

**IMPROVING CHARACTER BASED READING BY APPLYING PQ4R
METHOD OF THE TENTH YEAR STUDENTS OF SMA N 1 CEPER
KLATEN IN ACADEMIC YEAR OF 2017/2018**

S-1 THESIS

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



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KLATEN

2018

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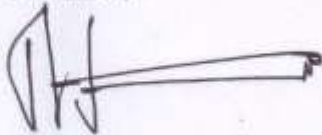
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PRONOUNCEMENT

This is certify that I myself write this thesis entitled **"IMPROVING CHARACTER BASED READING BY APPLYING PQ4R METHOD OF THE TENTH YEAR STUDENTS OF SMA N 1 CEPER KLATEN IN ACADEMIC YEAR OF 2017/2018"**. It is not a plagiarism or made by others. Anything related to others' work is written quotation the source of which is listed on bibliography.

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

Klaten, Agustus 2018



Deyi Riyan Wiguna

MOTTO

1. Failure only occurs when we give up.

(Lessing)

2. The price of human goodness is measured according to what he has done.

(Ali Bin Abi Talib)

3. Education is the best equipment for old age.

(Aristotle)

4. Hurry in every effort brings failure.

(Herodotus)

PRESENTATION

This thesis is dedicated to:

1. My beloved mother and father. Thank you for everything. I do love you.
2. My sister, Shifa Salsa Bila thank you for your prayer.
3. The writer's boyfriend, Moch Febry Aminudin thank you for your support dear.
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I am grateful to the library officers for assistance to search the reference books relating this research.

I am really conscious very much that without the assistance of Allah and that person above, I could not finish the paper. I am really aware that this paper is

far from perfect. Therefore, I invite to the readers as academic circles to give the criticism and suggestions.

Finally, the writer hopes that the paper is useful for the readers either teorically or practically.

Klaten, September 2018

The Writer



Devi Riyan Wiguna

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ABSTRACT

Devi Riyan Wiguna. 1411202909. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University of Klaten. 2018. Undergraduate Thesis: *Improving Character Based Reading by Applying PQ4R Method of The Tenth Year Students of SMA N 1 Ceper Klaten in Academic Year of 2017/2018.*

This study was carried out to reveal the students' comprehension on reading and students' character on reading in the tenth year of SMA N 1 Ceper Klaten in academic year of 2017/2018. The respondents consist of 22 students of X IPA 1 class by using PQ4R method. This study was conducted by following the Kemmis and McTaggart model consisted planning, acting, observing, and reflecting. This research carried out in two cycles. Each cycle consisted of three meetings. The data were collected in this study through the interview, field note, document, and test.

The finding showed that there was improvement of students' achievement in reading comprehension and students' character on reading. Most of the students gradually gained good scores at the end of each cycle. The minimal mastery level criterion (KKM) is 67. The mean score in pre-test was 64.00. The mean score in post-test cycle 1 was 70.45. While the mean score in post-test cycle 2 was 80.27. Meanwhile, the result of class percentage in pre-test was 40.90%. The result of class percentage in cycle 1 was 59.09%. The result of class percentage in cycle 2 was 86.36%. The student's achievement in character gained, the mean score of students' character in first meeting cycle 1 was 56, the mean score of students' character in second meeting cycle 1 was 60, the mean score of students' character in third meeting cycle I was 72, the mean score of students' character in first meeting cycle 2 was 66, and the mean score of students' character in second meeting cycle 2 was 69 and the mean score of students' character in third meeting cycle 2 was 80. The improvement percentages in first meeting to second meeting cycle 1 was 7.14%, the improvement percentages in first meeting cycle 1 to third meeting cycle 1 was 28.57%, the improvement percentages in first meeting cycle 1 to first meeting cycle 2 was 17.85%, the improvement percentages in first meeting cycle 1 to second meeting cycle 2 was 23.21%, the improvement percentages in first meeting cycle 1 to third meeting cycle 2 was 42.85%. Based on the post test 2 in cycle 2 had been fulfilled the performance indicator target of classroom action research (CAR) was successful that achieved more than 75% of the minimal mastery level criterion. Automatically, it can be said that the Classroom Action Research was successful and the cycle was stopped. So, PQ4R could improve the students' character based reading.

