

**IMPROVING STUDENTS' READING SKILLS AND PORTRAYING  
CHARACTER-BASED LEARNING THROUGH THE PREVIEW-  
QUESTION-READ-REFLECT-RECITE-REVIEW (PQ4R) METHOD: A  
STUDY ON THE TENTH-YEAR-STUDENTS OF SMK CITRA  
NUSANTARA KLATEN IN ACADEMIC YEAR OF 2018/2019**

**S1 - THESIS**

This Thesis is Presented as a Requirement for Accomplishing Undergraduate Degree of Education in English Education Study Program.



**By:**

**NAME : LOIS MIGI NUR INSAFI**

**STUDENT NO. : 1511202941**

**TEACHER TRAINING AND EDUCATION FACULTY**

**WIDYA DHARMA UNIVERSITY KLATEN**

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## APPROVAL

**TITLE** : IMPROVING STUDENTS' READING SKILLS AND  
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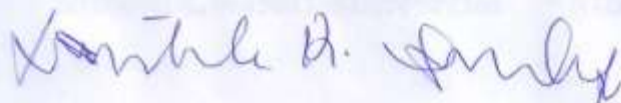
**NAME** : LOIS MIGI NUR INSAFI

**STUDENT NO.** : 1511202941

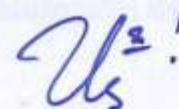
This thesis has been approved by the consultants to be examined before the Board of examiners:

First Consultant,

Second Consultant,



Dr. Didik Rinan Sumekto, M.Pd  
NIDN/NIK. 0605087402/690909308



Kustinah, S.Pd,M.Hum  
NIDN/NIK. 0608026701/690903274

## RATIFICATION

**IMPROVING STUDENTS' READING SKILLS AND PORTRAYING CHARACTER-BASED LEARNING THROUGH THE PREVIEW-QUESTION-READ-REFLECT-RECITE-REVIEW (PQ4R) METHOD: A STUDY ON THE TENTH-YEAR-STUDENTS OF SMK CITRA NUSANTARA KLATEN IN ACADEMIC YEAR OF 2018/2019**

**NAME : LOIS MIGI NUR INSAFI**

**STUDENT NO. : 1511202941**

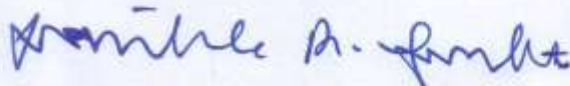
This thesis has been ratified by the Board of Examiners of the Faculty of Teacher Training and Education of Widya Dharma University. It was accepted as partial fulfillment of requirement for obtaining the undergraduate degree of education in English Educational Study Program on:

Day :

Date :

Board of Examiners

First Consultant,



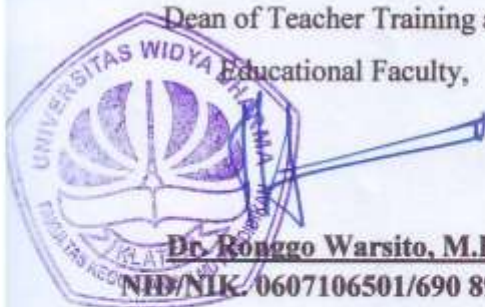
**Dr. Didik Rinan Sumekto, M.Pd**  
**NIDN/NIK. 0605087402/690909308**

Second Consultant,



**Kustinah, S.Pd, M.Hum**  
**NIDN/NIK. 0608026701/690903274**

Dean of Teacher Training and  
Educational Faculty,



**Dr. Ronggo Warsito, M.Pd.**  
**NIDN/NIK. 0607106501/690 890 113**

Head of English Education Study  
Program,



**Ana Setyandari, S.Pd., M.Pd**  
**NIDN/NIK. 0617068003/690 112 325**

## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“IMPROVING STUDENTS’ READING SKILLS AND PORTRAYING CHARACTER-BASED LEARNING THROUGH THE PREVIEW-QUESTION-READ-REFLECT-RECITE-REVIEW (PQ4R) METHOD: A STUDY ON THE TENTH-YEAR-STUDENTS OF SMK CITRA NUSANTARA 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 my pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten,

August 2019



Lois Migi Nur Insafi  
1511202941

## **MOTTO**

He has made everything beautiful in its time

(Ecclesiastes 3:11)

I can do all things through Christ who strengthens me

(Philippians 4:13)

There is surely a future hope for you, and your hope will not be cut off.

