested in assesing students writing skills and its character based learning contribution among the eleventh graders of SMA N 1 JATINOM, Klaten in 2019/ 2020 academic year.

## **B. The Reason of Choosing Topic**

Writing was process of expression ideas, though or felt, organized them into statement and paragraph to make them visible and concrete of words on the piece of paper. Based on curriculum 2013, there were five genres which had to be mastered by the students abut texts in writing such as narrative, decriptive, recount, procedure, and report. Writing skills could not be separated from learning kinds of text in Senior High School and character education. Character education should basically refers to the vision and mission of the institution concerned. It showed the orientation of the two things in the character of the students were aspects of human character and individual learners hallmark institution (*Peraturan Menteri Pendidikan dan*



*Kebudayaan Republik Indonesia nomor 64 Tahun 2013 dealing with Standar Isi Pendidikan Dasar dan Menengah for English lesson)*

Character education was a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue , citizenship and responsibility for self and others. It had to help children truly understand what good character traits were, and had to help them think through how to live a life based on good traits. Character education should teach kids how to make good choices when faced with difficult situations. The reason that encourages the researcher to choose the topic was based on the explanation above, the researcher was interested in conducting a assessing students' writing skills and its character based learning contribution among the eleventh grader of SMA N 1 Jatinom Klaten in academic year of 2019/2020. The reason for choosing this research were:

1. Writing and character education could not be separated each other. It had good correlation in teaching and learning English. So, had to be given special attention by having a good technique in writing, in order to made the students got easy in understanding it.
2. Based on the correlation between writing and character education, using character education a teacher expected able to created the culture of reading and writing to students to developed some good character values such as think logically, critically, creatively and innovative, independent, want to know and also love science.

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

Because the complex correlation between writing and character education, In this study the researcher would like to limit the study. The limitation of the study was only focused on the assesing students writing skills and its character based learning contribution among the eleventh graders of SMA N 1 JATINOM Klaten in 2019/2020 academic year.

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

The researcher would like to present the problem that could be formulated as follows: “How was the process of assesing students writing skills and its character based learning contribution among the eleventh graders of SMA N 1 JATINOM Klaten in 2019/2020 academic year.

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

The researcher aimed of this study were as follows to desribe an assesing students writing skills and its character based learning contribution among the eleventh graders of SMA N 1 JATINOM Klaten in 2019/2020 academic year.

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

By knowing the result of the study, the used of this study could be stated as follows:

1. This research would improved students knowledge about writing subject.

In English writing, knowledge was not only in the form of words and

phrase, but also about combined and idea and picture. Symbol had to arranged to make world, arranged words into a good sentence, arranged sentences to be a good paragraph, arranged paragraph to be a good text. There were two activities in writing, the first is about outside form of writing such as grammar, punctuation, diction, and spelling correctly. Then the second one was about meaning and expression from that written and its need more knowledge and high study activity than the first one because it need cognitive to be more creative.

2. This study would help the teacher to overcome difficulties in teaching and learning of English writing in Senior High School. The limit vocabulary was the basic material in writing English.

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

In order to got a clear concept of the material discussed in this research, the researcher tried to clarify the terms of this study, in the following:

##### **1. Case Study**

According to Yin (2011: 1), one of the research methods related with the social sciences was case study. Commonly, case study was a proper strategy in a research related to the question of how or why, when the researcher had a little chance to control the researched events, and when the research lied in the contemporary phenomenon in the real life in the process of teaching and learning writing and its character based

learning contribution among the tenth graders of SMA N 1 Jatinom, Klaten.

Susilo Rahardjo & Gudnanto (2011:250) said that case study was a method to understanding individual integratively and comprehensively in order to obtain depth understanding of the individual along with her/his problems they face with the goal of the problem can be resolved and obtain good self development. Similar opinion were expressed by Bimo Walgito (2010:92) case study was a method for investigating or studying an incident about individual/ curriculum vitae.

## 2. Writing

According to Harper (2004: 160) in ESL classroom besides reading, speaking and listening, writing was one of four main macro skills though He also added that skills which involved in productive (output) skill was writing. Nunan (2003: 74) stated that there were principles that every teacher should consider while planning a course, they were: understood your student's reason for writing, provided many opportunities for students to write, made feedback helpful and meaningful, clarified your self, and for your students, how their writing would be evaluated. In this research, writing was one of the language skills that was taught in the eleventh students of SMA N 1 JATINOM Klaten in 2019/2020 academic year.

### 3. Character Education

According to Agboola and Tsai (2012: 164) character education was a growing discipline with the deliberate attempt to optimize student ethical behavior. The outcome of character education had 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. In order words, education policy should take the lead to actualize moral education.

Megawangi (2004: 95) said that a way to educate children so they could decide wise decision and practice it in regular life, and then they could give positive contribution to the environment was character education. The values had be believed by the entire citizen although they came from different culture and religion. Moreover, character education was an education to develop good character from children, made them able tto judge which one right or wrong, care deeply about right and then doing what they believe to be right.