Key words: *PQ4R, reading, students' character.*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is the practice of using text to create meaning (Johnson, 2008: 3). Therefore, 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. As a students in Indonesia especially, the writer asked why so many students are struggling to read well. As we know reading is one of the skills tested in UAS/UAN besides listening. The students' struggle in reading is about misunderstanding the meaning of the text. Therefore, the goal of reading is also to find the meaning of the text and help the students to answer the question of the text correctly. In fact, by reading, the students will be smart in language and it also gave gain knowledge and new information.

Based on empirical experience in the most of time that English teaching in class X IPA 1 of SMAN 1 Ceper still found many obstacles to be promoted the students' interest about English subject itself. Fact, as usual, class is less systematic and less managed caused by some factors. Nowadays, regarding with reading skill in this case is reading comprehension by the students is very lack when the teacher is teaching reading skill in order to develop student comprehension. Class is noisy, the students can't give good respond when the reading skill is taught by the teacher, even from the teacher factors that do not given the appropriate method for their students. So, the students are less give

attention well to the lesson. As we know that the students dislike this skill because many reasons. One of them is causing sleepy. Those obstacles above, it might be caused the students' motivation to read is very low.

In addition to these language skills problems, there were also several classroom situation problems reflected in the situation of reading class itself. The classroom situation problems included: (1) the classroom situation is very noisy, (2) the students are not active and creative, it can be seen when they are asked to do exercise, most of them only wait for their friends who have finished to do the exercise, and then they just copy it, (3) the students only keep silent when the teacher asks them to practice in the class, (4) the students are only passive in the class and do not give a respond to the teacher, and (5) the teaching learning process is boring, which is shown by the students' laying their head down on the table. It is make the students' class percentages is very low. The students' class percentages is 40.90% from the minimal mastery level criterion (KKM) is 67. There are still twelve students below the KKM.

All these problems above might be well caused by some factors, as follow: (1) some teachers still use conventional learning technique, such as the teacher is as the central of learning, (2) the teacher seldom uses a media to support teaching and learning activity, (3) the students do not like to read, because they lack of vocabulary in comprehending the certain text that to be read, and (3) some students do not bring the dictionary to check the vocabulary that they have known it yet.

In this study, English teacher in SMA Negeri 1 Ceper informed the Criteria of Minimal Achievement (KKM) of the tenth of SMA Negeri 1 Ceper

klaten is 67. Based on the result of interview, observation, and the students' score, the writer knows that the students' ability in reading still very low, the teacher inform to the writer about the students score, from the result of the students' score, the writer know that some of students still get score less than KKM in reading activity. Therefore, the teacher must be able to choose the appropriate method and build the student's enthusiasm to study reading.

In this study, the writer conduct an effort to solve the problem in teaching and learning reading in the class by classroom action research. One of innovative and creative teaching and learning method that makes students to be active to read and give a feedback is PQ4R method (Preview, Question, Read, Reflect, Recite, and Review).

According to Pehofer and Roy (2003: 7) in Shoaib, et al (2016: 148), PQ4R strategy is an efficient strategy which facilitates and involves students during teaching learning process. Based on this statement, PQ4R is a strategy to facilitate and involve students in teaching and learning reading. Through PQ4R, the students not only learn about the material of reading but also learn how they delight on reading and build their character on the process of teaching and learning reading.

According to *Buku Pengembangan Pendidikan Budaya dan Karakter Bangsa* (2010: 9), it has 18 character values to the students learning, there are as follow; *religius, jujur, toleransi, disiplin, kerja keras, kreatif, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat/komunikatif, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, dan bertanggung jawab.*

Character education is important to the students. Character means an attitude in daily activity. According to Lickona (1991: 51) in Kamaruddin (2012: 225), noble character (good character) includes knowledge of goodness, and cause commitment (intention) of goodness, and finally actually doing good. In other words, the character refers to a set of knowledge (cognitives), attitudes (attitudes), motivations (motivations), behavior (behaviors), and skills (skills). Character is very important to build, especially in educational scope. Quoted in *UU Nomor 20 Tahun 2003 pasal 3 tentang Sistem Pendidikan Nasional*, it states that:

“Pendidikan nasional berfungsi mengembangkan 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”.

