

**IMPROVING CHARACTER BASED READING SKILL BY APPLYING  
PQRST MODEL OF THE ELEVENTH YEAR STUDENTS OF SMA  
NEGERI 3 KLATEN IN ACADEMIC YEAR OF 2017/2018**

**THESIS**

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



**By:**

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**KLATEN**

**2018**

## APPROVAL

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**Day : Wednesday**

**Date : 15<sup>th</sup> August 2018**

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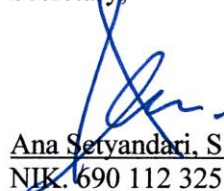
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “ **IMPROVING CHARACTER BASED READING SKILL BY APPLYING PQRS MODEL OF THE ELEVENTH YEAR STUDENTS OF SMA NEGERI 3 KLATEN IN ACADEMIC YEAR OF 2017/2018**”.

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, 15<sup>th</sup> August 2018



Tri Sumarni

## **MOTTO**

- ❖ For surely there is an end; and yours expectation shall not be cut off.  
(ROVERB 23:18)
- ❖ In every thing give thanks: for this is the will of God in Christ Jesus concerning you  
(1 Thessalonians 5:18)
- ❖ Knowledge is power, so study in all your life.  
(THE RESEARCHER)

## PRESENTATION

This thesis is presented to:

1. My beloved God in Jesus Christ
2. My beloved father (Mr. Diyono) and mother (Mrs. Rusipah). You are my hero, cares, and prays for me. I am proud of being your daughter.
3. My beloved brothers (Pridianto, Kasminto, and ragil Setyo Budi). Thanks for your love, care, support, and prayer. I love you so much.
4. My beloved sisters (Asih Setyorini and Susi Nugrahani), Thanks for your love, care, support, and prayer. I love you so much.
5. My beloved best friends (Butterfly team), thanks for your love, care, support, and prayer. I love you so much.

## ACKNOWLEDGEMENT

In the name of Jesus Christ, the benefaction and the Mercy. Praise to God and Lord of the world. The researcher's greatest thanks are only to God who always encourages and gives enthusiasm in finishing this thesis.

The researcher realizes very much that in writing this thesis the researcher needs a lot of guidance. Thus, the researcher is greatly indebted to the following:

1. Prof. H. Triyono, M.Pd., the Rector of Widya Dharma University.
2. Dr. H. Ronggo Warsito, M.Pd., the Dean of the Teacher Training and Education Faculty who has given his permission to write this thesis.
3. Ana Setyandari S. Pd., M.Pd., the Head of English Education Study Program
4. Drs. H. Purwo Haryono, M.Hum., the first consultant who has given him motivation, guidance, and suggestion to write this thesis.
5. Fibriani Endah W. S.Pd., M.Pd., the second consultant who has given her motivation, guidance and suggestion to write this thesis.
6. The Headmaster of SMA N 3 Klaten and all staffs, who have given their permission and suggestion to conduct the research in their school.
7. All lecturers of English Education Study Program.
8. The librarians and staffs of Widya Dharma University.
9. The researcher' best friends Butterfly team (Adhe, Angel, and Eva), Srikandi (Choir, Diana, Iin, Adi, Dwi, and Nita), 4 Serangkai ( Listyo, Dimas, and Patma).

Finally, nothing in the world is perfect, this writing is too. Therefore, all suggestion and criticism from all sides for the sake of perfecting the subject matter will be most welcome and received with gratitude. The researcher expects that this thesis is useful and gives the support for language teaching learning.

The researcher is convinced very much that without the help of God and those persons mentioned above, the researcher could not finish this thesis with the gratified. May God give them a good reward.

Amin.

Klaten, 15<sup>th</sup> August 2018

A handwritten signature in black ink, appearing to be 'S. Hidayat', written in a cursive style.

The researcher



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## ABSTRACT

**TRI SUMARNI. NO: 1411202916. English Language Education Study Program Faculty of Teacher Training and Education. Widya Dharma University Klaten. Improving of Character Based Reading Skill by Applying PQRST Model of the Eleventh Year Students of SMA Negeri 3 Klaten in Academic Year of 2017/2018.**

The aim of this research is to verify that PQRST model can better improve students' character based reading of the eleventh year students of SMA Negeri 3 Klaten in academic year of 2017/2018 based on the problem of this study which is formulated as follows "Can PQRST model improve teaching and learning of character based reading of the eleventh year students of SMA Negeri 3 Klaten in academic year of 2017/2018?"

The kind of this research was classroom action research which was conducted in two cycles. The subject of this research was the eleventh years students of science six (IX IPA 6) of SMA Negeri 3 Klaten in academic year of 2017/2018. The total number of students were 36. The object of this research was the *PQRST* Model. The research instrument that used the test namely the objective test which had been trial the validity and reliability of test and also the observation sheet for observation the learning activity of the students and teacher.

