

**THE DETERMINANTS OF ELEVENTH-GRADERS' READING
ASSESSMENT AND ITS CHARACTER-BASED LEARNING
CONTRIBUTION AT SMA MUHAMMADIYAH 1 KLATEN IN THE
ACADEMIC YEAR OF 2020/2021**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree
in English Education Study Program, University of Widya Dharma Klaten.



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KLATEN
2021**

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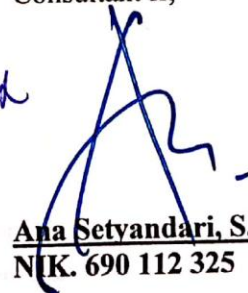
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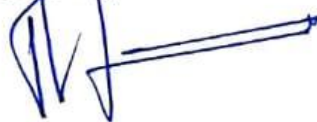
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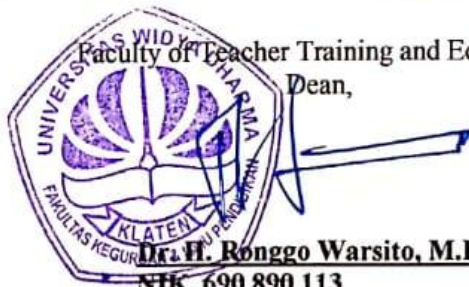


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PRONOUNCEMENT

This is to certify that I write this thesis entitled **“THE DETERMINANTS OF ELEVENTH-GRADERS’ READING ASSESSMENT AND ITS CHARACTER-BASED LEARNING CONTRIBUTION AT SMA MUHAMMADIYAH 1 KLATEN IN THE ACADEMIC YEAR OF 2020/2021”**.

It is not plagiarism or made by others. Anything related to other’s work is written in the quotation, the source of which is listed in 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, July 2021



LARAS AYU KUMALASARI
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MOTTO

“No matter how strongly other people support you, if you don't start by yourself, nothing changes.” (Laras)

PRESENTATION

This thesis is dedicated to:

1. My beloved parents, Pak Bambang and Bu Gemi

“Thank you for all your prayers and support all the time. Thank you for being patient with me all the time. Thank you for keeping trying to make me become a good person.”

2. My beloved brother, Mas Iwan, and My lovely sisters (Mba Rifki, Tyas, and Novi)

“Thank you for all your support. I can’t even explain how grateful I am to have you all in my life.”

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Nothing is perfect. I reveal that this thesis is still far from being perfect. Therefore, I would like to accept the suggestion, criticisms from readers to make this thesis perfect. Finally, I hope that this thesis will be useful for especially the English students and readers in particular level.

Klaten, 12 July 2021

Laras Ayu Kumalasari

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ABSTRACT

Laras Ayu Kumalasari, Students Number. 1711200018, English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University of Klaten, 2021. Undergraduate Thesis: ***THE DETERMINANTS OF ELEVENTH-GRADERS' READING ASSESSMENT AND ITS CHARACTER-BASED LEARNING CONTRIBUTION OF SMA MUHAMMADIYAH 1 KLATEN IN THE ACADEMIC YEAR OF 2020/2021.***

This research aims at determining the eleventh-graders' reading assessment and its character-based learning contribution at SMA Muhammadiyah 1 Klaten in the academic year of 2020/2021. This research applied the quantitative method involving fifty eleventh-graders for reading test and thirty-five eleventh-graders for their perception of character-based learning contribution at SMA MUHAMMADIYAH 1 Klaten to be the respondents. Data collection used the eleventh-graders' reading multiple tests and self-rated questionnaire. Quantitative data were statistically analyzed by the SPSS program to gain the descriptive analyses of the test. The findings showed that the lowest score of reading gained was 65.00 and the highest score was 100.00 through the analytic scoring assessment. Further, the mean was 85.43 and the standard deviation was 9.443 (n = 50). Another finding also proved that the character-based learning contribution gained in the following components: collaboration (M = 4.0857; SD = .61220), honesty (M = 3.3714; SD = .77024), communication (M = 3.4000; SD = .91394), learning motivation through online platform (M = 2.7714; SD = .42604). The overall achievement of reading was in **very good** category. While, this research concludes that the most eleventh-graders were able to work with their friends in reading class since the character-based learning contribution influenced the eleventh-graders' reading assessment.

Key words: *Eleventh-graders' reading assessment, collaboration, Honesty, Communication, Motivation learning through online platform*

CHAPTER I

INTRODUCTION

A. The Background of the Study

The revised 2013 curriculum for language teaching says teachers' perspectives in interpreting the competencies that derive from the psychomotor domain, language system, micro and macro skills (Ahmad, 2014: 8). The English Language has four main skills and each skill has other sub-skills and skill activities. One of the main skills is reading. Reading is considered one of the prominent English skills for learners (Nurjanah, 2018: 254). It is an activity that grasps the meaning found in a text then interprets and deduces it. Reading is a very complex activity and we have tried to explain it by splitting it into parts (Caldwell, 2008: 18). It is also an active process in which readers use appropriate reading techniques to create a meaningful representation of a text (Sabouri, 2016: 229). Through reading, the readers can deduce some information obtained from the text. However, Readers need effective reading strategies to gain information. Reading is the activity of perception, analysis, and interpretation. Understanding reading relies on achieving meaningful and additional texts (Bojovic, 2010: 1).