For this explanation, the teacher hopes that their students to be grateful to God because God gives an opportunity to follow teaching and learning reading by using PQ4R method in the class. Therefore, the students have interest to follow reading activity and become creative to think and find the new ideas to produce the new think from what they have.

Based on the explanation above, the writer conducts a field research at the tenth year students of SMA Negeri 1 Ceper Klaten in the academic year of 2017/2018. Therefore, this research is entitled **“Improving Character Based Reading by Applying PQ4R Method of the Tenth Year Students of SMA Negeri 1 Ceper Klaten in Academic Year of 2017/2018”**.

B. The Reason for Choosing the Topic

The reasons why the writer has chosen the topic are as follows:

1. Reading is very important in learning English. Reading is a world window. It means that by reading, the students will be able to get all information needed in the world such as the development of technology, science, economy, politics, culture, sports, etc
2. The students are still passive and only read the text without understanding the meaning. Sometimes, they are lazy and sleepy during the lesson. By practicing reading, the students can acquire the meaning of the difficult word, and the students are able to answer question from the text.
3. The PQ4R method that used in this research provokes the students to explore their knowledge and build the systematic thinking in solving the problem as well as the technique be able to give the new experience against the students.

C. The Limitation of the Study

This study is focused on improving student's character based reading mastery by applying the PQ4R method to the tenth year students of SMA Negeri 1 Ceper Klaten in academic year of 2017/2018.

D. The Problem of the Study

In this study, the writer would like to present the problem that can be formulated as follows: "How can PQ4R methods be used to improve character

based reading of the tenth year students of SMA Negeri 1 Ceper Klaten in academic year of 2017/2018?”

E. The Aim of the Study

Based on the problem, of this study, the writer wants to investigate how PQ4R method can be used to improve character based reading of the tenth year students of SMA Negeri 1 Ceper Klaten in academic year of 2017/2018.

F. The Use of the Study

By doing research, the writer get the description of improving character based reading by applying PQ4R method as follows:

1. Theoretical

The result of this study is hoped to be able to enrich the student knowledge about character based reading by applying PQ4R method.

2. Practical

This study can be used to improve the teaching and learning of character based reading by applying PQ4R method.

G. The Clarification of the Key Terms

The writer clarifies the terms of the study as follows:

1. Improving

Improving is to become better than before (Hornby, 2005: 781). In this study, improving means to increase the student's reading skill by using

PQ4R method to the tenth year students of SMA Negeri 1 Ceper Klaten in academic year of 2017/2018.

2. Reading

Reading is the practice of using text to create meaning (Johnson, 2008:

3). In this study, reading is an activity by using text and creates the meaning based on reading activity.

3. PQ4R Method

According to Donndelinger, et al in Sarimanah (2016: 75), PQ4R is a method of reading in metacognitive strategies. Metacognitive reading included the following steps, they are: Previewing, Questioning, Reading, Reflecting, Reciting, and Reviewing (PQ4R). In this study, PQ4R is the metacognitive strategies in reading, included Previewing, Questioning, Reading, Reflecting, Reciting, and Reviewing, which will encourage students to preview, ask questions, read, reflect, recite, and repeat the reading material to be understood and mastered in their own way.

4. Character Education

Marshall, Caldwell, and Fos-ter (2011) in Agboola and Tsai (2012: 164), state that character education is perpetually believed, to some kind of ways through which the students are being nurtured in the direction of seeing things in different perspectives. In this study, character education is a perpetually believed that have some kind of ways which the students seeing direction in different perspectives.

H. The Organization of the Study

To give clear understanding about the content, the writer would like to clarify the terms. The study consists of five chapters as follows:

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

Chapter II is Review of Related Literature. It consists of the theory of reading, teaching reading, PQ4R method, character education, conceptual framework, previous study, and action hypothesis.