Based on the data analysis, it can be seen that students' reading score in pre-cycle was 63.36. In cycle one, score of students' reading skill was 73.61 and score of students' reading skill in cycle two was 80.28. Score of students' character in pre-cycle was 2.23. Score of students' character in cycle one was 2.76 and score of students' character in cycle two was 3.28. The class situation also changed after the teaching reading using *PQRST* model. So, it can be concluded that can better improvement of students' character based reading skill by applying *PQRST* model of the eleventh year students of SMAN 3 Klaten in academic year of 2017/2018.

Keyword: *Character Based Reading, Improving, and PQRST Model.*

# CHAPTER I

## INTRODUCTION

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

Reading comprehension is an interactive process between readers and the text. During reading process, the readers create the meaning of text through employing visual and nonvisual effective reading strategies (Sabouri, 2016:229; Johnson, 2008: 6). Interactive process is an on-going communication between the readers and the text. The readers try to decode the printed symbol in the text and translate the code into information. The readers gain information through reading the text. The readers need an effective reading strategies in order to gain information.

Reading comprehension needs an effective reading strategy. Reading comprehension strategies encourage students to become more responsible for their own learning, once the student has mastered the strategy. Four of these general strategies which claim to help the students reading comprehension are visualization, summarization, making inference, and making connections to one's own life and experiences (Moore & Lo, 2008: 39). Saubori (2016: 235) states that reading strategies play a significant role in improving the students' reading comprehension skill and Kucokuglo (2012:171) states that the students had an improvement to a great extend have been tutored about the reading strategies. Prado & Plourde (2005: 40) and Harvey (2016:208) state that these general strategies claim to help the students' reading comprhension.

Process of teaching and learning reading at eleventh grade of SMA Negeri 3 Klaten was the teacher played role as a facilitator and as a guide in class. The teacher explained the material (explanation text) by pointing some students to read the paragraphs aloud. When the teacher asked the students if they found any difficult word from each sentence, there was no student answered the question. Then, the teacher asked them to do the exercises by answering questions based on the text given.

Based on the reasearcher's observation at eleventh grade of SMA Negeri 3 Klaten and interview to the English teacher, the researcher found that teaching reading was the teacher centered. The teacher was more dominant than the students by applying lecture method. The students were passive and did not share their idea. Based on reading test, the average score was 63.17 while the minimum criteria achievement (KKM) was 75. From 36 students, 32 of them got an average score under KKM. Therefore, it was necessary to improve their reading comprehension. Based on the information taken by questionnaire, it was found that the problems of the students' reading skill were among others students' low interest, difficult material of English subject, monotonous media and technique used in teaching and learning English.

From the information collected in the observation completed with interview and questionnaire, it was necessary to find out an alternative way to create suitable and interesting technique to students' condition. The teacher and the reseacher discussed several strategies to improve students' reading skill and focused on PQRST. Through each step PQRST can create an enjoyable learning condition by helping the students to activate their background knowledge before

reading. The students are more active in the class in terms of sharing ideas, asking and answering questions.

Preview, Question, Read, State, and Test (PQRST) is one of the strategies that can improve the students reading comprehension (Faradina, 2015: 86). As an instructional strategy, PQRST helps students to cope their problem in reading comprehension by using five steps, preview, question, read, state, and test. Each step of PQRST improves the teaching and learning process which is also aimed at improving the students' reading comprehension. Previewing makes the student to activate their background knowledge. Questioning helps them to focus and create the curiosity toward the text. This motivates them to read. When the students read the text, they already have purpose to read based on the question and this makes them to stay focused and increase their concentration. State activity asks the students to recall all the specific information about the text, while testing helps the students to put the text into their long term memory.

Briefly, PQRST is able to make students become active in reading process, make them focus on the text, attract their motivation, have a long-term memory in comprehending the text and increase their score on the test. The method can potentially improve the reading skill, for students can be interested, motivated and active in learning process. According to Malia (2015: 6), teaching reading by applying PQRST solves the problems and improves students' reading comprehension. Miqawati (2014:123) states that the findings of her observation showed that the PQRST strategy statistically impacted students' reading comprehension compared to the one taught using the translation and reading aloud. Nikmatul and Ujang (2017:1) state that the result of the research showed

that there was increase of students' reading comprehension ability after the implementation of PQRST strategy.

PQRST steps can build some characters, such as previewing can build discipline, questioning can build curiosity, reading can build curiosity and loving to read, stating can build independence, and testing can build honesty. According to Vazqueza and Alvarez (2007: 56) PQRST is effective for teaching reading and can build characters which is appropriate with curriculum 2013 in Indonesian context. PQRST automatically drives the students to be closer in good character as stated in *Undang-undang Republik Indonesia nomor 20 Tahun 2003 tentang Sistem Pendidikan*. In addition, the purpose of national education is a formulation of the quality of Indonesian human beings that must be developed by each unit of education. The formulation of the national education objectives is the basis for developing cultural education and the character of the nation. Using PQRST is also able to improve honesty, discipline, curiosity, independence and reading interest.