Reading activity especially reading English text or book is considered as a boring activity. Students did not pay attention. Texts which are available for them in English books are often unimaginative and were not conducive to encourage students to read for pleasure. A lot of

students just only read but they did not know what is the main idea in the text, but also they were lack of vocabulary and lack of motivation in reading. They do not have enough vocabulary to understand the text, so it makes reading an uninteresting activity. Whereas, according to Johnson (2008: 12) in general, the reading reasons are (a) reading is a pleasurable act, and (b) reading integrates visual and non-visual information. By reading the text, the students can find the new vocabulary, grammar, and pronunciation which are good for being able to read the English text either for career or for study because reading plays an important role in language acquisition.

Unfortunately, since the covid-19 pandemic which has spread all over the world recently and has changed many aspects of human life especially in the classroom activity where the students could not do face to face learning and they have to switch their school life into an online learning activity, the skill activities that exist in reading skills cannot be done properly and obviously, where there must be assistance from the teachers, reading skills is one of the difficult skills for students and they will have struggle in the reading comprehension, most of the struggles are lack of vocabulary and interest in reading moreover according to Lynch (2020:1), there are several signs that the students have struggled in the reading comprehension such as the students cannot provide a summary of the reading and may focus on only a small aspect of the entire story, they do not connect the events in a story to events that have happened in real

life, and they may be able to tell about *what* happened in the story but cannot say *why* those things happened. Further, Students have various problems in doing reading test related to their level of mastery which students that is rich knowledge of vocabulary and grammar will say that reading comprehension is easy otherwise, each student may face different difficulty from others causing different needs on teaching methods and learning activities (Nurjanah, 2018: 254). According to Rohani et al (2019: 684), the problem faced by students in reading comprehension was majoring in three themes, one of the problems comes from the students itself which consists of three-part; students' basic ability, less attraction to the subject and not motivated. The statement above is supported by Apsari & Yana (2015: 217) who state that in teaching reading there were four problems encountered by the respondents in teaching reading: lack of students' vocabulary mastery, lack of motivation in reading, students were not used to read a lot regularly and teaching time allocation. If students do not understand the meaningful text, students can not answer the question and can not identify the text well. Whereas, by learning reading the students can improve their pieces of knowledge such as vocabulary, grammar, and spelling. Also, Susanti (2002: 87) mentions that pupils who have high a level of mastering the English vocabulary have a high level of mastering the English reading ability too. The same result also happens to the opposite one who have a low level in mastering the English vocabulary, their mastering in English reading ability are low too.

Under the explanation and problem statement above, the researcher intended to conduct the determinants of eleventh graders' reading assessment through reading test and its character-based learning contribution at SMA Muhammadiyah 1 Klaten in the academic year of 2020/2021.

B. The Reason for Choosing Topic

The reason for choosing the topic was to identify some reading issues, as follows:

1. Reading is the activity of perception, analysis, and interpretation. By reading the text, the eleventh-grades can find the new vocabulary, grammar, and pronunciation which are good for being able to read the English text.
2. The eleventh-grades have various problems in reading regarding three themes, such as low reading ability, less attraction on reading subject and not motivated learners during the reading class.
3. The teacher has the eleventh-grades' reading assessment issue regarding teaching and learning reading through online learning.
4. The eleventh-grades have character-based learning contribution problems in learning reading regarding lack of students' participation through online learning.

C. The Limitation of the Study

The limitation of the study corresponded with the following concerns:

1. The eleventh-graders' reading assessment determinant through reading test of SMA Muhammadiyah 1 Klaten in the academic year of 2020/2021.
2. The eleventh-graders' character-based learning contribution in reading class through online learning of SMA Muhammadiyah 1 Klaten in the academic year of 2020/2021.

D. The Statement of the Problem

The statement of the problem presented the following research question: "Do the reading determinants and its character-based learning contributions influence eleventh-graders assessment at SMA Muhammadiyah 1 Klaten in the academic year of 2020/2021?"

E. The Aim of the Study

The study aimed at assessing eleventh-graders' reading skills and its character-based learning contribution that was implemented in reading subject with procedure text as the topic at SMA Muhammadiyah 1 Klaten in the academic of 2020/2021.

F. The Use of the Study

The use of the study expected to contribute in both theoretical and practical use to support eleventh-graders' reading skills and its character-based learning assessment, as follows:

1. Theoretical Use

To help in enriching vocabularies and getting more interested of the students in the reading so it 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 was intended to be valuable informative feedback of SMA Muhammadiyah 1 Klaten which is the teacher will know what is the determinant of the reading skill of students and its character-based contribution.

