

**A CASE STUDY OF CHARACTER BASED TEACHING AND LEARNING
READING FOR THE ELEVENTH GRADE STUDENTS OF SMK
MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR 2022/2023**

S-1 THESIS

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



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2023

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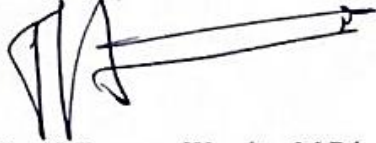
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PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitled “A CASE STUDY OF CHARACTER BASED TEACHING AND LEARNING READING FOR THE ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR 2022/2023”.

It is not plagiarism or made by others. Anything related to others’ work is written in 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 cancelation of my academic degree.

Klaten, 27 June 2023



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MOTTO

“Apapun yang menjadi takdirmu, akan mencari jalan menemukanmu.”

(Ali bin Abi Thalib)

“All our dreams can come true if we have the courage to pursue them.”

(Walt Disney)

“If you are able to look yourself in the mirror every day with the decisions that you make, that’s where power starts.”

(Selena Gomez)

PRESENTATION

I dedicate this thesis to:

My beloved mother, Ibu Tri Handayani Ani Prasetyowati

and,

My beloved father, Bapak Much. Ali Imron.

Also to:

My aunt, Sri Haryanti

My sister, Madda Fadhila Ramadhani

My brothers, Ahmad Faruq and Faiz Qolbul Hanif.

With love,

Syifa

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9. All my friends who had helped, given the writer support, and motivation in finishing this study that cannot be mentioned one by one.

Therefore, the writer expect some suggestions and critiques for this study because the writer realize that this thesis not been perfect yet and still has many disadvantages to be repaired by the readers in the future.

Klaten, 27 June 2023

Syifaul Qolby Syabandini

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LIST OF ABBREVIATIONS

| Abbreviation | Explanation |
|---------------------|---|
| SMK | <i>Sekolah Menengah Kejuruan</i> |
| RPL | <i>Rekayasa Perangkat Lunak</i> |
| RPP | <i>Rancangan Rencana Pembelajaran</i> |
| XI RPL | The class of the eleventh year of <i>Rekayasa Perangkat Lunak</i> |

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ABSTRACT

SYIFAUL QOLBY SYABANDINI, 1911200008. English Education Study Program, Faculty of Teacher Training and Education, University of Widya Dharma Klaten. 2023. Undergraduate Thesis: *A Case Study of Character Based Teaching and Learning Reading for the Eleventh Year Students of SMK Muhammadiyah 2 Klaten Utara in Academic Year 2022/2023.*

The aim of the study is to describe the process of inserting character based teaching and learning reading for eleventh grade students. This is a qualitative descriptive study. The data were field notes of observations, documentation, and interview. The source of the data were events, documents, English teacher, and students. The data were collected through observation, interview, and documents. In this study, the writer validates the data by using method triangulation and sources triangulation. In this study, the writer also uses descriptive qualitative techniques to analyze the data such as data reduction, data display, and conclusion.

After analyzing all of the data taken from the students of XI RPL SMK Muhammadiyah 2 Klaten Utara, the writer showed the result as follows. Firstly, the result of the first observation indicated that active got 64%, curiosity 56%, confidence 52%, responsibility 52%, and religiousness 88%. The tightness of character values in active, curiosity, confidence, and responsibility are 'fair' and classified into 'C' predicate. The tightness of character values in religiousness is 'very good' and classified into 'A' predicate. Secondly, the result of the second observation indicated that active got 60%, curiosity 60%, confidence 56%, responsibility 60%, and religiousness 84%. The tightness of character values in active, curiosity, confidence, and responsibility are 'fair' and classified into 'C' predicate. The tightness of character values in religiousness is 'good' and classified into 'B' predicate.

