

**IMPROVING CHARACTER BASED READING BY APPLYING PQ4R  
METHOD OF THE ELEVENTH YEAR STUDENTS OF SMA  
MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF 2018/2019**

**S-1 THESIS**

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



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KLATEN  
2019**

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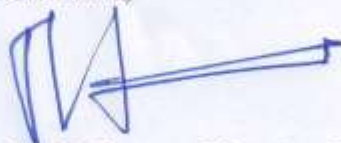
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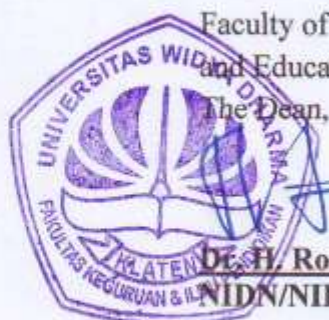
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#### PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **"IMPROVING CHARACTER BASED READING BY APPLYING PQ4R METHOD OF THE ELEVENTH YEAR STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF 2018/2019"**

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, 29 July 2019



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## **MOTTO**

*“Pemberian maaf yang indah adalah memaafkan tanpa memarahi, dan kesabaran yang indah adalah bersabar tanpa mengeluh”.*

**Ibnu Taimiyah**

*“Menyia-nyiakan waktu lebih buruk dari kematian. Karena kematian memisahkanmu dari dunia, sementara menyia-nyiakan waktu memisahkanmu dari Allah”.*

**Imam bin Al Qayim**

*“Dreams never hurt anybody if he keeps working right behind the dream to make as much of it come real as he can.”*

**F. W. Woolworth**

*“Di mana pun engkau berada selalulah menjadi yang terbaik dan berikan yang terbaik dari yang bisa kau berikan”*

**B.J Habibie**

## **PRESENTATION**

This thesis is decided to:

1. My Beloved Father and Mother, Tulus Wibawa and Suwarsi.

“Thank you for your support, prayers all this time. May God always take care of both of you and our families always be in happiness. Thank you for taking care of me and I love you.”

2. My Beloved sisters, brother in law, and my nephew, Kak Tika, Mas Ilham, Kak Tisa, Kak Affi, and Aryan.

“Thank you for your support. I don’t know what will happen if there aren’t you guys. So, thank you very much for loving me. I love you so much.”

3. My best friends, Azura Nuraliza, Eka Suprapti, Herlinda Purnamaningsih, Nurul Ni’matul Choir.

“Thanks for your supports. I will always remember our togetherness and memories. I hope all of us will reach our dreams. I love you.”

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Nothing is perfect. The writer reveals that this thesis is still far from being perfect. Therefore, she would like to accept suggestion, criticisms from readers in order to make this thesis perfect.

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

Klaten, July 2019

**The Writer**



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## ABSTRACT

**ARBELIA VICKY WIBAWA, Student's Number. 1511202945,** English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2019. Thesis. *Improving Character Based Reading by Applying PQ4R Method of the Eleventh Year Students of SMA Muhammadiyah 1 Klaten in Academic Year Of 2018/2019.*

This research is aimed at verifying whether PQ4R method can improve character based reading of the eleventh year students of SMA Muhammadiyah 1 Klaten in academic year 2018/2019. Through PQ4R, both students' character and reading skill hoped to be improved.

The research procedure which is used in this research in Classroom Action Research. The data are the facts regarding with the teaching and learning process of the eleventh year students' of SMA Muhammadiyah 1 Klaten in academic year of 2018/2019. The data are collected through observation, test, interview, questionnaire and documentation of teaching and learning process of the eleventh year students of SMA Muhammadiyah 1 Klaten in academic year of 2018/2019. The sources of the data are events, informants, and documents. The technique of analysing the data is statistical technique in the form of mean.

The results of the data analysis are presented in the following items. From precycle, the score of the students' reading skill was 64. Besides, the students' character score earned was 2.49, better than precycle, the score of students' reading skill was 69.86 in cycle 1 and the students' character improved from 2.49 to 2.66. Next, in cycle 2 both students' reading skill and students' character showed improvement. The students' reading skill in cycle 2 was 79. It was better than both precycle and cycle 1. Besides, the students' character it improved from 2.66 to 2.77. Therefore, the writer comes to the conclusion that PQ4R method can improve character based reading of the eleventh year students of SMA Muhammadiyah 1 Klaten in academic year 2018/2019.

**Key Words:** *improving, character, reading, PQ4R.*



# **CHAPTER I**

## **INTRODUCTION**

In chapter I, the writer presents introduction. It consists of background of the study, the limitation of the study, the problem of the study, the aim of the study, the benefit of the study, the clarification of the key terms, and the organization of the study.

