

**IMPROVING CHARACTER BASED READING BY APPLYING SQ3R
METHOD OF THE TENTH YEAR STUDENTS OF SMA
MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF 2019/2020**

S-1 THESIS

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



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2020

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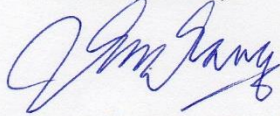
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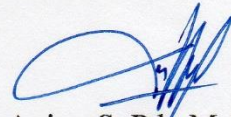
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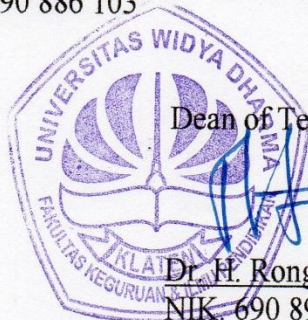
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PRONOUNCEMENT

This is to verify that I myself write this thesis entitled **“IMPROVING CHARACTER BASED READING BY APPLYING SQ3R METHOD OF THE TENTH YEAR STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF 2019/2020”**.

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 June 2020



Dwi Novitasari

MOTTO

The minute you think of giving up, think of the reason why you held on so long.

- Aku

Jika urusan diserahkan bukan kepada ahlinya, maka tunggulah kehancuran itu.

- HR Al-Bukhari

If you do good, you do good for yourself.

- Al-Isra': 7

PRESENTATION

This thesis is dedicated to my mother, father, and brother for their long lasting love, prayer, support, kindness, and belief in my work.

My grandfather, aunts, uncles, and cousins for their amazing support, and always remain me to finish this thesis quickly.

Alhamdulillah. I have you, my beloved best friends. We did it.

I love you.

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim

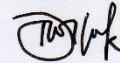
Praise be to Allah SWT, the almighty for the mercy and strength and also for the blessing and leading me to finish this thesis. The prayer and salaam be upon to Muhammad SAW, the Prophet, his family and his followers. May Allah bless them and give them peace.

The writer would like to express her gratitude to:

1. Prof. Dr. H. Triyono, M. Pd., the Rector of Widya Dharma University Klaten;
2. Dr. H. Ronggo Warsito, M. Pd., the Dean of Teacher Training and Education Faculty of Widya Dharma University Klaten;
3. Ana Setyandari, S. Pd. M. Pd., the Head of English Education Study Program of Teacher Training and Education Faculty of Widya Dharma University Klaten;
4. Dr. Endang Eko J.S., M. Hum., the first consultant who has given motivation, advice, and immense knowledge;
5. Ike Anisa, S. Pd., M. Pd., the second consultant who has given motivation, advice, and immense knowledge;
6. All lecturers in English Education Study Program who have taught the writer useful knowledge and skills.
7. Drs. Aris Munawar, the principle of SMA Muhammadiyah 1 Klaten and Nasirotn Artanti, S. Pd., the English teacher of SMA Muhammadiyah 1 Klaten who has given guidance, advice, and support during conducting the research.
8. Everyone who had helped, given me support, spirit and motivation in finishing this thesis that cannot be mentioned one by one.

The writer realizes that this thesis cannot be considered perfect without criticism and suggestions. Therefore, it is such a pleasure for me to get them to make this thesis better.

Klaten, 15 June 2020

A handwritten signature in black ink, appearing to read 'Dwi Novitasari', written in a cursive style.

Dwi Novitasari

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ABSTRACT

Dwi Novitasari. 1511202940. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University, Klaten. 2020. Thesis: *Improving Character Based Reading by Applying SQ3R Method of the Tenth Year Students of SMA Muhammadiyah 1 Klaten in Academic Year of 2019/2020.*

The objective of this research is to improve character based reading by applying SQ3R method of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020. The research was action research. The research was conducted in two cycles. The subject of the research was the students of X IPA 1. The data were obtained through the observation, interview, test, and documentation. The data collected were analyzing by descriptive quantitative and qualitative technique. The actions implemented in this research were applying the SQ3R method in reading activity to improve students' character based reading skill. There were some steps in applying the SQ3R method, they are: surveying the text to get an overview from the text; questioning what students want to learn the text; reading the whole text to find out the answers to the previously formulated questions; reciting by using the students' own words in the form of written text; and reviewing what they have read to clarify the information collected from the text. The text used in the teaching and learning process of reading was about recount text.

