IMPROVING CHARACTER BASED READING BY APPLYING TASK BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR OF 2020/2021

S-1 THESIS

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

By

Name : RIYA INGGIT SAFITRI

No   : 1611200008

TEACHER TRAINING AND EDUCATION FACULTY

WIDYA DHARMA UNIVERSITY OF KLATEN

KLATEN

2022

APPROVAL

IMPROVING CHARACTER BASED READING BY APPLYING TASK BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR OF 2020/2021

By

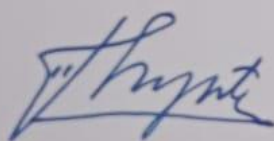Name   : Riya Inggit Safitri

No.   : 1611200008

Approved by the Consultants to be Examined before the Board of Examiners of Teacher Training and Education Faculty on:

Day   : Wednesday

Date   : December 1st, 2021

Consultant I,   Consultant II,

Dra. Sri Haryanti, M.Hum   Ike Anisa, S. Pd., M. Pd.
NIP. 196106191987032001   NIK. 690 112 324

RATIFICATION

IMPROVING CHARACTER BASED READING BY APPLYING TASK BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR OF 2020/2021

By

Name   : Riya Inggit Safitri

Student No.   : 1611200008

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

Day   : Saturday

Date   : 16th July, 2022

The Board of Examiners

Chairman,

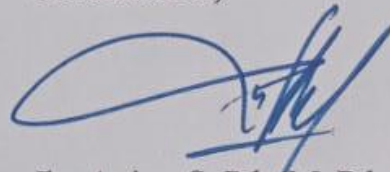Dr. H. RonggoWarsito, M. Pd.
NIK. 690 890 113

Secretary,

Ana Setyandari, S. Pd, M. Pd.
NIK. 690 112 325

Consultant 1,

Dra. Sri Haryanti, M.Hum.
NIP. 196106191987032001

Consultant II,

Ike Anisa, S. Pd., M. Pd.
NIK. 690 112 324

Dean of Teacher Training And Education Faculty,

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

iii

PRONOUNCEMENT

This is to verify that I myself write this thesis entitled "IMPROVING CHARACTER BASED READING BY APPLYING TASK BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR OF 2020/2021".

It is not 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, 16 July 2022

Riya Inggit Safitri

1611200008

MOTTO

Whatever you are, be a good one **– The Writer**

Time won't make you forget, it will make you understand things **– The Writer**

PRESENTATION

This is thesis to my beloved father and mother thank you for your endless love, care, prayer, support, andvice, motivation, all of things that have been sacrified for me.

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim

Praise be to Allah SWT, the almighty for the mercy and strength and also for the blessing and leading me to finish this thesis. The prayer and salaam be upon to Muhammad SAW, the Prophet, his family and his followers. May Allah bless them and give them peace.

Firstly, the writer would like to acknowledge my first and second consultants, for their motivation, advice, and immense knowledge.The writer would also like to express her gratitude to:

1. Prof. Dr. H. Triyono, M.Pd., as the Rector of Widya Dharma University;

2. Dr. H. RonggoWarsito, M.Pd., as the Dean of Teacher Training and Education Faculty of Widya Dharma University;

3. Ana Setyandari, S.Pd., M.Pd, as a Head of Teacher Training and Education Faculty of Widya Dharma University;

4. Dra. Sri Haryanti, M. Hum., as the first consultant thank you for giving support.

5. Ike Anisa, S.Pd. M.Pd., as the second consultant thank you for giving suggestion, correction, support, kindness, and time during finishing this thesis.

6. All lecturers in English Education Study program who have taught the writer useful knowledge and skills.

7. Prihari Darwiyono, S.Pd, as the principle of SMK Muhammadiyah 2 Klaten, and Riyani, S. Pd., as the English teacher of SMK Muhammadiyah 2 Klaten who has given guiding, advice, and support during conducting the research.

8. The students class X OTKP 2 of SMK Muhammadiyah 2 Klaten Utara who had helped the writer in finishing the research.

9. Everyone who had helped, given the writer support, spirit and motivation in finishing this research that cannot be mentioned one by one.

The writer realise that this thesis cannot be considered perfect without criticism and suggestions. Therefore, it is such a pleasure for the writer to get criticism and suggestions to make this thesis better.

