

**A DESCRIPTIVE STUDY ON THE MASTERY OF CHARACTER BASED  
READING OF THE ELEVENTH YEAR STUDENTS OF SMK N 1  
JOGONALAN KLATEN IN ACADEMIC YEAR OF 2021/2022**

**S-1 THESIS**

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree  
in English Education Study Program



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**KLATEN**

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JOGONALAN KLATEN IN ACADEMIC YEAR OF 2021/2022**

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## RATIFICATION

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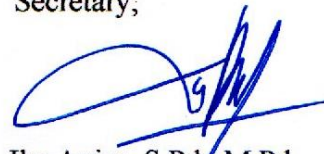
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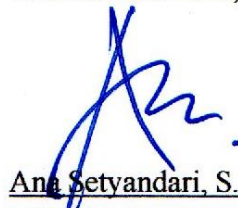
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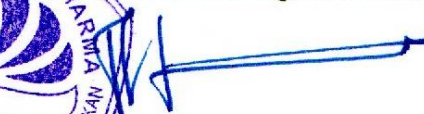


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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“A Descriptive Study on the Mastery of Character Based Reading of the Eleventh Year Students of SMK N 1 Jogonalan Klaten in Academic Year of 2021/2022”**.

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, June 2022



Salwa Sabila  
1811200014

## **MOTTO**

Life is the greatest teacher because it educates even those who really hate to learn.

(Eraldo Banovac)

Education is the power to think clearly, the power to act well in the world's work,  
and the power to appreciate life.

(Brigham Young)

The way to get started is to quit talking and begin doing.

(Walt Disney)

The good things you do for others will always back to you.

(The Writer)

*Barang siapa yang menjadikan mudah urusan orang lain, pasti Allah SWT akan  
memudahkannya di dunia dan di akhirat.*

(HR. Muslim)

## **PRESENTATION**

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2. My beloved sister, Adinda Ramadhani for giving me support and motivation.
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The writer realizes that this study is far from being perfect because of her limited knowledge and experience. Therefore, she would like to accept suggestion and criticism from the reader in order to make this thesis perfect.

Finally, the writer deeply hopes that this thesis would be useful for especially the English students and the readers in general.

Klaten, June 2022

The writer



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## ABSTRACT

SALWA SABILA, Student No. 1811200014, English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University Klaten. 2022. Undergraduate Thesis. *A DESCRIPTIVE STUDY ON THE MASTERY OF CHARACTER BASED READING OF THE ELEVENTH YEAR STUDENTS OF SMK N 1 JOGONALAN KLATEN IN ACADEMIC YEAR OF 2021/2022.*

This study aims to describe the students' mastery of character based reading. The problem of this study is "How is the mastery of character based reading of the eleventh year students of SMK N 1 Jogonalan Klaten in Academic Year of 2021/2022?"

The writer takes the eleventh year students of SMK N 1 Jogonalan Klaten in Academic Year of 2021/2022 as a population. The number of students is 392 students who are divided into 11 classes. In this study, the writer took 50 students by purposive sampling. In getting the data, the writer gave a test that consists of 20 items in the form of multiple choices and observed the students' character. The writer analysed the data of reading test by using a statistical method which was implemented in the form of a mean. The writer combined the result of the mean of reading mastery and character mastery by adding up and dividing into two.

After analysing the data, the writer knows that there are 23 students or 46% getting excellent mark, 13 students or 26% getting good mark, 14 students or 28% getting fair mark and there is no student getting fail mark. The students who get excellent mark in character are 35 students or 70%, good mark are 15 students or 30%, and there is no student who gets fair mark, poor mark, and fail mark. The result of this study shows that the mean is 78.7, and it is categorized into good category. Finally, the writer draws the conclusion that the mastery of character based reading of the eleventh year students of SMK N 1 Jogonalan Klaten in Academic Year of 2021/2022 is **good**.

**Keywords:** *character, descriptive study, mastery, reading.*

# CHAPTER I

## INTRODUCTION

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

Reading is a process to arrange the meaning of the written form based on the reader's interpretation. Anderson in Nunan states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (2003: 68). Reading is a process of thinking to get the meaning from the text. The process is found when the readers try to arrange the meaning. Reading is arranging meaning that involves recognizing words, leading to the comprehension process of constructing meanings of words. The constructing meaning of words occurs in the way to interpret the meaning. Meaning is based on reader's interpretation which is used to convey the results of the reading process based on the background knowledge. Usually, the background knowledge will determine the different results of interpreting meaning by the readers.

According to Gilakjani and Sabouri (2016: 229), reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. While Pang et al. (2003: 6) state that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken

language. Comprehension is the process of making sense of words, sentences, and connected text. Readers typically use the background knowledge, vocabulary, grammatical knowledge, experience with text, and other strategies to help them understand written text. It means that reading activity needs a lot of intentions such as knowledge of vocabulary, grammar, and other things that will influence other skills in learning English. Reading is one of the language skills that should be mastered in English. Besides, the other language skills are listening, speaking, and writing.