(Proverbs 23:18)

## PRESENTATION

This thesis is presented to:

1. My beloved parents who always care and love me, give me support in mental and financial. I will always be proud to be your daughter.
2. My beloved older brother *Galang Munandar* who always gives me motivation to finish my study.
3. My beloved little brother *Djody Adik Prabowo* who always helps me to finish my thesis.
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## ABSTRACT

**Lois Migi Nur Insafi. 1511202941.** English Education Study Program. Teacher Training and Education Faculty. Widya Dharma University. 2018. S-1 Thesis *Improving students' reading skill and portraying character-based learning throught the preview-question-read-reflect-recite review (PQ4R) method : a study of the tenth-year-students of Smk Citra Nusantara Klaten In Academic Year Of 2018/2019.*

This research aims is to verify if PQ4R can be used to improve students' character reading of tenth year students of SMK Citra Nusantara Klaten in academic year of 2018/2019.

The research is classroom action research. The subject of the research are 34 students of the tenth year students of SMK Citra Nusantara Klaten in academic year of 2018/2019. The techniques of collecting data were observation, documentation, and interview. The data were analyzed by descriptive qualitative method

The finding show that PQ4R method can improve the students reading skill of the tenth year students of S Citra SMK Nusantara Klaten in academic year of 2018/2019. PQ4R implementation could make every students find and solve their problem by themselves, and make the students learned more actively because in the implementation, the students were the center of the teaching and learning. Based on the result of calculation in students' character above, there was a good improvement on students' character from the first activity in cycle 1, post-test cycle 1, and first activity in cycle 2, and post-test cycle 2. The mean score of first activity in cycle 1 was 46,61, the mean score of post-test cycle was 50,44, the mean score of first activity cycle 2 was 57,5 and the mean score of post-test cycle two was 71,91. The percentages of students' reading improvement from pre-test to post-test cycle 1 was 20,24% and the percentages of students' reading improvement from post-test cycle 1 to post-test cycle 2 was 49,44%.

**Keywords** : *Classroom action research, Character, Reading, PQ4R*

# **CHAPTER I**

## **INTRODUCTION**

### **I. THE BACKGROUND OF THE STUDY**

Reading is the one of practice of using text to create meaning. Therefore, reading is an important ability for students and academic purposes. Students need reading to gain new information about everything they study. The development of technology and the internet which functions and serves as a knowledge source has enchanted the important written in many printed media unless he can read. It means that to understand and to get much useful information, one must have the ability to read (Johnson, 2008: 3).

According to Sabouri (2016: 229), one effective strategy to be able to improve students' academic abilities by reading. In understanding academic material students use reading skills (Hermida, 2009: 01).

Brown (2003: 7) states that teaching is the process of delivering teaching materials by creating good conditions for students. According to Pang, Muaka, Bernhardt, & Kamil (2003: 6) Understanding texts by reading is the way to involves both perceptions and thought. Reading consists of two appertain process, they are word recognition and comprehension. Word is truly significant only concerning other words.

The condition above was found in observation with the teacher and some students. The research was conducted on February 5<sup>th</sup> and march 19<sup>th</sup>, 2019. The teacher gave the reading text to the students then the students

listened to the teacher who read that text. Besides, there were also several classroom situation problems reflected in the situation of reading class itself. The classroom situation problems included: (1) the class situation is very rowdy, (2) the students were passive and not creative, it can be concluded that they are asked to do exercise, most of them only wait for their friends who have finished, and then they just copy it, (3) the students only keep silent when the teacher asked them to practice in the class, (4) the students were passive in the class and did not give a reply to the teacher, and (5) the process of teaching-learning was not interesting.

These problems were caused by some factors, as follows: (1) The teacher still used conventional learning technique, such as the teacher was as the center of learning, (2) the teacher did not use a media to support the process of teaching and learning activity, (3) the students did not like to read, because the students' lacked vocabulary in comprehending the certain text that to be read, and (4) some students did not bring the dictionary to check the vocabulary that they had known it yet.

Based on her observation the researcher has a solution to increase the students reading skills. The researcher conducted 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 active to read and give feedback is PQ4R, namely: preview, question, read, reflect, recite, and review).

