THE ELEVENTH-GRADERS' ONLINE THEMATIC READING ASSESSMENT AND ITS CHARACTER-BASED LEARNING EXPERIENCE DURING THE ACADEMIC YEAR OF 2020/2021 AT SMK KESEHATAN RAHANI HUSADA KLATEN

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

By

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RATIFICATION

THE ELEVENTH-GRADERS' ONLINE THEMATIC READING ASSESSMENT AND ITS CHARACTER-BASED LEARNING EXPERIENCE DURING THE ACADEMIC YEAR OF 2020/2021 AT SMK KESEHATAN RAHANI HUSADA KLATEN

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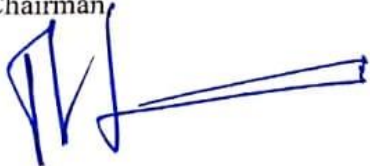STUDENT NUMBER : 1711200009

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PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitled "THE ELEVENTH-GRADERS' ONLINE THEMATIC READING ASSESSMENT AND ITS CHARACTER-BASED LEARNING EXPERIENCE DURING THE ACADEMIC YEAR OF 2020/2021 AT SMK KESEHATAN RAHANI HUSADA KLATEN"

It is not plagiarism or made by others. Anything related to other works is written in quotations, the sources of which are listed on the bibliography.

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

Klaten,   2021

KHUSNUL FATIMAH
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MOTTO

-The key to success is to start before you are ready- Marie Forleo

- A negative mindset will never give a positive life- Writer

- Be good to people for no reason- Writer

PRESENTATION

This thesis is presented to:

- Myself. Thank you for the achievements so far.
- My beloved mother, Ibu Lasmini, thank you for all the things that you give to me (support, pray, and advice) in my every moment. My beloved father, Ayah Kiryono, thank you for all the things that you give since I was baby until I was in this 8th semester and you passed away beside Allah. May Allah SWT forgive and place you in Jannah, Ayah. *Aamiin.* I love you Ayah Ibuk.
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8. The Students of SMK Kesehatan Rahani Husada Klaten in the academic year of 2020/2021, especially in the Eleventh Grade who have participated in this research.

The researcher realizes that this thesis is far from being perfect because of my limited knowledge and experience. Therefore, the researcher will receive criticism and suggestion with thanks for the sake of the perfection of this paper. The researcher hopes that this report will be useful for myself and to the reader.

Klaten,   July 2021

Khusnul Fatimah

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ABSTRACT

KHUSNUL FATIMAH, Student Number. 1711200009, English Education Study Program, the Faculty of Teacher Training and Education Widya Dharma University, Klaten. 2021. Thesis: ***THE ELEVENTH-GRADERS' ONLINE THEMATIC READING ASSESSMENT AND ITS CHARACTER-BASED LEARNING EXPERIENCE DURING THE ACADEMIC YEAR OF 2020/2021 AT SMK KESEHATAN RAHANI HUSADA KLATEN***

This research aims to assess the eleventh-graders' online thematic reading using explanatory text and formal letter as the learning material and its character-based learning experience during the academic year of 2020/2021 at SMK Kesehatan Rahani Husada Klaten. The data collection used the eleventh-graders' reading test and questionnaire. Data source are the result of the eleventh-graders' reading test and questionnaire. The test contain thematic reading test about explanatory text and formal letter. The test administered via *Google Form* and contains twenty multiple-choice formats. The questionnaire contains comments divided into four categories. The four categories are regarding honesty, collaboration, tolerance, and communication. The techniques of collecting the data are test and questionnaire. Data analysis technique is the mean statistical formula by the SPSS program to gain the descriptive analyses of the test. The findings of the test also noted that the lowest score of reading gained 50.00 and the highest score was 100.00 through the analytic scoring assessment. Meanwhile, the mean was 79.50 and the standard deviation was 12.481 (n = 30). The conclusions is thematic reading assessment affects the eleventh-graders' character-based learning experience during the academic year of 2020/2021 at SMK Kesehatan Rahani Husada Klaten. It could be seen that a good score of the students' reading skill was in line with students' character-based learning experience that got excellent score.

