

**ASSESSING THE ELEVENTH-GRADERS' READING ACHIEVEMENT
AND ITS AFFECTIVE LEARNING EXPERIENCE AT THE VOCATIONAL
HIGH SCHOOL OF SMK MUHAMMADIYAH 3 KLATEN**

**This Thesis is submitted as a partial fulfillment of the requirement for obtaining
an Undergraduate Degree in English Education Study Program**



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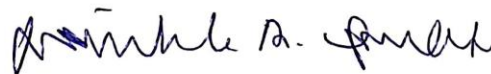
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RATIFICATION

ASSESSING THE ELEVENTH-GRADERS' READING ACHIEVEMENT
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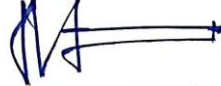
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PRONOUNCEMENT

This is to certify that I, myself write the thesis entitled “ASSESSING THE ELEVENTH-GRADERS’ READING ACHIEVEMENT AND ITS AFFECTIVE LEARNING EXPERIENCE AT THE VOCATIONAL HIGH SCHOOL OF SMK MUHAMMADIYAH 3 KLATEN”

This thesis is not a plagiarism or make by others. Anything related to others’ works are written in quotations, the sources of which are 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, June 2021



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MOTTO

Sometimes it is better to be late than not finish a task at all.

– The Writer –

PRESENTATION

This thesis is presented to:

- My beloved mother and father.
- My dearest brother and sister.
- My friends in PBI 2017, Ai, Fer, Fit, Nov, and others.
- My friend in THP 2017, Fitria.

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8. The eleventh-graders of SMK Muhammadiyah 3 Klaten in academic year of 2020/2021, especially the eleven-graders who have participated in this research.

I realize that this thesis is far from being perfect because of my limited knowledge and experience. Therefore, I received criticism and suggestion with thanks

for the sake of the perfection this thesis. I also hope that this thesis will be useful for others.

Klaten, July 2021

Istikomah

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ABSTRACT

Istikomah, Student Number: 1711200022. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University, Klaten 2021. Undergraduate Thesis: '*Assessing the eleventh-graders' reading achievement and its affective learning experience at the vocational high school of SMK Muhammadiyah 3 Klaten*'.

This research aims to assess the eleventh-graders' reading achievements through analytical exposition text and investigated their affective learning experience. This research involved the eleventh-graders of Vocational High School at SMK Muhammadiyah 3 Klaten in academic year of 2020/2021. Data collection used reading's multiple tests and self-assessment's questionnaire with a 5-Likert scale rubric. Data were analyzed through the SPSS program addressing the descriptive statistics and factor analysis. The result showed that the eleventh-graders' skill was still low. Meanwhile, the eleventh-graders' character-based learning contributions positively revealed three aspects, they are: collaboration ($M = 21.97$; $SD = 4.15$), communication ($M = 23.78$; $SD = 4.83$), and motivation ($M = 61.39$; $SD = 21.55$). This research was constructively granted to be useful to know the eleventh-graders' abilities and investigate the eleventh-graders' participation in learning English, especially in reading class.

Keyword: Affective learning, analytical exposition reading text, character-based learning

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is an essential skill in which students can learn since they may be knowledgeable from reading test. It is a practice of creating meanings (Johnson, 2008: 3). While according to Yang (2017: 374) reading is a comprehension process that involves combining known and unknown information. It means that creating the meaning of the text is crucial key word. Every written text has a meaning delivered to the readers. Reading is an activity where the reader can catch known and unknown information of the text to create the meaning.

According to Grabe (2009); Kazemi, Hosseini, and Kohandani, (2013: 2333) reading is a strategic method in which the reader has variety of abilities and processes to anticipate text content, pick key information, coordination and mentally summarize information, track understanding, fix breakdowns of understanding, and adapt the production of understanding to the interests of the reader. According to Nunan (2003: 1) language skills include listening, reading, writing, and speaking. Otherwise, there are three aspects of language that must be comprehended by learners to assist their skills. They are grammar, vocabulary, and spelling. They are unable to be separated since they are related each other. It means that in reading activities, skills, and

processes are needed to anticipate important information contained in the text then the information is summarized and matched with an understanding that is already owned by the reader.

Aspects in English are essential to be learnt by the students to assist their skills when reading texts. The first aspect must be learnt is grammar. The most common way learners think of grammar is as a metalinguistic set of (including normative) statements about regularities in a language (Saaristo, 2015: 279). Grammar is extremely important to master since it is the foundation of communication, both oral and written, and it provides information to guide readers and speakers in understanding. The second aspect is vocabulary. Vocabulary knowledge is critical for learning to read, academic success in all courses, and achievement in life beyond school Nazir (2017: 4). The last aspect is spelling. Wai, Chan, and Zhang (2014: 22) point out that spelling is a complex process combining several abilities at the same time when words are spelled. Those aspects should be necessary to train students' knowledge of reading by teaching reading in senior high school. It can make students getting new knowledge about how to make good sentences according to grammar, enrich their vocabulary by reading text, and know how to spell words with guidance of teacher. This helps to strengthen the ability of learners who have been learning to interpret the meaning of a written text in their first language (Cahyono and Widiati, 2006: 37). According to the 2013

curriculum (K-2013), it aims to help students become more productive, active, creative, and inventive in the teaching. Especially in the reading course that focus on analytical exposition text.