According to Pehofer and Roy (2003) in Shoaib, Bosch, Incel, Scholten, Havinga (2016: 148), PQ4R strategy is an efficient strategy that

facilitates and involves students during the 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 emphasize how they delight in reading and build their character on the process of teaching and learning reading.

Based on the explanation above, this research will apply for the PQ4R method to increase students' reading skills and portraying the character-based learning among the tenth-year- students of SMK Citra Nusantara Klaten in the academic year of 2018/2019.

## **II. THE REASON FOR CHOOSING THE TOPIC**

This research has the following reasons in terms of students' reading skills achievement and character-based learning portrait in the class.

- A. The quality of English teaching, especially in students' reading comprehension of the tenth year students of SMK Citra Nusantara Klaten, needs to be improved.
- B. The PQ4R method that used in this research provokes the students to explore their knowledge and build systematic thinking in solving the problem as well as the technique to be able to give the new experience against the students.

## **III. THE LIMITATION OF THE STUDY**

The limitation of the study is focused on the improvement of character-based reading by applying PQ4R Method of the tenth year students of SMK Citra Nusantara Klaten in the academic year of 2018/2019.

#### **IV. THE PROBLEM OF THE STUDY**

In this study the researcher gives the specific problem statement, as follows:

- A. Can PQ4R the character-based reading skill of the tenth year students of SMK Citra Nusantara Klaten in the academic year of 2018/2019?
- B. How PQ4R improve the character-based reading skill of the tenth year students of SMK Cira Nusantara Klaten in the academic year of 2018/2019?

#### **V. THE AIM OF THE STUDY**

Based on the problem, this study attempts to verify whether PQ4R method can be used to improve character-based reading of the tenth year students of Cutra Nusantara Klaten in the academic year of 2018/2019.

#### **VI. THE USE OF THE STUDY**

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

##### **A. Theoretical**

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

##### **B. Practical**

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

## **VII. THE CLARIFICATION OF THE KEY TERMS**

The key terms used in the title of the study can be explained as follows:

### **A. Improving**

Improving in action research means that improving is an activity to change the quality of something or someone to be better than before. (Mulyasa, 2009: 8).

### **B. Reading**

Reading is a way for everyone to be able to increase knowledge and be able to understand self skills. (Rout & Chettri, 2013).

Hence, reading is an activity by using text and creates the meaning based on this activity to expand reading perspective of knowledge, personality; extend and escalate reading interests to gain a deeper understanding of reading.

### **C. PQ4R**

According to Sarimanah (2016: 75), PQ4R is a method of reading in metacognitive strategies. The 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 way.

#### **D. Character Education**

Marshall, Caldwell, and Foster (2011) in Agboola and Tsai (2012: 164), state that character education is a trusted way to guide the students and gave the students a different perspective on thinking. In this study, character education is a step that has kind of ways in which the students seeing the direction from different perspectives.

### **VIII. THE ORGANIZATION OF THE STUDY**

The organization of the study will be presented to give a clear understanding of the content, the researcher would like to clarify the terms. This research report consists of five chapters, as follows:

Chapter I is an 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 a review of the related literature. It consists of the theory of reading, teaching reading, PQ4R method, and character-based learning.

Chapter III is a research method. It consists of the meaning of the research method, the strategy of the research, the data and the source of data, the technique of collecting the data, the validity of data, and the technique of analyzing the data.

Chapter IV is the research findings and discussion. It consists of the analysis of the data and the discussion of the findings.

Chapter V consists of a conclusion, implication, and suggestion.



## **CHAPTER II**

### **THE REVIEW OF RELATED LITERATURE**

There are several important points written in this study which include the relevant theoretical reviews the description is presented as follows; the theory of reading skill, teaching reading, PQ4R, namely: preview, question, read, reflect, recite, and review, Character-based learning, and relevant studies.

#### **A. Theory of Reading**

##### **1. Definition of Reading**

Reading can be seen as a process or relationship between the reader and the text which leads to automatic or readability (Hesham, et al, 2006: 64). Reading is included in a receptive skill where the text can be understood by students(Ullah & Fatema, 2013) in Elok (2016: 122). Pourhosein Gilakjani and Ahmadi (2011) in Abbas (2016: 230), the main purpose of reading is delivery of the intent that the writer is right and hopefully the reader can find out. Based on the statement above, the researcher can understand that reading is the source of learning and enjoyment that has a process in action-filled combining information, get knowledge or understand the meaning and create the meaning what has been read.