Key words: *assessment, online thematic reading, character-based learning experience*

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is becoming the first foreign language and has an important role in the development of Indonesia. As the first foreign language that must be taught in Indonesia, English has been given special attention so far. In English language, there are four main skills. One of the main skills is reading. According to Grabe (2009: 5), reading is the phase when, as part of education, readers learn something about what they read and put it into an academic sense. Meanwhile, Harmer (2004: 99) claimed that if students understand what they read more or less, the more they read, the better they get at it. Based on the statements above, it can be said that improving reading comprehension is not only reading with a loud voice, but also creating the context of the relationship between ideas, sentences, phrases, and paragraphs. If a student reads loudly, however, the content of the text cannot be heard, they fail to understand the passage. It means that reading is difficult enough to be taught because it is known that most learners do not like to read. On the other hand, it is a critical communication tool. People have to see in the written text that something is made up.

Sibarani and Pardede (2020: 84) state that reading is a critical academic skill, one which is necessary for success in all academic domains. Then,

according to Johnson (2008: 3), reading is the action of comprehending text to interpret meaning. Since it is directly translated from text, it affects that certain assumptions are made, and the whole interpretation of the text's content cannot always be completely learned. If a reader can read well, they will get the content of the text and be able to provide new meanings according to them self.

The purpose of reading is to make sense of what they are reading, to develop critical reading skills, to respond to questions based on the reading text, and find more new vocabulary for themselves and understand the content of the text. It is also an active process in which readers employ suitable reading skills to construct a meaningful representation of a text (Sabouri & Gilakjani, 2016: 229–230). Through reading, they can improve their language skills, enhance their vocabulary, and learn grammatical rules (Johnson, 2008: 3). Based on the statements before, the purposes of reading activities are not only to get the point of the content of the text, but also can know grammatical rules and find more vocabulary from the text.

In addition, to mastering ability, it encountered some problems or difficulties. According to Lynch (2020: 1), there are various signs that students are having difficulty with reading comprehension, including the inability to provide a synopsis of the reading and the possible focus on only a small part of the text. It means that students are difficult to focus on the contents of the reading text. It could be because students do not have an interest in reading or

they have not enough vocabulary to understand the text. As the result, students cannot master the content of the text they have read. So, reading is not only about reading the sentences that are seen in the text, but also it needs to understand the contents of the written text as well as possible in reading practice. Based on pre-observation to the teacher on 4th April 2021, the researcher found that students found it difficult when they translated words. It is because they do not memorize much English vocabulary. However, if the students try to find the meaning of the words one by one using the dictionary, they do not understand what the text talks about. They cannot interpret the contents of the text in their language. Another student's difficulty is that they were hard to spell words in English when reading the text. They are very difficult to read the text fluently. According to Chan and Zhang (2014: 22), spelling is a complicated process that involves multiple abilities at the same time. From the statement before, the difficulty spelling words in English is often found in students, especially for students in Indonesia who do not use English as their daily reading.

The existence of the covid-19 pandemic virus has changed human life; such as the economy, employment, and education. This is a bad situation that is not conducive for students and teachers to do learning in schools. Schools must implement online learning during this pandemic. As mentioned from The Ministry of Education and Culture has Circular Letter Number 4 of 2020 that

released on 18th May 2020 about the Implementation of Education in Emergency covid-19, it said that online learning (distance) was carried out to create relevant learning experiences for students in a pandemic situation. Furthermore, according to Radha, et al (2020: 1088), due to the covid-19 epidemic, e-learning has become a required component of all educational institutions such as schools, colleges, and universities all over the world. So, to assess students' reading skills and the character-based learning experience of the students, the researcher has conducted online learning (e-learning). Moreover, according to Suartama (2014: 20), e-learning allows students to access the content at any time and from any location, as well as acquire material that could be expanded or furnished with a variety of supporting learning resources. According to Coiro (2014: 4), online reading test assessed students' skills to use search engines to find out online information, critically analyze the information, and synthesize and communicate their main findings on a blog. Based on the pre-observation in SMK Kesehatan Rahani Husada Klaten, the teacher said that the eleventh graders feel difficult to follow online learning because they are not interested in the material presented. Moreover, learning that is not face-to-face with the teacher makes bored in understanding the learning material for the eleventh graders. It means that the teachers must contribute and modify online learning materials so that students can be active, interested, and easy to follow online learning. So, in this study, the researcher had assessed online thematic

reading of the eleventh-graders through explanatory text and formal letter as the material.