The researcher interviewed the English teacher of SMK Muhammadiyah 3 Klaten, Mrs. Asmak on February 22, 2021, at 10.00 a.m. She confirmed that some reading problems relating to the eleventh-graders' vocabularies whilst influencing in reading class interests. In the reading activity, the eleventh-graders did not know the meaning of almost every word in the text that made they got difficult to find the information contained in the text. Otherwise, in this pandemic, they studied via online platform on *Whatsapp* that made them lazier because the teacher did not supervise them directly. Only some the eleventh-graders joint the group to pay attention to the English teacher instruction. They had some problems, such as getting bored with the class, lack of vocabulary, and having no internet quota. This condition made the eleventh-graders did not know the reading strategies that might help them to find the meaning and information in the text easily.

Successful reading strategies are essential since they enable students to spend less time and effort understanding a text. This strategy shall be applied not only in practicing LOTS (Lower order thinking skill) but also in practicing HOTS (Higher Order Thinking Skills). According to Mainali (2012: 5), this strategy can be implemented begin the lowest level intended as an ability to

remember the material taught (Knowledge), the ability to interpret the material (Understanding), and the ability to integrate the information in real circumstances (Application) with the ability to decode the materials into their parts (Analysis) for produce (synthesis) to evaluate the benefits of an object or purposes of specific objects based on simple parameters (Evaluation), and create new products from the previous method (Creation).

Reading serves the wider role of extending the general knowledge and it needs some strategies. The aim of using a strategy is to affect a learner's motivational or affective state, or the way learner selects, acquires, organizes, or integrates new knowledge (Asmara, 2017: 304). There are two types of learning strategies direct and indirect learning strategies. Memory strategy, cognitive strategies, and compensation strategies are included of direct strategies. In the other hand, indirect strategies include of metacognitive, affective, and social strategies. The most popular reading strategies are cognitive strategies (Ozek and Civelek, 2006: 3). As a result, this study aimed to assess the reading achievement and investigate the character-based learning experience among the eleventh-graders' reading class at Vocational High Schools in Klaten in order to know their reading comprehension.

According to Apsari and Haryudin (2017: 35) assessment is considered as the most critical aspect of training. The result of assessment is commonly used to decide the success of a learning program. In general, the

teachers use assessments as the most effective method for assessing their students' reading abilities. However, a good score on formal examinations, such as a final assessment, does not indicate that the students are outstanding readers. Apsari and Haryudin (2017: 35-36) state that assessment (testing) tools cover a wide variety of methods for deciding whether students can perform or master a goal. Testing students is achieved for three reasons: assessing levels, evaluating what the students know so that appropriate remediation can be given, and finding ineffective parts of the instruction. As a result, it can be used to provide data to teachers in order to help them improve their learning. In this research, the researcher used a reading's test; multiple-choice. The results of each individual evaluation task provide a limited representation of reading comprehension.

From the explanation above, the researcher conducted the eleventh-graders' reading skill research and assessing their reading skill through reading test (multiple-choice), as well as investigating their affective learning experience through questionnaire distribution online (*Google form*) of SMK Muhammadiyah 3 Klaten. During this pandemic, the researcher cannot meet student directly. So, the researcher used *Google form* to conduct research because it eases students to answer all questions carefully and they have much time to choose the right answer. Therefore, this research entitled "Assessing the Eleventh-Graders' Reading Achievement and Its Affective Learning

Experience at the Vocational High School of SMK Muhammadiyah 3 Klaten”.

B. The Reason for Choosing the Topic

The reason why the researcher chose the topic, as follows.

1. This research aimed to assess the eleventh-graders’ reading skill through reading’s test,
2. This research aimed to investigate the eleventh-graders’ affective learning experience to know the students’ participation in learning English through questionnaire,
3. The eleventh-graders still got lack vocabularies and did not interest in reading class,
4. The eleventh-graders were still unconcerned with their reading and lack the ability to guess the meaning of unfamiliar words in context, and
5. This research aimed to make the students realized that reading class was important to be learnt.

C. The Limitation of the Study

To make the study clear, the study attempted to limit the scope of the study, as follows.

1. assessing the students’ reading skill through reading’s test to know the students’ abilities in reading of the eleventh-graders of SMK Muhammadiyah 3 Klaten in academic year of 2020/2021, and

2. investigating the students' affective learning experience to know the students' participation in learning English through questionnaire distribution online (*Google form*) of SMK Muhammadiyah 3 Klaten in academic year of 2020/2021.

D. The Problem of the Study

The problems would be investigated in this study could be formulated as follows.

1. Do the eleventh-graders' reading analytical exposition achievements effectively contribute in their reading class activities?
2. Does the implementation of the eleventh-graders' affective learning experience become effective in the eleventh-graders' analytical exposition text in reading?