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

Reading is the window of the world. By reading, readers can get more knowledge and information from books, magazines, newspapers, and other written materials. So, reading is important and everybody must learn it. The knowledge gained from reading can be used to enrich the students' information that helps them in listening, speaking, and writing. By reading, they can increase their language, get new vocabulary, and learn grammatical rules (Johnson, 2008: 3). It means that reading can improve students' language, add new vocabulary and grammatical rules. According to Elizabeth, et al. (2003: 6) reading is about understanding written texts. Besides, the goal of reading is to find meaning of what they have to read, improves critical reading skills, and answer the question based on the reading text. Therefore, the writer concluded that reading is an important skill that should be mastered by the students.

Related to the previous paragraph, teaching reading in senior high school should be able to train students' reading comprehension. It aims to improve the skills of learners who have been able to read in their first language in understanding the meaning of a written text (Cahyono and Widiati, 2006: 37). In teaching reading, the teacher is certainly motivated to apply effective ways of increasing students' understanding of text. In order to increase the students' understanding of the text, the teacher can apply various teaching method such as NHT (Number Head Together), TPS (Think Pair Share), TGT (Team Games Tournament), PQ4R (Preview, Question, Read, Reflect, Recite, Review), etc.

Those method can be applied not only in practicing LOTS (Low Order Thinking Skill) but also HOTS (High Order Thinking Skill) in Bloom's cognitive domain theory. The methods are able to run from the lowest level which is intended as the ability to recall the material that has been studied (knowledge), ability to understand certain material (understanding) and ability to apply information in real situations (application) to the ability to decode a material into its parts (analysis), to produce (synthesis), to assess the benefit of an object or thing for a specific purpose based on clear criteria (evaluation), and make a new product from the previous method (creation) (Mainali, 2012: 5).

Based on the interview and questionnaire of precycle in April 2019, the eleventh year students of SMA Muhammadiyah 1 Klaten had lack motivation in studying English, especially in reading since they faced

difficulty in remembering the information they had caught in reading. They were lack of vocabulary. Because of that the students always looked for the meaning for every word of the passage to get the whole understanding. Therefore, sometimes the teacher had to translate it to help the students comprehend the text. It made the teacher dominant in the teaching-learning process and students felt bored. Whenever they forgot the information, they should re-read the whole text which made them feeling bored. Therefore, the writer and the teacher as a collaborator discussed several strategies to improve students' reading skill and focused on PQ4R (Preview, Question, Read, Reflect, Recite, Review). Through each step PQ4R 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.

Trianto (2007: 146) states that PQ4R strategy is a strategy that can be applied to help students' in remembering what they have read and be able to help teaching learning process in the class that is held by reading text or book. PQ4R strategy can make students better in reading comprehension by implementing the steps of PQ4R, considering length of the reading text, giving more practice, and considering the length of the reading text (Wahono, 2014: 130).

Furthermore, Adnyana et al. (2018: 8) had tested this method at *SMA Negeri 6 Denpasar*. This study aimed at analyzing the differences in the students of tenth-year ability to analyze anecdotes text between students

who studied with PQ4R learning strategies with students who learned with direct learning strategies. The study result showed that PQ4R learning strategy was superior rather than direct learning strategies in achieving the results of the ability to analyze text. In the PQ4R learning strategy, students were involved in the learning, so the nuance of learning focused on students were appeared in the learning process.

Wangka and Usman (2016: 68) also tested PQ4R method on their research. The result of the research showed that after conducting the research using the PQ4R learning strategy, the influence of the PQ4R learning strategy could increase learning interest, and student's activity in lessons characterized with increase of learning outcomes. This study used classroom action research (CAR) in two cycles that showed the increasing score.

Meanwhile, Mayangsari et al. (2012: 11) also tested PQ4R method on their research. The results showed that PQ4R could improve learning outcomes and students' activities, and more effective than conventional methods. Based on the previous research, the writer concluded that PQ4R strategy was one of the strategies proposed to be a good strategy in improving the students' reading comprehension especially in the eleventh year students of SMA Muhammadiyah 1 Klaten.

Besides, the Indonesia government policy regulate the teaching and learning process on *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar dan Menengah*

which prescribes from the planning until assessment teaching and learning. Furthermore, *Undang-Undang Republik Indonesia Nomer 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 3* stating that national education aims at developing character based competence.

Therefore, in addition to improve reading skills, using the PQ4R method can also improve students' character in the teaching and learning process. In line with *Undang-Undang Republik Indonesia Nomer 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 3*, PQ4R automatically drives the students to be closer to good character such as curiosity, team work, indepenence, creativity, honesty, hard work, responsibility, and care. Therefore, the writer conducted the research entitled Improving Character Based Reading by Applying PQ4R Method of the Eleventh Year Students of SMA Muhammadiyah 1 Klaten in Academic Year 2018/2019.

## **B. The Limitation of the Study**

This study is focused on improving student's character based reading by applying PQ4R method of the eleventh year students of SMA Muhammadiyah 1 Klaten in academic year of 2018/2019.