In this study, character education was teaching given to students to overcome the problem of moral criticism, because caharacter education was a dicipline that develops with a deliberate effort to optimize the ethical behaviour of students an assesing students writing skills and its character based learning contribution among the eleventh graders of SMA N 1 JATINOM Klaten in 2019/2020 academic year.

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

In order to give a description to the readers and to facilitate the thesis arrangement, the researcher presented this thesis as follows:

Chapter I dealt with introduction. It consists of the background of the study, the reasons for choosing the topic, the problem of the study, the limitation of the study, the aims of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II dealt with reviewed of related literature. It consists of the theory of writing, and the theory of character education. The theory of writing consists of the meaning of writing, the function of writing, teaching and learning writing, and the process of teaching writing. Character education consists of the meaning of character and the meaning of character education.

Chapter III dealt with the research methodology. It consisting of the case study research, the meaning of research method, the strategy of the research, the data and the source of the data, the method of collecting the data, and the technique of analyzing data.

Chapter IV dealt with the findings of analysis of the data and the discussion of the research finding. It consists of analysis of the data and the discussion of the findings.

Chapter V was about conclusion and suggestion. It consists of conclusion, and suggestion.

## **CHAPTER V**

### **CONCLUSION AND SUGGESSTION**

In this chapter concerned with the conclusion from the research finding about assessing students' writing skill and its character based learning contribution among the eleventh graders of SMA N 1 JATINOM in academic year 2019/ 2020.

#### **A. Conclusion**

There are recurrent assessing students' writing and its character based learning contribution among the eleventh graders of SMA N 1 JATINOM in academic year 2019/ 2020. The data were taken from instrument, namely interview to the some teacher who teach of eleventh graders of SMAN 1 JATINOM, KLATEN, because of the situation of pandemi covid-19. The researcher use qualitative data, that is all about information which is spoken or written, even picture/ photo, which contributes to answer problem of the research as states in chapter I (the problem of the study).

The interview was carried out using a purposive technique toward 4 English teachers in SMAN 1 JATINOM. The interview lasted for a span of time April- Mei. To strength the result of the substance of the interview data is carried out by searching the existing and documents and archives. All research data is broken down based on the focus of the research questions as follows; from the interview and documentation, get a drawing that planning

in learning activities doing by English teacher is prepare syllabus and lesson plan which contains character education values.

In the steps of learning process, from the interview and documentation result, the steps in learning process followed 3 steps namely: introduction (opening), core activity and closing activity. Other it, the implementation of teaching learning also uses learning method, and learning media and assessment for writing English skill..

Based on the interview and documentation data, there are some goal in assessing students writing skill and its character based learning in SMAN I JATINOM, KLATEN in 2019/2020 academic year. Produce religious students achievement, able to make students who have character and discipline, to create independent students, to make students who are responsible for themselves, has an academic value above the minimum completeness criteria/ KKM, the students able to simple English writing and to read their result of writing well.

Assessing students writing skill and its character based learning is a combine in sharing material between English lesson and education character in teaching and learning activities to increase students ability both academic and character based on UUD 1945 and Pancasila. Learning English especially writing skill can be done perfectly if the implementation can be seen from three indicators namely learning material, learning activities and the students result study.



The goal of learning as a target which will be plan in the opening of writing English learning activities. Student achievement can be seen from the effect of their new skill. In a short knowledge, learning is the change of attitude as a result regular practice. The change of new attitude from not knowing to knowing, the raise of new knowledge, new attitude change, habit, skill, respect and physical change.

Assessing students writing skill and its learning based character contribution, has two basic materials that is writing English material and character education. Both of them complete and fulfill each other, so that the students can understanding the material and also picking the values contained in education character

## **B. Suggestion**

Finishing the research, the researcher give some suggestions of this research. They are:

### **1. For teacher**

Because the word and technology change dinamically time by time, a teacher as a person who has big role to form new generation of the words has to follow the developments and the change of the worlds. It is not true that sometime is not easy to adapt and apply something new in teacher's teaching daily habbit. It need big effort, but by trying something new, it will give the teacher new experience and new

knowledge that will be useful to make teaching more creative and innovative, especially in teaching writing English. This research will help the teacher to overcome difficulties in teaching and learning of English writing in Senior High School. The limit vocabulary is the basic material in writing English.

## 2. For students

This research will improve students knowledge about writing subject. In English writing, knowledge is not only in the form of words and phrase, but also about combined and idea and picture. Symbol must arrange to make world, arrange words into a good sentence, arrange sentences to be a good paragraph, arrange paragraph to be a good text. There are two activities in writing, the first is about outside form of writing such as grammar, punctuation, diction, and spelling correctly. Then the second one is about meaning and expression from that written and its need more knowledge and high study activity than the first one because it need cognitive to be more creative.

## 3. For the future research

The result of the research can be one of reference when other researcher want to conduct the research which related with this method.

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