Keywords: *case study, reading, character based teaching*

CHAPTER I

INTRODUCTION

A. The Background of the Study

English has been taught to the students since they were in elementary school level. It was also taught by developing four skills: reading, speaking, writing, and listening. Reading and listening are called receptive skills because when we listen and read something, we receive the language, understand it, and decode the meaning. Speaking and writing are productive skills because we use language to produce a message through speech or written text. Productive skills, speaking and writing, are defined by (Jaramillo Urrutia & Medina Gutiérrez, 2017) as an important form of expression used to persuade or convince other people as well as to share ideas and feelings.

The first skill is reading. Reading is one of the important skills in English as a receptive skill. Receptive skills involve students being able to receive messages in the form of spoken or written language (Harmer, 2003). Reading plays a role in understanding any written text to get some information from the text. Students need to have good reading skills to understand what they read. A good reading skill will lead them to understand the context of text such as passages, articles, or even books written in English.

The second skill is speaking. Speaking is a productive skill in the oral mode. It is more complicated than it seems at first and involves more than just pronouncing words. Speaking is an effective skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of the test taker's listening skill, which compromises the reliability and validity of an oral production test (Brown, 2001). Speaking activities involves the interaction between teachers and students or among the students, which depends on how activities are organized. Not only in the classroom but also in our daily lives, we do speaking activities.

The third skill is writing. Writing is one of the productive skills that is very important to master by English learners. Writing is the most difficult skill for second language and foreign language learners (Richards & Renandya, 2002). Writing is not only generating and organizing ideas in our minds but also translating these ideas into readable text. Besides that, (Broughton et al., 2006) stated that writing is extremely difficult for students. The difficulty of writing lies not only in generating and organizing ideas but also in developing these ideas into readable texts.

The last skill is listening. Listening is the basic ability in learning a new language that beginners have to learn. Listening skill is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. Listening

skill is the key to receiving messages effectively (Bite, 2013). It is a combination of hearing what another person says and psychological involvement with the person who is talking. Although the four skills are very important in learning English, this study focused on reading skill.

As one of the aspects of learning English, reading is one of the language skills that must be taught in the language classroom. Reading is one language skill that people use to communicate with each other (Kaya, 2015). Reading is a part of our daily lives performed for pleasure and information. Reading skills are important for individuals since they foster comprehension in reading. Reading is a process in which people make meaning of the texts based on their knowledge to get the information from the text. In the subject school context, reading has to get attention from the teacher and the students in the teaching and learning process in the class.

The goal of teaching reading is to provide the students with knowledge of how language is constructed so that when they intonation and pronunciation, they have no problem in applying the language they are learning (Fauziati, 2010). The teacher needs to bring the two of them to create a balance between reading and communicating. It means that reading skill should be included in the teaching and learning process across the four skills.

In the process of teaching and learning, the techniques and materials can be shared, but a human relationship between the teaching and learning process cannot be learned through words alone (Anderson & David, 2000).

The teaching and learning process needs interaction between the teacher and the student. The interaction is not enough by words. Empathy and emotional closeness are required in order to build good relation between the teacher and students.

Currently, some senior high schools are still using curriculum 2013, which concerns students' character. The aim of character based teaching and learning is to teach students to understand and do well about the habit. There is a relationship between teaching and learning reading and the student character. Therefore, character based teaching and learning is focused on behaviors. Where behaviors such as hard work, self-control, creativity, independence, and psychological development.

Based on the reason above, the writer will conduct the research entitled "A Case Study of Character Based Teaching and Learning Reading for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in Academic Year 2022/2023."

B. The Reason for Choosing the Topic

The reason that encourages the writer to choose a topic are as follows.

1. Character education plays an important role to build the personal character of the student through a teaching and learning activity.
2. Reading is a crucial skill in teaching and learning a language for the learners.

C. The Limitation of the Study

This study focuses on inserting character based teaching and learning reading for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara Academic Year 2022/2023.

D. The Problem of the Study

The problem of the study is as follow. How is the process of inserting character based in teaching and learning reading for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in Academic Year 2022/2023.

E. The Aim of the Study

The aim of the study is to describe the process of inserting character based teaching and learning reading for the eleventh grade students of the SMK Muhammadiyah 2 Klaten Utara in Academic Year 2022/2023.