The findings showed that students' competence in character based reading improved gradually. The mean score of the students improved from 48.16 in pretest; 70.79 in cycle 1; and 78.16 in cycle 2. Meanwhile, the students' character also improved from 48.95 in pretest, 68.68 in cycle 1; and to 78.68 in cycle 2. Based on the result achieved in both cycles, SQ3R Method can improve character based reading of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

Key words: *SQ3R, reading, character*

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 use of the study, the clarification of the key terms, and the organization of the study.

A. The Background of the Study

Reading is not an easy skill since it needs comprehension. It is not only pronouncing word but also requires understanding. Comprehending a text is more than just recognizing and understanding words. True comprehension means making sense of what we read and connect the ideas in the text with our background knowledge. According to Johnson (2008: 3), reading is the practice of using text to create meaning. It means that reading is the act of linking one idea to another. Putting all of the ideas to create a meaning is the essential part of reading. During reading, readers combine the information found on the page with the information contained in our head to create meaning. Reading fluency, one of the ability in reading, helps the readers to recognize words automatically. Automatic word recognition improves comprehension by allowing the reader to use more thinking space focusing on the meaning of the message instead of letters and individual words (Kuder and Hasit, 2002; in Johnson, 2008: 79).

Blachowicz and Ogle (2008: 15) states that reading is essential for people who gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning pre, while, and post reading can help students connect what they are reading now with what they have learned in the past. It means that there should be connection between the readers' knowledge and their prediction with the text. Asiri and Momani (2017: 5) says that reading comprehension involves the coherence of the readers' previous experience and knowledge about language and the world. When the reader understands words from reading material, the denotations and their connotations, responds to them and assimilates them, it can be known an effective reading. Meanwhile, Johnson (2008: 7) states that through reading students have incidental contact with the grammar rules. Developing the language structure and grammar can also increase their knowledge and vocabulary. Because of the knowledge of how texts work is also very important in early reading (Harrison, 2004: 39).

In classroom interaction, a gap between teacher and students can cause some problems in teaching learning process. According to Mercury and Boboli (2012: 323), problems that are often faced by students are; they may be embarrassed and feel anxied when they speak and afraid of making mistakes in front of the class or peers, in the classroom, groups, and paired discussions. While Apsari and Yana (2015: 217) states that it is indicated in teaching reading comprehension, there were four problems encountered by

the respondents in teaching reading; lack of students' vocabulary mastery, lack of motivation in reading, students were not used to read a lot on a regular basis and teaching time allocation.

Having the problems above, there must be suitable technique for teaching reading. Besides teachers must be a good role model in teaching and practicing reading in the classroom. They have to use an appropriate strategies that can be involved the students' reading ability. In addition, one of the appropriate techniques of reading skill is SQ3R (Survey, Question, Read, Recite, and Review). According to Asiri and Momani (2017: 1), SQ3R (Survey, Question, Read, Recite, and Review) is a strategy that activates learners' schemata through "survey". The result shows that students using SQ3R reading comprehension strategy performed reading activities better than those who did not. However, the implementation of SQ3R helped the students to comprehend English texts, and the students responded the implementation of SQ3R positively. The students were interested and enthusiastic in reading English text by using SQ3R. They also focused while reading texts by using SQ3R (Masruroh, 118-119).

Indonesia uses the curriculum of character education well known as 2013 curriculum. The purpose of teaching and learning is to evaluate moral and character education. This curriculum is based on the competencies concerning on implementing four aspects of spiritual, attitude, knowledge and skills in order to achieve students character building (Ekawati, 2017:

41). This method also aims to introduce the importance of positive social manners and moral education.

According to *Undang Undang tahun 2003 Nomor 20 pasal 3* about *Pendidikan Budaya dan Karakter Bangsa*, 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

The facts above motivate the writer to apply SQ3R method to the tenth year students of SMA Muhammadiyah 1 Klaten in academic year 2019/2020 to improve their character based reading ability. Because they need practice a lot to be able to master the reading skill. Applying SQ3R method in English class can enrich the students' ideas and vocabularies so that they can comprehend text better and efficient.

B. The Limitation of the Study

In this study, the writer wants to limit the study in order to focus on the topic that will be discussed. It only focuses on improving character based reading by applying SQ3R method of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

C. The Problem of the Study

In this study, the writer would like to present the problem that can be formulated as follow: "Can SQ3R method be used to improve character based reading of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020?"