## **B. The Reason for Choosing The Topic**

The reasons that interest the researcher has chosen this topic are as follows:

1. The quality of English teaching especially in students' reading comprehension of the eleventh year students of SMA N 3 Klaten needs to be improved.
2. PQRST is appreciated to be more effective to make students love to read, be active, and improve their reading comprehension.

**C. The Limitation of The Study**

The limitation of the study is focused on the improvement of character-based reading by applying PQRST model of the eleventh year students of SMA Negeri 3 Klaten in academic year of 2017/2018.

**D. The Problem of The Study**

The problem of this study is formulated as follows “Can PQRST model improve teaching and learning of character based reading of the eleventh year students of SMA Negeri 3 Klaten in academic year of 2017/2018?”

**E. The Aim of The Study**

The aim of this research is to verify the extent to which PQRST model can better improve students’ character based reading of the eleventh year students of SMA Negeri 3 Klaten in academic year of 2017/2018.

**F. The Use of The Study**

The findings of the study are expected to be useful as follows.

1. For the students, it assists them to solve their problem in reading activity and it can help them improve their reading skill.
2. For the teacher, it gives the alternative solution in teaching reading.
3. For the institution of SMA Negeri 3 Klaten, it can be beneficial regarding to improve the education quality.

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

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

### **1. Improving**

According to Aranson (2002: 4), improving is the existence of change to be better. It means that improving is an activity to change the quality of something or someone to be better than before. In this study improving means that students' character based reading is conducted to be better by applying PQRST of the eleventh year students of SMA Negeri 3 Klaten in cademic year of 2017/2018.

### **2. Reading**

Smith (1978) in Fauziati (2005: 139) defines reading more pragmatically as an understanding a message conveyed by the researcher through visual and non-visual information. In this study reading means comprehension about the content through visual and non-visual information that can by of PQRST the eleventh years students of SMA Negeri 3 Klaten in academic year of 2017/2018.

### **3. Character Education**

According to Aqboola and Tsai (2012: 163), character education is a growing discipline with the deliberate attempt to optimize students' ethical behavior. In this study, character education means build the ability of understanding of reading the text that shapes the character such as reading interest, curiosity, independence, dicipline, honesty, and confidence of the



eleventh year students of SMA Negeri 3 Klaten in academic year of 2017/2018..

#### 4. PQRST

According to Stastan (1982:23), the PQRST model is a step-by-step plan that has been proven to raise test scores for students who follow the steps involved. In this study PQRST model means one of the effective model that has the step-by-step plan in order to raise test score in the classroom at eleventh years students of SMA Negeri Klaten of academic year 2017/2018.

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

This organization is presented in order to give the direction of the thesis arrangement. It is also meant to give description to the readers.

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 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 talks about review of related literature. This chapter discusses the definition of reading, the importance of reading, teaching reading, character education and PQRST model.

Chapter III is research method. It deals with the meaning of research method, research design, the data and source of the data, the time of the research, the technique of collecting data, and the technique of analyzing data, action research procedure, and action performance indicator.

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

Finally in chapter V, the researcher would come to the conclusion and suggestion.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The researcher presents this chapter consisting of conclusion and suggestion. The researcher would like to explain them one by one below.

#### **A. Conclusion**

The aim of this research is to verify that PQRST model can better improve students' character based reading of the eleventh year students of SMA Negeri 3 Klaten in academic year of 2017/2018. Based on the data analysis from the observation, it can be seen that students' reading score in pre-cycle was 63.36. In cycle one, score of students' reading skill was 73.61 and score of students' reading skill in cycle two was 80.28. Score of students' character in pre-cycle was 2.23. Score of students' character in cycle one was 2.76 and score of students' character in cycle two was 3.28. The class situation also changed after the teaching reading using PQRST model. So, it can be concluded that PQRST model can be better to improve of students' character based reading skill of the eleventh year students of SMAN 3 Klaten in academic year of 2017/2018.

#### **B. Suggestion**

After the researcher carried out the research by applying PQRST model to improve the students character based reading skill, the researcher would like to present some suggestions to the students, the English teacher, and to the future research.

1. To the students

The students must be active in teaching learning process, especially teaching reading using PQRST model. The students become active, they can ask about their difficulty to teacher and they can confident to share their ideas to the class. For the students, get more reading habit by spending much time in reading any kinds of articles, also try to use to dictionary as the supportive tools instead applying this PQRST model. So, the students can improve their reading skill and their character.

2. To the English Teacher

To the English teacher, they are recommended in order to use PQRST model as alternative model in teaching and learning process, make a well prepared lesson plan which focuses on the selection of the instructional material and media, provide the students with an opportunity to comprehend texts and further develop the skills that with help them to comprehend text.

3. To the Future Research

For future research Future researcher should conduct a clear time allocation for every step in PQRST. So, the teaching learning process will be more effective and efficient. Furthermore, in doing similar research, the reading materials and the reading tasks could be modified based on the students' learning ability and interest.

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