Those skills are called four major English language skills. The four major English language skills cannot be separated in teaching and learning English. The perspective of language skills are listening, speaking, reading, and writing (Nunan, 2003: 1). The productive skills are writing and speaking, while the receptive skills are reading and listening. All of those skills have to be mastered by the students, especially in reading skills. Through reading, the students can obtain a wide range of information by reading textbooks, novels, newspapers, and magazines in English. Beside four language skills, there are three aspects of language. The three aspects of language are grammar, vocabulary, and spelling. These aspects support the four major English language skills.

Grammar is the first aspect. Grammar is a system of how words can work to produce a functional theory. According to Gerot and Wignell (1995: 2), grammar is a theory of language, of how language is put together and how it works. Thus, grammar is a rule that regulates how sentences can be



formed into an understandable language. Grammar consists of rules that are systematic and structured according to word order, so students can use these grammar rules to create their own spoken and written discourse.

Vocabulary is the second aspect. Vocabulary is a knowledge of words in a language that can be produced orally or directly heard. Vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. (Lehr et al., 2004: 5). It is also the basis of language teaching which is very important in the learning process for students.

Spelling is the last aspect. Spelling is an integrated part of the language learning, it includes of the words in spoken or written. Spelling is a complex process, which involves different skills at the same time when a word is spelt (Chan et al., 2014: 22). Based on the four skills and the three aspects of English that the learners must understand, there is a government regulation that must be known.

According to definition of *Sistem Pendidikan Nasional, Undang - Undang Republik Indonesia Nomor 20 Tahun 2003 Pasal 3* that *pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.* National

education aims to develop and compose students' attitudes for being responsible, honest, and cooperative people. Thus, teaching reading can be effective and the students will be more active in learning reading.

Reading is a difficult skill to master, the students have to understand the meaning of vocabularies and the term of grammar rules to comprehend the content of the text. The process of comprehending the reading text is not an easy thing to do for the students (Pais, 2020: 5). In learning reading, the students sometimes learn to read in a disorganized and difficult way, they need instruction to learn it. The teachers have to model the reading skill, mastery of each skill is necessary because these skills cannot be taught separately. After the teachers apply models the skill to the students, the teacher will know about the students' ability to understand the correct models of reading mastery and the students will understand how to learn the reading mastery based on the curriculum.

One of the curriculums of vocational high school is *menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks, interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya*. Based on the vocational high school curriculum, reading is one of the four skills in studying English. Transactional text is part of reading skills. The transactional text involves requesting and refusing. One of the requesting parts involves the way to give offers and suggestions. While one of the refusing parts consists of the ways to respond to offers and

suggestions. According to Gass and Houck, (1999: 2) refusals are one of a relatively small number of speech acts which can be characterized as a response to another's act (e.g., to a request, invitation, offer, suggestion), rather than as an act initiated by a speaker. The aim of the students learn reading is they have to know basic competence and achievement indicators in reading. The basic competences of reading are: students are able to understand transactional text, interpersonal text, long functional text, and short functional text. Thus, after the students learn transactional text, they will build their character through their behaviours.

Character education is a growing discipline with the deliberate attempt to optimize students' ethical behaviour (Agboola and Tsai, 2012: 163). Character education can build moral competency. Moral competence is an ability to assess and respond to the ethical, affective, or social justice. It means that the students can explore kinds of information by reading. Based on the reason above, the writer is interested in the topic. Therefore, the writer chooses the title of her research: "A Descriptive Study on the Mastery of Character Based Reading of the Eleventh Year Students of SMK N 1 Jogonalan Klaten in Academic Year of 2021/2022".

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

The reasons that interest the writer to choose this study are as follows.

- A. Reading skill is very important to be learned, because the mastery of reading skill is used to enrich the students' absorption of all types of texts to get the information, main idea, and conclusion.
- B. The reading mastery is one of the factors that influences the students' ability from reading skill of the eleventh year students of SMK N 1 Jogonalan Klaten.

**C. The Limitation of the Study**

The study is focused on describing students' character based reading mastery to the eleventh year students of SMK N 1 Jogonalan Klaten in academic year of 2021/2022.

**D. The Problem of the Study**

Based on the limitation of the study, the problem statement can be formulated as follow: "How is the mastery of character based reading of the eleventh year students of SMK N 1 Jogonalan Klaten in academic year of 2021/2022?".

**E. The Aim of the Study**

The aim of the study is to describe the mastery of character based reading of the eleventh year students of SMK N 1 Jogonalan Klaten in academic year of 2021/2022.

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

The result of the study is expected to be useful both theoretically and practically as follows.

### **A. Theoretical Use**

It can be used to enrich the repertoire of character based teaching and learning theories in reading.