Klaten, 1 December 2021

Riya Inggit Safitri

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

ABSTRACT

Riya inngit. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University Klaten. 2021.*Improving Character Based Reading by Applying Task Based Learning Method of the Tenth Year Students of SMK Muhammadiyah2 Klaten in Academic Year of 2020/2021.*

The objective of this research is to verify if task based learning method can be used to improve character based Reading of the tenth year students of SMKMuhammadiyah 2 Klaten Utara in academic year of 2020/2021.The research was action research. The subject of the research was the students of X OTKP 2. The data were obtained through the observation, interview, and test. The actions implemented in this research were applying the Task Based Learning Method in Reading activity to improve students' character based Reading skill. There were some steps in applying Task Based Learning Method, they are; pre-task, task, planning, report, analysis, and practice. The material used in the teaching and learning process of Reading was about recount text. The research was conducted of precycle, cycle 1 and cycle 2.

The findings showed that students' competence in character based Reading improved gradually. The mean score of the students improved from 67,2 in precycle to 68,15 in cycle 1. Meanwhile, the students' character was also improved from 67,2 in cycle 1 to 71,85 in cycle 2. Based on the result achieved in both cycles, Task Based Learning Method can improve character based Reading of the tenth year students of SMKMuhammadiyah 2 Klaten Utara in academic year of 2020/2021.

Key words:*Task Based Learning, Reading, character.*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is activity to create about the meaning of text after understanding the whole text. Reading is one of the most fundamental activities in the learning process and the activity is often done when students learn in school. Reading is the practice of using text to create meaning (Johnson, 2008: 3).

Meanwhile, reading can be viewed from different perspectives; as practice, product or process. The first view is from anthropologist and social psychologist that link reading to the uses in everyday life, not merely within schooling. The second view focuses on form and meaning. The last view pays greater attention to the role of reader in the on-going process and the strategy used in constructing meaning. (Carter & Nunan, 2001: 21).

The perspectives of language skills are listening, speaking, reading, and writing. Those skills should be understood by the students, so the students have to learn, understand, and master all of those skills especially in reading activity because reading is one of the difficult skills (Nunan, 2003: 1). Besides, the students not only master about English skills but also have to understand about aspect in English skills. There are three aspects that have to be mastered by the students from the four skills. The three aspects are grammar, vocabulary, and spelling.

Based on preliminary research, the teachers still apply traditional teaching method which commonly makes the teaching and learning become a boring and uninteresting activity. This can affect the students uninterested in the teaching and learning process. The tenth year students of SMK Muhammadiyah 2 Klaten Utara have many problems in their reading activity, such as they have difficulty in gaining idea, lack of vocabulary, have low grammar mastery, and the learning process is not interesting so they are bored in reading activity. Therefore, the teacher should use creative and innovative technique in teaching reading because the technique used in teaching learning will affect students' reading achievement. The teacher must change the classroom condition to be more interesting to make the students enjoy the class.

To solve those problems above, it is needed an appropriate strategy, approach, method, and technique which helps students solving the problems about learning reading, they need another rechnique which is more scientific and more intersting in teaching reading. One of innovative and creative teaching and learning method that makes the students be active to read and give a feedback is Task Based Learning (TBL) method in English class. By this method the students can master reading skill in a more effective way.

The learning technique that is expected to improve problem solving skills for Senoir High School students is the application of TBL (Task Based Learning) method. By using it, teaching and learning reading can not only improve reading skill but also build students' character. The students will

surely encourage curiosity, creativity, discipline, hardwork and responsibility. It means by applying TBL (Task Based Learning), students can convey their knowledge and be able to write their ideas by reading.

In a Task Based Language Learning, a task is defined as a piece of work undertaken for oneself or for others, freely or for getting some reward (Nunan, 1989: 5). From beginning to end of the lesson, students get the task to be completed either in groups or individually. In this learning process, the teacher acts as an instructor. The teacher only gives instructions on what the students should do. In addition to instruction, teacher also monitors the activities of the learning process.

B. The Reason for Choosing the Topic

1. The researcher is interested in Task Based Learning method because it can improve the proficiency of the students' reading skill and their participation in learning process in Senior High School.

2. Reading is the basis for learning and one of the important skills in language use.

3. Reading activity provides more opportunities for students to externalize student thinking through action, it can help students to reflect on the thinking possessed.

C. The Limitation of the Study

This study is focused on improving student's character based reading by applying Task Based Learning method of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2020/2021".