E. The Aim of the Study

The aims of the study were to assess the eleventh-graders' reading achievements through analytical exposition multiple reading tests and to investigate their affective learning experience through self-rated questionnaire at SMK Muhammadiyah 3 Klaten.

F. The Use of the Study

The result of the study gave brief information, as follows.

1. For Student

The results of this research could support the students in comprehending the analytical exposition text. Besides, it could motivate students to learn more about reading since this class is crucial to be learnt to enrich vocabulary, grammar, and spelling.

2. For Teacher

This research could help teachers to assess the students' reading achievement and investigate the students' affective learning experience in learning English through questionnaire distribution online learning platform (*Google form*).

G. The Clarification of the Key Term

To clarify the meaning of this research, the researcher would like to describe the key terms, as follows.

1. Assessment

According to Ahmad (2020: 204) assessment is a process and processing of information to measure the achievement of student learning outcomes. Whilst Boubris and Haddam (2020: 241) state that assessment is the process of observing, evaluating, collecting, and measuring data regarding students' skills, needs, difficulties, and achievements. The assessment also provides evidence and insight on teaching and learning experiences. It means, reading assessment is important action to assess students' abilities especially in reading

passages, helps teachers to know the students' needs effectively, and improves teaching and learning in reading.

2. Reading

According to Reskiawan and Syam (2019: 93), reading is one of skills to understand the meaning in a text through reading, whether in the form of simple ideas, ideas detail, and all understanding. Meanwhile, Martika and Zaim (2021: 130) state that reading is an essential activity in many aspects of daily life. It can help the students to improve their learning abilities. In this research, reading is the activity by using the passages or texts and creating its meaning to find and get detail information based on reading activity. Besides, it can help the students become more strategic readers.

3. Affective Learning

Bali and Musrifah (2020: 150) state that affective learning related to student interest in learning, the importance of honesty and a sense of student responsibility, student discipline, and the teacher's limited assessment of student movement skills making the learning environment appealing by exploring various features in the application media so that the monotonous impression is lost, and giving students enthusiastic support in the form of rewards are solutions to problems in the affective realm regarding student interest in learning.

Meanwhile, Kurniati, Nurdin, and Nurasmawati (2020: 63) state that affective is an aspect that is related with attitudes and values. Attitude is a psychological concept that is concerned with perception and behavior. The term attitude involves some knowledge of the situation, but the most important aspect of attitude is the presence of feelings or emotions, as well as a tendency toward actions related to knowledge. It means that affective learning is a learning that involves the attitudes, honesty, knowledge, and students' interest in learning. In addition, it is important for teachers explore the features of the application media to make learning more interesting.

4. Students' Reading Competence

According to Riadi (2020: 259-260) reading competence is very important since the students in Senior High School must be able to answer the reading test. In fact, reading in a foreign language is strongly related to think in that language. As the result, reading competency is linked the cognitive process, which is not a kind of visual only but also the knowledge. Meanwhile, Sari, Sasetyo, Noermanzah, Wardhana, and Kusumaningsih (2020: 1848-1849) state that reading ability is acquired by students during the learning process. Students who are interested in reading will engage in a production process that will lead to stronger knowledge, experiences, and attitudes. Reading ability is needed to access knowledge. Therefore, a

basic competence is not only for academic success but also for the development of students' ability especially in reading.

H. The Organization of the Study

The organization will be presented in order to give the direction of the thesis arrangement and to describe to the readers in the following terms:

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 term, and the organization of the study.

Chapter II is review of related literature. It consists of previous study, students' reading competencies, reading theory, teaching reading, and theoretical framework.

Chapter III is research methodology. It deals with the meaning of the research method, research strategy, data and data source, data collection technique, instrument validity and reliability, test of pre-analysis technique, research procedure, data analysis.

Chapter IV is research findings and discussion. It includes research finding and discussion.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion. Conclusion is the summary of the study. Suggestion is addressed to the English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher gave the result of the study as the conclusion and also suggestion.

A. Conclusion

In this part, the researcher would like to conclude the result of the study. Based on the results of the study and discussion, it could be concluded that the eleventh graders' reading achievement of SMK Muhammadiyah 3 Klaten was still low by using analytical exposition text. It was shown many students got fail category. That is because the eleventh-graders still lack vocabulary, do not know reading strategies, not interest in reading class, and feel lazy studying through online platform. Meanwhile, the result of implementing questionnaire self-assessment indicated the mean of the eleventh-graders' character-based learning experience was sometimes category. It can be said that in participating through online reading learning the eleventh-graders have sometimes category. So, it can be conclude that by using analytical exposition text in reading can know the eleventh-graders' abilities and by using questionnaire can investigate the eleventh-graders' participation in learning English, especially in reading class.

B. Suggestion

Based on the conclusion, the researcher gives some suggestions for the English teacher. To know the eleventh-graders' reading achievement and

investigate their affective learning activity, it is important to give reading test and questionnaire via online (*Google form*) regarding the pandemic. The teacher can evaluate the test and questionnaire's results to increase more affective reading learning via online platform.

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