## **C. The Problem of the Study**

The problem discussed in this study is "Can PQ4R method improve teaching and learning of character based reading of the eleventh year

students of SMA Muhammadiyah 1 Klaten in academic year of 2018/2019?”

**D. The Aim of the Study**

The aim of the study is to verify if PQ4R method can be used to improve character based reading of the eleventh year students of SMA Muhammadiyah 1 Klaten in academic year of 2018/2019.

**E. The Benefit of the Study**

The writer hopes that this study can give the benefits to.

1. The students
  - a. Help them to improve their reading skill to their master English subject easily.
  - b. Give them new learning experience of using PQ4R model in order to increase reading skill.
2. The teachers
  - a. Give an understanding that PQ4R model includes as appropriate teaching and learning model that can be used in the future in order to increase the reading skill of their student.
  - b. Get the benefit of applying PQ4R model in teaching learning process in order to help them to face the problem related with reading skill that might be found in the future.

## **F. The Clarification of the Key Term**

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

### **1. Improving**

According to Hornby (1989: 625), improving is cause something to become better. In this study, improving means that students' character based reading is conducted to be better by applying PQ4R method of the eleventh year students of SMA Muhammadiyah 1 Klaten in academic year 2018/2019.

### **2. Reading**

According to Johnson (2008: 3) reading is the practice of using text to create meaning. Gilakjani and Sabouri (2016: 229) states that reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. While, Anderson (2003: 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

In this study, reading had an active cognitive process or mind of interacting with the printed material or written text which must be mastered by the students of eleventh year students of SMA Muhammadiyah 1 Klaten in academic year 2018/2019.

### 3. PQ4R Method

According to Slavin (1997) as cited in Shoaib et al. (2016: 148) PQ4R is one of the popular strategies for enabling the students to comprehend and retain what they read. It is a strategy that facilitates students to emphasize on organizing knowledge and making it effective.

In this study, PQ4R method is a popular strategy that help students to comprehend and remember what they read which consist of six steps named Preview, Question, Read, Reflect, Recite, Review.

### 4. Character Based Reading

According to Agboola & Tsai (2012: 164), character education is a growing discipline with the deliberate attempt to optimize students' ethical behavior. In this study, the character based reading means build the ability of understanding of reading the text that shapes the character such as curiosity, team work, indepenence, creativity, honesty, hard work, responsibility, care of the eleventh year students of SMA Muhammadiyah 1 Klaten in academic year of 2018/2019

## **G. 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 limitation of the study, the statement of the problem, 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 brief view of reading, the theory of PQ4R method, and the theory of character education

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

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

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

## CHAPTER V

### CONCLUSION AND SUGGESTION

After conducting the whole steps of this classroom action research, the writer would like to give conclusion as the result of this research. Furthermore, related to the conclusion the writer also gives suggestion. They are described one by one below.

#### A. Conclusion

In this phase, the writer would like to answer the problem of the study namely “Can PQ4R method improve teaching and learning of character based reading of the eleventh year students of SMA Muhammadiyah 1 Klaten in academic year of 2018/2019?”. Meanwhile, the students’ character assessment showed by using form of questionnaire. Questionnaires was taken from students’ interest, teacher’s professionalism, self assessment, peer assessment and character assessment based on teacher observation. There was improvement in teaching reading by using PQ4R method which can be seen from precycle until cycle two in table 26 of students’ improvement below.

**Table 26. Students’ Improvement**

No	Instruments	Mean		
		Precycle	Cycle 1	Cycle 2
1.	Students’ Reading Skill	64	69.86	79
2.	Students’ Character Assessment	2.49	2.66	2.77

Moreover, by using PQ4R method in teaching reading, the students have chance to be active and cooperative in reading skill. PQ4R method has various activities that can be effective to teach students in reading. It is supported from the observation and questionnaire sheet.

Therefore, based on the research conducted in XI IPA 5 class in SMA Muhammadiyah 1 Klaten, the writer concludes that PQ4R method can improve students' reading skill showed by the score that they got.

## **B. Suggestion**

After the writer carried out the research by using PQ4R to improve the students' character based reading skill, the writer presents some suggestions to the students, the English teacher, and the school below.

### **1. To the students**

To the students, use their knowledge related with reading by on going process and continuity in PQ4R process. When the students apply PQ4R method in each part of learning, so will make them fully fledged generally in whole knowledge especially in reading in English learning.

### **2. To the teacher**

English teacher is also expected to be creative in finding the new method to develop learning activity. Besides, the teacher should give various materials and keep monitoring the students' activity during reading class. It

was conducted in order to make the learning process be dynamic, fun, and alive.

3. To the school

The school must give more attention to the students' reading skill by providing some interesting reading materials and various media and also training for the teacher to understanding of PQ4R method.

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