# IMPROVING CHARACTER BASED READING COMPREHENSION BY APPLYING PQRST MODEL OF THE TENTH YEAR STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA 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, Teacher Training and Education Faculty, University of Widya Dharma Klaten



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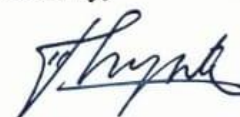Day   : Thursday

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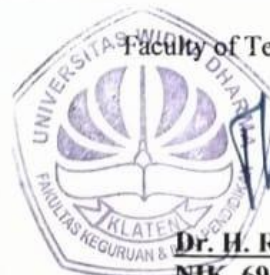**NIP. 19610619 198703 2 001**

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# PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **"IMPROVING CHARACTER BASED READING COMPREHENSION BY APPLYING PQRST MODEL OF THE TENTH YEAR STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMINC YEAR OF 2019/2020"**

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, 6 July 2020

**EKO YUNIANTO AGUNG PRIHANANTO**
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# MOTTO

فَٱصۡبِرۡ إِنَّ وَعۡدَ ٱللَّهِ حَقٌّ ۖ وَلَا يَسۡتَخِفَّنَّكَ ٱلَّذِينَ لَا يُوقِنُونَ ٦٠

"So be patient. Indeed, the promise of Allah is truth. And let them not disquiet you who are not certain [in faith]." (Q.S. Ar-Rum [30:60])

"You're going to struggle. You're going to do well. You can't really let the past or the day before – whether you had a good day or bad day – dictate the day you have that certain day." (Andrew Benintendi)

# PRESENTATION

This thesis is dedicated to:

1. My beloved mother, Suyatmi and my beloved father, Sri Harto

   "Thank you for all your prayers and support all the time. Thank you for being patient with me all the time. Thank you for keeping trying to make me become a good person."

2. My beloved younger brother, Rizky Dwi Hartanto

   "Thank you for all your support."

3. My beloved best friends (Dwi Sri Rahayu, Mesya Sukmayati, Yustikawati, Agus Suwarno, and M. Waahid Hidayat)

   "Thank you for all the support and prayers so far. I can't even explain how grateful I am to have you all in my life. I hope we can be together eventhough we have each other's stories later."

4. All of my beloved friends in English Education Study Program (4G, THQ, Momsky, GRX family)

   "Thank you for the support, the memories we knit every day, for the laughter we have every day, and for the extraordinary solidarity."

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3. Ana Setyandari, S.Pd., M.Pd., as the Head of English Education Study Program of Teacher Training and Education Faculty of Widya Dharma University and as the second consultant, who kept me company in answering my concerns and questions related to the completion of my thesis and always patiently guide and gave me valuable advice and suggestions;

4. Drs. Suhud Eko Yuwono., M.Hum., as the first consultant, who kindly and warmly taught and guided me during the process of making this thesis and always supported me to complete this thesis as soon as possible;

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6. Yustin Nugraheni, S.Pd., as the English Teacher in SMK Muhammadiyah 2 Klaten Utara who helps the writer to do this research;

7. The students of class X BDP of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020 who have participated for this research.

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

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

Klaten,      July 2020

**Eko Yunianto Agung Prihananto**

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# ABSTRACT

**Eko Yunianto Agung Prihananto, 1611200022,** English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University of Klaten, 2020. Undergraduate Thesis: *Improving Character Based Reading Comprehension by Applying PQRST Model of the Tenth Year Students of SMK Muhammadiyah 2 Klaten Utara in Academic Year of 2019/2020.*

This research aims at answering the problems: "Can PQRST model improve character based reading comprehension of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020" and "Can PQRST model improve the process of teaching and learning character based reading comprehension of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020".

This research is Classroom Action Research. The data are the information and description about the process of teaching and learning of reading comprehension by applying PQRST model to the tenth year students of Business (X BDP) in SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020. The sources of the data are event, informants, document. The techniques of collecting the data are observation, test, interview, questionnaire, and documentation of teaching and learning process of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020. The technique of analyzing the data is statistical method in the form of mean.

The conclusions are that PQRST model can improve character based reading comprehension of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020. The mean of students' marks in preliminary study is 60.77, cycle I is 67.69, and cycle II is 71.73. PQRST model can improve the process of teaching and learning character based reading comprehension of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020. The improvement of the teaching and learning could be seen from the observational sheets of students' activities, questionnaires, and interviews.

**Key words:**   *Improving, PQRST Model, reading comprehension.*

**CHAPTER I**

**INTRODUCTION**

A. **The Background of the Study**

Reading is an activity to understand, analyze, and deduce the meaning contained in a text. Reading is a very complex act, and we have attempted to understand it by dividing it into parts (Caldwell, 2008: 18). Reading is an active process in which readers construct a meaningful representation of a text using effective reading strategies (Sabouri, 2016: 229). It is the most important skills because by reading there is a lot of information that can be obtained. Through reading the readers are able to deduce some information obtained from the text. The readers need an effective reading strategies in order to gain information. Reading is activity of perceptual, analyzing, and interpreting what is done by the reader. Reading comprehension is a process of getting meaning from and bringing meaning to a text (Bojovic, 2010: 1).