According to Suwarni and Suryani (2017: 42), explanatory text is a text in which natural and social events in the students' background are explained. Moreover, according to Wulandari, et al. (2015: 10), explanatory text connected to natural events in students' books. So, through explanatory text, the students learned how to explain natural and social phenomena clearly and concisely. Then, a formal letter is a letter used for official purposes. A formal letter is written in standard language. A formal letter contains a complicated and detailed format that must be obeyed. To read an official letter, it is necessary to be careful in understanding the express and implied meaning. The eleventh-graders must understand and interpret the contents of the letter carefully. A formal letter was suitable to use as thematic reading to practice reading skills for eleventh graders.

Based on the explanation above, the researcher intended to focus the eleventh graders' thematic reading and their character-based learning experience on online platform learning during the Covid-19 pandemic. So, this research is entitled "The Eleventh-Graders' Online Thematic Reading Assessment and its Character-Based Learning Experience during the Academic Year of 2020/2021 at SMK Kesehatan Rahani Husada Klaten"

B. **The Reason for Choosing Topic**

The reason for choosing the topic identified some issues, as follows.

1. Reading is the activity to understand the content of the text. Through reading, they can improve their language skills, enhance their vocabulary, and learn grammatical rules (Johnson, 2008: 3),

2. Due to the covid-19 epidemic, e-learning has become a required component of all educational institutions such as schools, colleges, and universities all over the world (Radha, et al. 2020: 1088),

3. The eleventh-graders have some problems in reading, such as hard to memorize vocabulary and spell the word fluently.

C. **The Limitation of the Study**

The limitations of the study correlated to the following concerns.

1. The eleventh graders reading assessment through reading test by using explanatory text and formal letter as the material of SMK Kesehatan Rahani Husada Klaten in the academic year of 2020/2021.

2. The eleventh graders character-based learning experience in reading class through online learning of SMK Kesehatan Rahani Husada Klaten in the academic year of 2020/2021.

D. The Problem of the Study

The problem of this study is formulated as follows: "Does online thematic reading assessment by using explanatory text and formal letter as the learning material influence its character-based learning experience to eleventh-graders during the academic year of 2020/2021 at SMK Kesehatan Rahani Husada Klaten?"

E. The Aim of the Study

The aims of this study is to assess the eleventh graders online thematic reading by using explanatory text and formal letter as the learning material and its character-based learning experience that have been applied in reading subject with explanation text as the topic during the academic year of 2020/2021 at SMK Kesehatan Rahani Husada Klaten.

F. The Use of the Study

The use of this study expected to be useful both theoretically and practically, as follows.

1. Theoretical Use

To train the eleventh-graders reading skills through online learning by using explanatory text and formal letter as the thematic reading and to help the eleventh-graders getting more interested in the reading so thematic reading can improve their participation in learning reading comprehension.

The result of the research can be used to enrich the repertoire of teaching and learning reading comprehension theory.

2. Practical Use

The practical use intended to a standard or point of reference about online thematic reading and a new experience of SMK Kesehatan Rahani Husada Klaten which is the teacher knew what the determinant of the reading skill of students is and its character-based experience.

G. The Clarification of Key Terms

1. Assessment

Assessment is the gathering of data for a specified goal (Linse & Nunan, 2005:138). It means that assessment is an activity to give feedback for something. When a student answers a question, makes a comment, or tries out a new term or structure, the teacher inadvertently creates an assessment essay. It can be called the process of assessing. In education, assessment is vital to the education process. According to Madani (2016: 125), assessment is applied in both teaching and learning as one of the essential educational activities. It means that assessment can be used as a benchmark for assessing the success of learning in education. Assessment is not only the process of analyzing evidence and collecting data from students, but also the understanding of how students are progressing for

teachers to make the best decisions in the design and preparation of classroom instruction in their learning.