##### **2. Component of Reading**

###### **a. Oral Language and Early Literacy Experiences**

For recent literacy in the use of oral language to increase student understanding(Christensen, Zubrick, Lawrence, Mitrou & Taylor,

2014) in Deslea (2014: 156). Since childhood children have inherited language from parents starting from the way they talk and think all aspects of life are learned indirectly in interactions. Language also influences comprehension in reading for students.

#### **b. Intensive reading**

Intensive reading is the grammar-translation how the students can know the means of the text by reading (Nation, 2009: 25). Intensive reading focuses on comprehension text and which will be useful when reading other texts. So, the purpose of intensive reading is the comprehension of the text.

According to Nation (2009: 27), intensive work on a reading text can focus on the following aspects as follow:

##### 1) Comprehension.

Understanding the purpose of the text.

##### 2) Regular and irregular sound-spelling relations.

This can be done through phonics, spelling rules, and through reading.

##### 3) Vocabulary.

Students can choose the right equivalent of words and understand the meaning of the words chosen.

##### 4) Grammar.

Can analyzed difficult grammatical features.

##### 5) Cohesion.

Students can practice interpreting what pronouns in the text,

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After analyzed the data taken from observation, interviews, tests, and documents of teaching and learning reading to the tenth year students of SMK Citra Nusantara Klaten in the academic year of 2018/2019, the researcher got the progress of students' ability in reading through PQ4R method. The first was the PQ4R method increase the students' reading and the second was the PQ4R method increase the students' character.

Based on the progress of the calculation in students' character above, there was a good effect on students' character from the first activity in cycle 1, post-test cycle 1, and first activity in cycle 2, and post-test cycle 2. The mean score of the first activity in cycle 1 was 46,61, the mean score of the post-test cycle was 50,44, the mean score of first activity cycle 2 was 57,5 and the mean score of post-test cycle two was 71,91.

The researcher observed the tenth year students of SMK Citra Nusantara in the academic year of 2018/2019 in teaching and learning reading. This was the result of the students' reading skill by using the PQ4R method. There were five aspects of scoring students' Reading. They were vocabulary, fluency, pronunciation, understanding, and intonation. There was a different mark in different aspects, the highest mark was five and the lowest mark was one. The researcher did tests to get some data from the students. There were many techniques to develop students' reading skills. Teaching and learning reading

using media gave big influence to make the students interested in practicing reading. The media that might be influenced were pictures, stories, songs, videos, etc. The researcher took a real problem in society to improve the students' reading skills. In this study, the researcher used real problems in society as a media in the teaching and learning process to get a better result. After the researcher implementing the action in this research, the students showed good progress in following the teaching and learning process. Based on the observation and reflecting. It was proven from the mark in the pre-test, post-test cycle 1 and post-test cycle 2. The percentages of students' reading improvement from pre-test to post-test cycle 1 was 20,24% and the percentages of students' reading improvement from post-test cycle 1 to post-test cycle 2 was 49,44%. The PQ4R method also made the atmosphere of the class became comfortable. The implementing PQ4R method was successful and the students were enjoying learning reading. The students could improve their pronunciation, fluency, vocabulary, and grammar. This method also made the students could make the students' character better. This activity made students more care for 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 a good relation with classmates and teachers. The students also maintained their understanding of the topic discussed in every cycle. The students had discussed the material and the results were suitable for the topic. The students discussed the topic in a team. Though they chatted with others and they were busy with their selves in the first, but in the next cycle they could improve their attitude.

## **B. Suggestion**

It has been known from the result of the study that PQ4R can increase students' character-based reading skill of the tenth year students of SMK Citra Nusantara in the academic year of 2018/2019. Therefore, the researcher would like to suggest the English teacher implement classroom action research by the PQ4R method in teaching and learning writing in the classroom.

English teacher is also expected to be creative in finding the new method to develop learning activity. For the students, the progress of the research enables them to increase the students' reading skills, especially in pronunciation, fluency, vocabulary, and grammar through PQ4R method implementation.

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