In curriculum 2013 revision for language teaching, there are perspectives for teachers to interpret competences derived from psychomotor domains, language system, micro-skills, and macro-skills (Ahmad, 2014:8). The macro skills taught in learning English cover four skills; writing, speaking, listening, and reading. Grabe in Celce-Murcia (2010:188) states that reading is the ability to read and take general understanding as the example requires that the reader draw information

from a text and combine it with information and expectations that the reader already has. Therefore, to be successful at reading comprehension, students need to actively process what they read (Willis, 2008:128).

In addition, the writer must understand three aspects of language. The three aspects are grammar, vocabulary, and spelling. Grammar is very helpful for effective language learning. Grammar is partly study of what forms (or structure) are possible in a language (Thornbury, 1999: 1). Traditionally, grammar has been concern almost exclusively with analysis at the level of the sentence. Second, vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms (Alqahtani, 2015: 21). Vocabulary is all the words that a person knows or uses and it is all the words in a particular language. The last, spelling is a complex process, which involves different skills at the same time when a word is spelt (Wai, Chan, & Zhang, 2014: 22). The success rate of reading activities is influenced by these three aspects because the three aspects are interrelated. One of the most influencing aspects of reading is the vocabulary because students' understanding of reading activities is inseparable from their vocabulary.

According to *Peraturan Menteri Pendidikan dan Kebudayaan Pasal 19 ayat 1 Tahun 2013 Tentang Standar Nasional Pendidikan, pembelajaran pada satuan pendidikan diselenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk*

*berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik.* It means that the learning process must be able to attract students in order to make learning is more fun and attractive, so students are able to actively participate.

Most of students have problem to understand text when they read it. Because they do not have enough vocabulary, they get difficulties to understand what they read and faced difficulty in remembering the information they had caught in reading. Vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowiz, 2008). Knowing the result, The writer concluded to create reading activities that are effective, innovative and can motivate students by using the PQRST model (Preview, Question, Read, Summarize, and Test).

PQRST is an instructional model that is able to lead the student to increase their comprehension in reading (Malia, 2015: 3). The PQRST technique effectively improved the students' achievement in reading skill such as main idea, inference, reference, vocabulary and stated detail as well as gave many advantages to the students (Latifa & Manan, 2018: 243).

In line with curriculum 2013 which is based on character, PQRST immediately motivates students to be closer to good character such as

discipline, hard work, responsible, inspired to learn and imaginative. Besides, Malia (2015) with the title "Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Texts at Grade XI IPS of MA Diniyah Puteri, Pekanbaru". The research is classroom action research. The subject of the research are 20 students of the eleventh year students. The techniques of collecting data were observation, documentation, interview, and test. The data were analyzed by descriptive qualitative method. Based on the research finding, it can be concluded that the use of PQRST (Preview, Question, Read, Summarize, and Test) strategy improves the effectiveness of the teaching and learning process which then increases the students' reading comprehension of hortatory exposition text. PQRST strategy should be a necessary part of the teacher's teaching strategy, especially for improving the students' reading comprehension of hortatory exposition texts.

The other writer named Simatupang & Sihombing (2012) with the title "The Effect Of PQRST Method on Students' Reading Comprehension Of Descriptive Text". This research was experimental one, which was conducted with two randomized group, pre test and post test design was applied in order to investigate the effect of PQRST Method on reading comprehension. The subject of this research was the tenth grade students of SMK MARKUS Medan. The sampling was taken in to two groups, the control class and the experimental class. Since each class conveys 30 students. So, there are 60 students were taken as the sample. In collecting

the data, the writer used reading comprehension test. Based on the research finding, it was found that the PQRST Method significantly affects on students' reading comprehension descriptive text. There was a significant difference of mean score obtained from experimental group (26,16) and control group (21.7 ).

The two previous researches proved the satisfying result from the use of PQRST during teaching reading. Each research above was conducted in different area of Indonesia which have different native languages, too. Based on the previous researches, the writer indicated that PQRST model was successful since the criteria of success were achieved. So, this study aims to invigorate, strenghten the previous studies, and develop PQRST model. Also this research's purpose is to develop and increase the previous research for the previous research is conducted in junior high school and senior high school. The research is held in the school named SMK Muhammadiyah 2 Klaten Utara which is categorized as vocational high school. Then, the writer intends to conduct a classroom action research entitled Improving Character Based Reading Comprehension by Applying PQRST Model of The Tenth Year Students' of SMK Muhammadiyah 2 Klaten Utara in Academic Year of 2019/2020.

## B. The Reason of Choosing Topic

The reasons that interest the writer to study this topic can be seen below.

1. Reading skill can be used to improve the mastery of students' information that help them in listening, speaking, and writing skill.

2. PQRST model is proven to improve the standard of English teaching and learning, since this model consists of some interesting measures that can increase the motivation of students to learn.