F. The Use of the Study

The result of the study is expected to be useful both theoretical and practical as follows.

1. The Theoretical Use

The result of the study is expected to be useful for learning how to be a good teacher through what should do in the future. It also can enrich knowledge in teaching English, especially in reading.

2. The Practical Use

Hopefully, the result of this study can contribute to the English teacher changing the way teaching reading with character based. It also can be used to overcome problems faced by the teacher in teaching reading.

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.

1. Case Study

A case study is an empirical inquiry investigating a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not evident (Yin., 2003). Case studies are designed to reveal the details from the participants' viewpoints using multiple data sources (Tellis, 1997). In this study, a case study provides a rich and detailed account of a particular social phenomenon on the inserting character based in teaching and learning reading for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023.

2. Character Based Teaching and Learning

Character based teaching and learning is a model in learning that prioritizes the aspect of inculcating moral values and character. Character is a deliberate effort to teach value (Lickona, 1997). Value are objectively good human qualities. They are good for the individual

and the whole human community. Value represent objective moral standards that transcend time, culture, and individual choice.

Teaching is come from the word 'teach', which means instruct somebody; or give a lesson at school (Hornby, 2005). Learning is gaining knowledge or skill by studying, practicing, or being taught (Hornby, 2005). In developing material with the character values, the teacher has an important role as they have to determine the strategies for developing learners' character without losing the quality of the course's academic content.

In this study, character based teaching and learning means the process of teaching and learning reading by prioritizing the aspect of inserting character based teaching and learning reading for eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2022/2023.

3. Reading

Reading is a strategic process in that a number of the skills and procedures used in the reading call for effort on the part of the reader to get text information, select important information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals (Grabe, 2020). In this study, reading means a process of receiving information from the text on teaching and learning reading for eleventh

grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023.

H. The Organization of the Study

The writer would like to describe the organization of the study as follows.

Chapter I is Introduction. It consists of 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 key terms, and the organization of the study.

Chapter II is Review of Related Literature. It consists of previous study, the position of the study, case study, character based teaching and learning, reading, scientific approach, and conceptual framework.

Chapter III is the Method of the Study. It deals with the meaning of the research method, the strategy of the research, the data and the sources of data, the technique for collecting the data, the validity of the data, and the technique for analyzing the data.

Chapter IV is the Result of the Study. It includes the analysis of the data, and the discussion of the findings.

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

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer attempts to give a brief conclusion and suggestion about the character based teaching and learning reading for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023. They are as follows.

A. Conclusion

There was one question to be answered in this study based on the problem statement, “How is the process of inserting character based in teaching and learning reading for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023?”

After analyzing the data, the writer found that the inserting of character based teaching and learning reading could be seen from the percentage of the tightness of character values in XI RPL (*Rekayasa Perangkat Lunak*). The students’ active values were 64%, curiosity 56%, confidence 52%, responsibility 52%, and religiousness 88% in the first meeting. Then, the second meeting of the students’ active values was 60%, curiosity 60%, confidence 56%, responsibility 60%, and religiousness 84%. The active, curiosity, confidence, responsibility values fall into the ‘fair’ category. Then, religiousness was in ‘good’ and ‘very good’ categories. The writer conclude that the inseting of character based in teaching and learning reading for the

eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023 is successful.

B. Suggestion

After conducting the study, there are several recommendations that the writer can generate. The recommendations are regarding the teaching and learning process, the students, and the English teacher.

1. Teaching and learning process

An English teaching and learning process should be rich in interactions and collaboration among the class members including the teacher and the students from which the objectives of learning can be achieved.

2. The students

The students should practice their reading ability in daily life to enrich their vocabulary. The students should be more active in the process of teaching and learning reading.

3. The teacher

The teacher have to always motivate the students to improve their ability in reading skills and the activeness in the process of teaching and learning. It is suggested that the teacher emphasize the character values in the classroom so the teacher can maximize her role on inserting character based in teaching and learning reading.