2. Reading

Reading is an important language skill. According to Brown (2007: 185), reading is the most vital process in the educational profession since it can be used to assess students' comprehensive language ability. Through reading, students can practice more oral skills. On the other hand, reading is the activity to understand the text. According to Sabouri & Gilakjani (2016: 229), reading is an interactive activity in which readers use successful reading strategies to form a meaningful representation of a text. Through reading, the students can get new knowledge and interpret what they read. So, students need to improve their reading ability.

3. Character Education

Character education is a movement that encourages schools to create ethical, responsible, and caring young people by modeling and teaching positive character traits based on universal good values. It is a deliberate, proactive endeavor on the part of schools, communities, and states to teach students vital basic values, such as ethical worth (Utami, 2012: 1). In the character education world, of course, there are many character values or traits that are taught to children. Character education, there are many character values or traits that are taught to children. Lestari (2018: 167-171),

said that in general, there are five main character characteristics in childcare: training children to be diligent in worship, honest, polite, harmonious, and encouraging them to attain academic success. In this study, character-based learning experience means a mixture of character values and attitudes experienced during learning.

H. The Organization of the Study

To facilitate the thesis arrangement, the researcher organized the report into five chapters. The study consisted of five chapters as follows.

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 study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists of theory of reading, teaching reading, thematic reading, character education, and theoretical framework.

Chapter III is research methodology. It consists of the definition of method, the strategy of the research, data and data source, validity and reliability, the technique of collecting data, test of pre-analysis technique, and data analysis technique.

Chapter IV is research findings and discussion. It consisted of data presentation as found in the analyses and discussion on the findings.

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

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher gives the result of the research as the conclusion and suggestions.

A. **Conclusion**

The researcher would like to answer the research question in this study, namely "Does online thematic reading assessment by using explanatory text and formal letter as the learning material influence its character-based learning experience to the eleventh-graders during the academic year of 2020/2021 at SMK Kesehatan Rahani Husada Klaten?". Based on the research conducted in the tenth graders of SMK Kesehatan Rahani Husada Klaten, the researcher concludes that online thematic reading and its character-based learning experience have affected the eleventh-graders' reading assessment reading achievement which was shown by the score that they got.

The researcher has two reasons to conclude the research. The first reason is the eleventh graders reading assessment through thematic reading test shows the mean of the eleventh-graders score namely 79.50. The mean score of eleventh-graders has exceeded the minimum grade of eleventh graders. From the mean results, it can be concluded that thematic reading assessment got good category.

The second reason is the character-based learning experience among the eleventh-graders in the classroom showed from a questionnaire that the eleventh-graders' character-based learning experience was excellent. It could be seen in the results of descriptive frequencies of eleventh-grader's character-based learning experience above had the highest score 5 in each aspect.

So, from the both reasons above, it can be concluded that thematic reading assessment affects the eleventh-graders' character-based learning experience. It could be seen that a good score of the students' reading skill was in line with students' character-based learning experience that got excellent score.

B. Suggestion

Based on these conclusions, the researcher gave some suggestions to the teacher. The teacher advised to apply and use online thematic reading as an option for designing reading learning activities, especially, by using explanatory text and formal letters as thematic reading for eleventh-graders. It could make the online teaching and learning process easier, more enjoyable and to train students in improving their reading skills. It can also involve student honesty, collaboration, tolerance, and communication. In addition, teacher must have creativity in the development of teaching materials so that students can be interested and master the material successfully. Teachers are advised to use online thematic reading to train students in improving their reading skills. It can also involve student honesty, collaboration, tolerance, and communication. However, the teacher not

only uses explanatory text and formal letter as the thematic reading, but also has some creativity, specifically dealing with the development of teaching materials so that the students can do thematic reading optimally.

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