## C. The Limitation of the Study

The writer wants to limit the study. The limitation of the study is focused on Improving character based reading comprehension by applying PQRST model for the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

## D. The Problem of the Study

In this research, the writer formulates the problems as:

1. Can PQRST model be used to improve the mastery of character based reading comprehension of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020?

2. Can PQRST model be used to improve the process of teaching and learning character based reading comprehension of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020?

## E. The Aim of the Study

The aims of the research are as follow:

1. To verify whether PQRST model can be used to improve the mastery of character based reading comprehension of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

2. To verify whether applying PQRST model can be used to improve the process of teaching and learning character based reading comprehension based on observation and interview of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

## F. The Use of the Study

The result of the study is expected to be useful both theoretically and practically 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

It can be used as a teaching model for other schools.

## G. The Clarification of the Key Terms

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

1. **Improving**

   According to Mulyasa (2009: 8), improving in action research means improve in learning quality, so that it is continuous improvement of learning process and continuous quality improvement. It means that improving is an activity to change quality of something or someone to be better than before. Oxford Advanced Learners's Dictionary (2010) confirmed that improve is "to become better than before". It means that improving is the condition of something that is better made. In this study improving means that students' character based reading is conducted to be better by applying PQRST of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

2. **Charater-Based Reading Comprehension**

   Character has been regarded as a term that is celebrated with unique connotations from time immemorial. In other words, when someone is attributed as having a good character as it is commonly used, that person also possesses some other qualities such as trustworthiness, integrity, passionate, reliable, and dependable (Pike, 2010:311). Grellet (1999:3) states that reading comprehension is an understanding a written text which means extracting the required information from it as efficiently as possible. Hence, in this research teaching reading comprehension to the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020 with

character-based teaching fosters the development of ethical and responsible individuals about the good values that people should be curious, independent, and fond of reading, also other important traits that make for an upstanding citizen.

3. **PQRST Model**

One of teaching model that is widely used to gain students comprehension especially in content area of reading is PQRST, which stands for Preview, Question, Read, Summarize, and Test (Ahuja & Ahuja, 2007: 21). The first step named Preview means the students only read reading text in  a few second (skimming). The second step is Question, in this step the students will make a question in which they want to know about the text. Read as the third step is the activity which students do here is read through all the reading text that the writer has given. Then, next step is Summarize. The students make summary which consists of important point in reading text. The last step is Test. The students must answer a test given by the writer in order to check their understanding in reading text.

According to Stastan (1982: 23), the PQRST model is a step-by-step plan that has been proven to raise test score for students who follow the steps involved. In this study, PQRST model is name of teaching model in learning reading activity which consists of five steps namely Preview, Question, Read, Summarize, and Test for the

tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

## H. The Organization of the Study

This organization is presented in order to give the direction of the study 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 choosing topic, the limitation of the study, the problem statement, 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 includes, teaching reading, the theory PQRST model.

Chapter III is the method of the study. It deals with the meaning of research method, the subject of the study, the technique of collecting the data, and the technique of analyzing the data, the validity of the data, the procedure of the action, the analysis of the data, and the testing performance indicator.

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

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

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

There were two questions to be answered in this research based on the problem statement, "can PQRST model be used to improves the mastery of character based reading comprehension of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020?" and "can PQRST model be used to improve the process of teaching and learning character based reading comprehension of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020?". According to the analysis, it could be recapitulated that:

1. The improvement of the students' mastery reading skill could be seen from increasing of the students' mean and students' passing *KKM* in reading test. The mean of students' marks from preliminary was 60.77, cycle was I 67.69, and cycle II was 71.73. There were 16 students who did not passing *KKM* in preliminary study; the students who did not passing *KKM* in cycle I were 11 and cycle II were 9.

2. The other improvements are the process of teaching and learning character based reading comprehension. The improvement of the teaching and learning could be seen from the observational sheets of students' activities, questionnaires, and interviews.

The conclusions are that PQRST model can improve character based reading comprehension of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020. The mean of students' marks in preliminary study is 60.77, cycle I is 67.69, and cycle II is 71.73. PQRST model can improve the process of teaching and learning character based reading comprehension of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020. The improvement of the teaching and learning could be seen from the observational sheets of students' activities, questionnaires, and interviews.

## B. Suggestion

After conducting the research, the writer proposes the following suggestions.

1. The Students

The use of the PQRST (Preview, Question, Read, Summarize, and Test) model as an interesting model is expected to be a solution for the students to improve their character  and reading skill in the English teaching and learning process. The students can retain and maintain their willingness in learning English and are given the oppotunities to participate in the teaching and learning process, so the learning objective can be achieved.

2. The Teachers

   The teachers need to find appropriate learning model to be applied towards the students. The PQRST (Preview, Question, Read, Summarize, and Test) model can be one of the alternative models applied during teaching English, especially in teaching reading. Therefore, it will create the new atmosphere in English teaching and learning process.

3. The Other Researchers

   The writer admits that this research is far from being perfect. Therefore, the writer suggests that other researchers who conduct the similar research apply some models in the English teaching and learning process due to improve their ability.

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