### **B. Practical Use**

It can be used as teacher's view in teaching and learning process of reading skill. It can help the teacher overcome difficulties in teaching reading mastery.

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

To clarify the meaning of the title, the writer would like to describe the key terms as follows.

### **A. Descriptive Study**

According to Williams (2007: 16), the descriptive research approach is a basic research method that examines the situation, as it exists in its current state. While, Hadi (2015: 3) states that descriptive study is a study which only describes the condition of an object or it's event without talking general conclusion. In this study, the word "descriptive" means to describe the real situation of the students' mastery of reading skills. Based on the statement above, what is meant by descriptive study in this thesis is a study to describe the students'

mastery of character based reading of the eleventh year students of SMK N 1 Jogonalan Klaten in academic year of 2021/2022.

## **B. Mastery**

Mastery means complete knowledge or great skill that makes someone master in a certain subject (Alqahtani, 2015: 26). While, Guskey and Anderman (2013: 19) state that mastery is a term that all educators use and believe they understand well. In this study, mastery means the ability to understand the expression of offering and suggesting in learning English, especially in reading skills. This skill must be mastered by students, so it can be said that students can understand the subject well.

## **C. Reading**

Reading is an activity that can reach a wide range of information with the aim of developing knowledge. According to Bojovic (2010: 1), reading is a complex, purposeful, interactive, comprehending, and flexible activity that takes considerable time and resources to develop. Whereas, Johnson (2008: 3) states that reading is the practice of using text to create the meaning. It means that by reading the text the students get the information from the writer. According to Fauziati (2017: 113), reading is one of the language skills which needs to be taught in language classroom. It means that one of the most important factors in the effectiveness of learning reading in the classroom is the teacher. In this study, reading is a student's skill in concluding ideas

through reading in English with various forms of text and specific goals.

#### **D. Character**

Musfiroh in Aqib and Sujak (2011: 2) state that character refers to a set of attitudes, behaviour, motivation, and skill. It means that every human person has a set of unique attitudes, actions, motives, and talents in different ways. Character is the prime element of human personality. It is comprised out individual's attitudes, belief and values (Pradhan, 2009: 1). Character is a value that is instilled in the learning process such as being responsible, having the motivation to read, being creative and others. In this study, character based reading is a set of attitudes, values, and motivations that are inserted during learning to read in the teaching and learning process.

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

In order to facilitate the thesis arrangement, the writer organizes the thesis into five chapters.

Chapter I is introduction. It consists of the background of the study, the reason for choosing the study, 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, and the organization of the study.

Chapter II is review of related literature. This chapter discusses the meaning of reading, students' reading competencies, the components of

reading, the importance of reading, teaching reading, the reading materials, and character education.

Chapter III is the research method. It consists of the meaning of research method, the subject of the study, the technique of collecting the data, and the technique of analysing the data.

Chapter IV is the result of the study. It consists of the data analysis and the discussion of the findings.

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



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion. Each explanation of them is as follows:

#### A. Conclusion

After discussing the previous chapter, the writer would like to give conclusion of this study. The main problem of this study is “How is the mastery of character based reading of the eleventh year students of SMK N 1 Jogonalan Klaten in academic year of 2021/2022?”.

Based on the previous computation, the students who get excellent mark in reading mastery are 23 students or 46%, good mark are 13 students or 26%, fair mark are 14 students or 28% and there is no student who gets poor mark and fail mark. The students who get excellent mark in students’ character are 35 students or 70%, good mark are 15 students or 30%, and there is no student who gets fair mark, poor mark, and fail mark.

The mean of the reading mastery is 75.7 and the mean of students’ character is 81.8. Therefore, the mean of whole character based reading

mastery is  $\frac{75.7 + 81.8}{2} = \frac{157.5}{2} = 78.7$ .

Based on the result above, the average score is 78.7. It means that the character based reading mastery of the eleventh year students of SMK N 1 Jogonalan Klaten in academic year of 2021/2022 is good.

## **B. Suggestion**

After analysing and drawing the conclusion, the writer would like to give some suggestions for the English teachers, the students, and the readers which can be presented as follows:

### 1. To the English teachers

The teachers should teach the material not only from the students' guidance book but also in other media for teaching and learning. The teachers can use some ways to attract the students in learning English such as watching movies, listening to the audio, using some pictures or animation, etc. It will encourage the students to feel interested in learning English.

### 2. To the students

The students should be more active in learning reading. They should always practice reading not only at school but also at home. The practice of reading can be done among friends or with someone else. The students can read magazines, short stories, novels, news, short article, etc. It can improve their ability in reading. The students should ask the teachers if they do not understand yet the material.

### 3. To the readers

This study can be used as a reference for the readers to conduct another research. The writer hopes that the result of the research can be used as a contribution and comparative matter in doing research although this study is far from being perfect.

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