D. The Problem Statement

The problem of this study is formulated as follows: "Can Task Based Learning method be used to improve character based reading of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2020/2021?"

E. The Aim of the Study

The aim of the study is to verify whether TBL (Task Based Learning) method can be used to improve character based reading of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2020/2021.

F. The Benefit Of Study

The findings of the present study are expected to have both theoretical and practical importance to the teaching and learning process in English especially in teaching reading.

1. Theoretically, the findings of the study are expected to enhance the theory of teaching reading using Task Based Learning method, and to support evidence to the existing research findings which have revealed the importance of having and experimenting different strategy concerning teaching reading.

2. Practically, the result of the study is intended to be valuable informative feedback to both the English teachers and students of SMK Muhammadiyah 2 Klaten Utara. For the teachers, the present research study is intended to be used as a reference in planning a better teaching

strategy to increase the students' reading skill by using appropriate technique. For the students, the findings of this study are expected to inspire and motivate the tenth grade students to learn reading well. Moreover, it is expected to give a positive effect on the quality of education and school achievement.

G. The Clarification Key Terms

1. Improving

   According to Longman (1998: 526), improving or to improve can make something better. While according to Hornby (2010: 598) that improve is to become better than before. It means that improving is the condition of something that is better made. In this research, improving means making the teaching and learning process, especially on teaching and learning reading of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2020/2021.

2. Character Based Reading

   Character has from the time immemorial been perceived as a word that is acclaimed with special connotations. In other words, character refers to a set of attitudes, behaviours, motivation and skills (Aqib and Sujak, 2011: 2). Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003: 68).

   In this study, character based reading is a set of attitudes, behaviour, motivation, and skill that are inserted during the process of students' combining information from reading materials to build meaning.

3. Task Based Learning Method

According to Harmer (2002: 87) task based learning method is a method of language learning by using tasks as the main focus of learning. In this learning students are required to work on a series of tasks given by the teacher both in groups and in pairs and after the task is done, the teacher will discuss the language used, then make corrections if something goes wrong and assess the work results of students through the assignments given and make adjustments or straighten out if there is a misunderstanding in the learning process.

Task based learning combines the best-insights from communicative language teaching with an organised focus on language form. TBL is valid for the teaching of any target language, second or foreign (Willis, 1996: 1).

In this study, TBL combines the students' best insights from reading activity of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year 2019/2020.

H. The Organization of the Study

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

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 statement, the aim of the study, the benefit of the study, the clarification of the key terms, and the organization of the study. .

Chapter II is review of related literature. It consists of Previous study, Position of the study, theory of reading, task based learning method, teacher roles and learner roles, theory of character.

Chapter III is the method of the study. It consists of the meaning of research method, the strategy of the research, the data and source of data, the technique of collecting the data, the validity of data, the procedure of classroom action research, the technique of analyzing the data, testing performance indicator.

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

Chapter V is conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The reseacher would like to answer the problem of this study that is "Can Task Based Learning method be used to improve character based reading of the tenth year students of SMK Muhammadiyah 2 Klaten in academic year of 2020/2021?". Based on the study conducted in class X OTKP 2 in SMK Muhammadiyah 2 Klaten, the reseacher concludes that Task Based Learning method can improve students' reading skill and students' character. The students' reading skill can be shown from the test result. While the students' character is obtained from the interview done during the learning process. The improvement of students' reading skill and students' character from pre-cycle, cycle 1, and cycle 2 can be seen in table below.

Students' Improvement

No	Instrument	Mean		
		Pre-cycle	**Cycle 1**	**Cycle 2**
1.	Students' Character-based Reading	67,2	68.15	71.85

B. Suggestion

1. To the Students

In reading, the students are expected do more practice and try to be more confident and braver. Task Based Learning method can be as one of their learning strategies to practice and improve their reading skill.

2. To the Teacher

  The teacher, especially English teacher, is expected to be more active and creative in using various methods, so the students are more actively involved in teaching and learning process. One of the methods that the teacher can be used is Task Based Learning. This method makes students more active during teaching and learning activities. This method also gives the students many kinds of task to improve their reading skill and their character. In addition, the teacher also should pay attention to students' activities during teaching and learning process.

BIBLIOGRAPHY

Agboola, Alex. And Tsai, Kaun Chen. (2012) *Bring Character Education into Classroom*. [Electronic Version]. European Journal of Educational Research.