Chapter III is The Method of the Study. It consists of the strategy of the research, subject of research, procedure of the research, performance indicator, the technique of collecting the data, and the technique of analyzing the data

Chapter IV is The Result of the Study. It consists of analysis of the data and discussion of the finding.

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

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The implementation of PQ4R in the tenth year of X IPA 1 class of SMA Negeri 1 Cepur Klaten in academic year 2017/2018 can be concluded that PQ4R can improve students' mastery of reading comprehension. It can be proved from the following fact. First, the improvement could be seen from the increase of students' mean reading comprehension score from 64.00 or 40.90% of the class percentages which pass the minimal mastery level criterion in the preliminary study, and 70.45 or 59.09% of the class percentages which pass the minimal mastery level criterion in the first cycle, to 80.36 or 86.36% of the class percentages which pass the minimal mastery level criterion in the cycle 2. Second, from the result of field notes, it showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also make students be creative in comprehend and answer the question and completed with good argument based on the observation. Third, the result of students' character score, it showed that the students' character during teaching and learning process improved, it made the students more honestly, care, active, and work in team work well.

Based on the result of calculation in students' character above, the mean class of students' character in first meeting cycle 1 was 56, the mean class of

students' character in second meeting cycle 1 was 60, the mean class of students' character in third meeting cycle I was 72, the mean class of students' character in first meeting cycle 2 was 66, and the mean class of students' character in second meeting cycle 2 was 69 and the mean score of students' character in third meeting cycle 2 was 80. The improvement percentages in first meeting to second meeting cycle 1 was 7.14%, the improvement percentages in first meeting cycle 1 to third meeting cycle 1 was 28.57%, the improvement percentages in first meeting cycle 1 to first meeting cycle 2 was 17.85%, the improvement percentages in first meeting cycle 1 to second meeting cycle 2 was 23.21%, the improvement percentages in first meeting cycle 1 to third meeting cycle 2 was 42.85%.

There were four aspects in scoring students' character. They were honesty, care, team work, and communicative action. PQ4R method also made the students could make the students' character be better. This activity made students more care with others and surroundings. The students could communicate with others in a good form. The students could deliver their idea or opinion through discussion session and they maintained good relation with classmates and teachers. The students also maintained their understanding the whole texts in every cycle. Moreover, PQ4R would be alternative strategy especially in teaching reading comprehension.

B. Suggestion

Regarding to the subject of the CAR, the writer wants to give some recommendations to the students, teachers, other researcher, and policy maker in education especially in Senior High School level in the following:

1. To the teacher

To the English teachers are recommended in order to be able to use PQ4R as one of the foundation to design the learning activity, conduct the process of meaningful and fun learning English as well as to emerge learning independence. But in order to be able to conduct PQ4R learning well, the teacher not only master of PQ4R well but also has creativity, especially deals with the teaching material development and in choosing appropriate media in order the students are able to do PQ4R optimally. Besides that, by seeing the level of effectiveness of PQ4R in promoting the students' learning achievement, the teacher should not doubt to apply in learning activities as an alternative strategy. The teacher also can try the integrated method to be applied in the classroom when teaching and learning process was conducting. It was conducted in order to make the learning process to be dynamic, fun, and made it alive.

2. To the students

To the students in order to use their knowledge related with reading comprehension by ongoing process and continuity in PQ4R process. By applying PQ4R in each part of learning will make them fully

fledged generally in whole knowledge especially in reading comprehension in English learning.

3. To the policy maker especially in Senior High School

Especially in level education of Senior High School are expected to recommend PQ4R method to be implemented on English learning in Senior High School. In order to produce effective teaching and learning, the policy maker should be also give facility for the teacher by training, socialization, seminar in adequate and continuity in order to improve the teacher professionalism.

4. To the English learning researcher

The writer expects that the result of this research should be able to inspire and to do considerable study and development of research in wider and deeper context and more comprehensive. For example in different level of education which has different necessity of English.

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