D. The Aim of the Study

Based on the problem, the writer wants to find whether SQ3R method can improve the character based reading of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

E. The Use of the Study

From the result of this study, the writer hopes that it will be useful to the teaching and learning English especially in teaching reading. The findings of the study are expected to be useful as follows:

1. The Theoretical Use

It can be used to enrich the repertoire of character based teaching and learning reading theory.

2. The Practical Use

This study can improve school quality, especially in teaching learning process, and improve the students' character based reading. It also can be used as a teaching model for other schools.

F. The Clarification of the Key Terms

The writer clarifies the key terms of the study to make the topic easy to understand as follows:

1. Improving

According to Hornby (2005: 781), improving is become better than before. In this study, the students' reading skill should be improved by applying SQ3R method to the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

2. Reading

According to Anderson in Nunan (2003: 68), reading is a fluent process of readers combining information from the text and their own background knowledge to build a meaning. In this study, reading is the activity of reading to gain the ideas and information of the reading text done by the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

3. SQ3R

According to Fleming (2019), SQ3R (Survey, Question, Read, Recite, Review) is an active reading exercise that is designed to help you get a fuller understanding of your reading materials. In this study, the writer uses SQ3R method to improve character based reading to the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

4. Character Education

According to Sakellaridi (2016), character education represents a relationship between knowledge, values and skills necessary for success in life. In this study, character education is learning process to educate and empower the potential of the tenth year students of SMA Muhammadiyah 1 Klaten to build their personal character so that they can be useful individuals for themselves and their environment.

G. The Organization of the Study

It is important to present the organization of the thesis in order to be easily understood. This study divides the content of this organization of the study into five chapters as follows:

Chapter I is introduction. It consists of the background of the study, the reason of 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 the review of related literature. It consists of previous studies, position of the study, theory of reading, teaching reading, SQ3R, theoretical framework, and action hypothesis.

Chapter III is the method of the study. It consists of the meaning of method, the strategy of the research, the data and source of data, the technique of collecting the data, the validity of data, the procedure of the action, the analysis of data, and testing performance indicator.

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

Chapter V deals with the conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGESTION

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

The action research carried out in SMA Muhammadiyah 1 Klaten shows that teaching reading using SQ3R method can be used to SQ3R improve character based reading of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020. The stages of SQ3R method help the students in improving their reading ability especially in determining main idea, implicit information, kind of the text, purpose of the text and gaining new vocabularies. SQ3R method is also able to increase students' character. They are pro-active, confident, hardworking, creative, and responsible.

In terms of quantitative data, there is an improvement on the students' reading skill. It can be seen from the result of pre-cycle, cycle 1, and cycle 2. The mean of the students' reading skill improves from 48.16 on pre-cycle to 70.79 on cycle 1 then improved again to 78.16 on cycle 2. Meanwhile, the students' character also improves from 48.95 in the pretest, 68.68 in cycle 1, and to 78.68 in cycle 2.

B. Suggestion

Seeing the problem, the writer wants to give some suggestions to the students the English teacher, and the other researcher related to this research. They are presented as follows.

1. To the Students

The students should practice reading English texts more. If they find difficulties in understanding the texts, they can implement the SQ3R technique. Before using the technique, they have to understand what they should do in every step.

2. To the English Teachers

The teachers should learn how to enhance their abilities in teaching English and be creative to use various techniques in teaching reading so the students are interested and actively involved in teaching and learning process. There are many kinds of techniques that can be used in teaching reading such as using SQ3R method, bottom-up and top-down strategies, scanning, skimming, and summarizing technique, etc. Appropriate teaching technique and teaching aids can facilitate teacher to attain instructional objective.

Besides, the English teachers are suggested that they implement SQ3R strategy to improve the students' reading comprehension achievement. They should make a good preparation before implementing the SQ3R strategy. They are also suggested keeping giving help and guidance during the

implementation of SQ3R strategy, and give a clear instruction to the students in every step of SQ3R to avoid misunderstanding on the instruction given.

3. To other Researchers

In this study, the researcher conducted the research in one month because of the limited time. Other researchers may follow up this study in a longer time in order to find more actions to improve students' reading skill. They can conduct this study in other schools which have different characteristics from SMA Muhammadiyah 1 Klaten so that the research findings can be more generalizable.

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