Aqib and Sujak. (2011). *Panduan dan Aplikasi Pendidikan Karakter*. Bandung: Yrama Widya.

Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Bakrley, Elizaberth E. K. (2012). *Collaborative Learning Techniques*. Bandung: Penerbit Nusa Media.

Brown, H. Douglas. (2000). *Principles of Language Learning and Teaching*. San Francisco: San Francisco University.

Brown, H. Douglas. (2001). *Teaching by Principle and Interactive Approach to language pedagogy*. New York: Longman Inc.

Burns, Anne. (2010). *Doing Action Research in English Language Teaching*. New York:Routledge

Carter, R., and David Nunan. (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. United Kingdom: Cambridge University Press.

Dornyei, Z & E, Ushioda (2011). *Teaching and Reseraching* : Great Britain Pearson Education Limited.

Esterberg, Kristin G. (2002). *Qualitative Methods Ins Social Reseacrh.* Mc. Graw Hill, New York.

Fisher. (1981). *Teaching Foreign Language Skill*. Chicago: University of Chicago Press.

Ghozali, Imam. (2013). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 21Update PLS Regresi*. Semarang: Badan Penerbit Universitas Diponegoro.

Grabe, William. (2009). *Reading in a Second Language*. New York: Cambreidge University Press.

Harmer, Jeremy. (2002). *How To Teach English: An Introduction to the Practice of English Language Teaching*. England : Longman

Hornby, A. S. (2010). *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press.

Johnson, Andrew P. (2008). *Teaching reading and writing*: a guidebook for tutoring and remediating students. New York: Rowman& Littlefield Education.

Kamisa. (1997). *Kamus Lengkap Bahasa Indonesia*. Surabaya: Kartika.

Kumaravadivelu, B.(2003). Beyond methods: *Macro strategies for language teaching*. New Haven: Yale university press.

Ladousse. G. P. (1997). *Role Play*. Oxford: Oxford Univesity Press.

Lindsay, C. & P. Knight. (2006). *Learning and Teaching English*: A Course for Teachers. Oxford: Oxford University Press.

Longman (1998). *Dictionary Of Comtemporary English*. Eight Edition. Englan : London Grou UK Limitted.

Mustari, Mohammad. (2011). *Nilai Karakter*. Yogyakarta : Lasbang Pressindo.

Nation, Paul. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.

Nunan, David. (1989). *Designing Tasks for the Communicative Classroom-*. Cambridge: Cambridge University Press.

Nunan, David. (2003). "Grammar". In David Nunan (Ed). *Practical English Language Teaching*. New York: McGraw-Hill Companies, Inc.

Nunan, David. (2004). *Task-Based Language Teaching*: *A Comprehensively Revised Edition of Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press.

Popham, W. James dan Eva L., terj. Amirul Hadi dkk. (2003). *Teknik Mengajar Secara Sistematis,* Jakarta : Rineka Cipta.

Pradhan. R. K. (2009) *Character, Personality and Professionalism*. Social Science Internationl. Volume 25, Number 2, Juli 2009. ISSN. 0970-11087.

Richards, Jack C. and Richard Schmidt. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics.* Edinburg: Longman.

Ritchie, Jane Lewis. (2003). *Qualitative Research Practice*: *A Guide for Social Science Students and Researchers*. London: SAGES Publication Ltd.

Sariannur. (2017) *The Effect of Using Task Based Learning (Tbl) Method on Student's Achievement in Reading Comprehension at Madrasah Aliyah Negeri 1 Natal*. Thesis. Not Published. Faculty of Tarbiyah and Teachers Traning. Islamic University of North Sumatera. Medan.

Sofiana, Nina. (2017). The Effect of Task-Based Language Learning and Learning Styles on the Students' Reading Ability. *Journal of Language and Literature*. 12(1), 19-29.

Sugiyono, (2008). *Metode Penelitian Kunatitatif Kualitatif dan R&D*. Bandung Alfabeta.

Sulaiman. (2017). Peningkatan Kemampuan Membaca Mahasiswa Program Studi Bahasa Inggris Dengan Menggunakan Task Based Learning. *Journal Pendidikan Bahasa*, 6(1), 78-90.

Swan, M. (2005). Legislation by Hypothesis: *The Case of Task-Based Instruction*. Applied Linguistics 26 (3), 376–401.

Willis, J. (1996). *A Framework of Task-Based Learning.* England: Longman.