G. The Clarification of the Key Terms

To make the topic clear and easy to understand, this research clarifies the terms of the study as follows:

1. Assessing

Habib (2016: 125) states assessment is used in both teaching and learning as one of the basic pedagogical activities. This includes a range of methods and strategies used in classrooms and allows

teachers not only to correct the needs but also to identify the competencies of their learners. It means that assessment is not only the process of collecting students' data, analyzing evidence, and refining instruction are assessment phases in which teachers can improve learning outcomes also understanding how students are progressing to make the correct decision in the design and preparation of classroom instruction in their learning. For various reasons, assessments may be carried out. In reality, to achieve multiple objectives, three key types of assessment occur at different times, at different stages, and in various forms such as diagnostic assessment, formative assessment, and summative assessment (Habib, 2016: 128). In this study, the researcher focused on the reading assessment which includes a variety of objectives that reflect multiple contexts of assessment: standardized proficiency assessment, classroom-based formative and achievement testing, placement and diagnostic testing, assessment for reading research purposes, and assessment-for-learning purposes (Grabe, 2009, Black & Wiliam, 2006; Grabe & Jiang, 2014: 2).

2. Reading

As a student, the ability to read and understand text is very important to get the information contained in the text (Rohani, Deliana, & Rahmadsyah, 2019: 685). It is one of the skills in English that must be learned by the students. According to Brown (2007: 185), reading is the most important skill in the educational field, since it can

be the assessment of the general language abilities of students. In acquiring knowledge and learning material, reading abilities are essential for learners so that the students can get the information, pleasure, and do many things that are done by the world community due to information obtained from reading (Rohani, Deliana, & Rahmadsyah 2019: 684). As the result, the students who are better reading skills enable people to succeed in academics (Iftanti, 2015: 366).

3. Character Education

Character education programs have been carried out both officially and informally (Kamarudin, 2012: 223). It is intended as one of supporting suggestions to follow up in the context of design practices. Character education for potential leaders has always been inspiring, constructive, and continuously educating. Character education is an increasing discipline with a deliberate effort to optimize the ethical actions of students (Agboola & Tsai, 2012: 163). Character education means a character that is introduced into reading during the learning process, such as being accountable, inspired to read, imaginative, etc. Character-based reading in this study is a compilation of attitudes, actions, motivation, and skills that are incorporated into reading during the learning process.

4. The Current Issues in Reading

Reading is reasoning under the actuation of the printed page and is viewed as a psycho-phonetic foreseeing amusement and must be perceived that reading as a receptive skill in written mode as well, is a mind good ability that is to state that it includes an entire arrangement of skill (Aida & Widiyati, 2020: 120). It is a lifelong skill for academic learning and success in school (Banditvilai, 2020: 46). Lifelong learning skills are activities that must be learned during one's life. These activities develop awareness and skills that are important to one's career and day-to-day tasks. Furthermore, since they can access and retrieve any information from the internet, the internet enhances their lifelong learning skills. Also, they can quickly learn and use new apps without having to attend seminars or seek instructor advice by using online demonstrations and tutorials. As a result, these are crucial tools for improving learning abilities. Furthermore, graphic representations of any matter, as well as animations, enhance learning skills by allowing students to explore the subject (Ansari, 2018: 7).

H. The Organization of the Study

The organization of the study was presented to give the direction of the study arrangement, in the following stages:

Chapter I is an introduction. It consists of the background of the study, the reason for choosing the study, 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 related literature. It consists of the previous studies, the theory of reading, the substance of reading, and the theoretical framework.

Chapter III is research methodology. 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, the validity of the data, and the analysis of the data.

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

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

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the whole steps of this quantitative research, the researcher would like to give a conclusion as the result of this research. Furthermore, related to the conclusion the researcher also gives a suggestion. They are described one by one below.

A. Conclusion

In this part, the researcher would like to answer the statement of the problem in this study, “Do reading determinants and its character-based learning contributions influence to eleventh-graders assessment at SMA Muhammadiyah 1 Klaten in the academic year of 2020/2021?” Based on the research conducted that the reading determinants and their character-based learning contributions influence students’ reading assessment.

The first reason is the eleventh-graders’ reading assessment determinant through reading test shows the mean of the eleventh-graders score was 79.90. From the mean results, it can be concluded that the reading determinant influences the eleventh-graders’ reading assessment. The reading determinant affects eleventh-graders’ understanding of reading activities so that eleventh-graders can easily answer the reading test. This can be seen from the mean of eleventh-graders’ scores who exceed the minimum value of eleventh-graders assessment. In addition, the reading determinant greatly influences the eleventh-graders’ learning motivation so they are interested in reading learning activities.

The second reason is the character-based learning contribution among the eleventh-graders in the classroom demonstrated from a questionnaire that the students filled out after the teaching and learning process. During the teaching and learning process, the class condition creates positive learning motivation and also makes the eleventh-graders have a good collaboration and communication while teaching and learning process through online learning.

B. Suggestion

The suggestion recommends the English teachers. The teachers are recommended applying and using some method of teaching and learning reading besides using reading determinants because it can help the teachers make the teaching and learning process in English class more effective to improve the eleventh-graders reading assessment. The applicable methods of teaching and learning reading can help students to make a better understanding of the material given in a reading. It can involve students' collaboration, honesty, communication, and learning motivation through an online platform. In addition, the teacher must have some creativity, specifically dealing with the development of teaching material and selecting suitable media so that the students can get the material well.

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