# IMPROVING CHARACTER BASED READING BY APPLYING SQ3R METHOD OF THE TENTH YEAR STUDENTS OF SMK NEGERI 2 KLATEN IN ACADEMIC YEAR OF 2019/2020

**S-1 THESIS**

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

**By**

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**IMPROVING CHARACTER BASED READING BY APPLYING SQ3R METHOD OF THE TENTH YEAR STUDENTS OF SMK NEGERI 2 KLATEN IN ACADEMIC YEAR OF 2019/2020**

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## IMPROVING CHARACTER BASED READING BY APPLYING SQ3R METHOD TO THE TENTH YEAR STUDENTS OF SMK NEGERI 2 KLATEN IN THE ACADEMIC YEAR 2019/2020

By

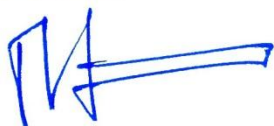Name        : Nungki Saraswati

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# PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **"IMPROVING CHARACTER BASED READING BY APPLYING SQ3R METHOD OF THE TENTH YEAR STUDENTS OF SMK NEGERI 2 KLATEN IN ACADEMIC 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, 30 June 2020

Nungki Saraswati

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# MOTTO

The failure occurs because of too many plans but little action, success is realized because of learning and trying.

**The writer**

Do my best, so that I can't blame myself for anything.

**Magdalena Neuner**

# PRESENTATION

I dedicate this thesis to:

1. My beloved mother Yuli Winarsih and father Sih Raharjo

   Thanks to my parents who have accompanied and encouraged me in the process of making this thesis. Thank you for your love and prayers that continue to flow in every step of my life. Dear my parents, all praise to God, finally I have finished what I started. May God bestow happiness on you."

2. My beloved sisters Ratna Setyaningsih and Tika Maharani

   "Thank you for your support. So, thank you very much for loving me."

3. My fiance, Hery Saputra

   "Thank you for encouraging me in my life and career. Thank you for always being a reminder of my responsibilities, always beside me from the beginning, now, and more times to come."

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   "Thanks for your kindness and support. I will always remember our togetherness and memories."

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Many thanks are also addressed to everyone whom the writer cannot mention one by one. In the end, the writer admits that this thesis is far from being perfect. Therefore, the writer welcomes all criticisms and suggestions from readers in order to make this thesis perfect. At last, the writer hopes that this thesis report will be useful for especially the English students and readers in general.

Klaten, 30 June  2020

The Writer,

Nungki Saraswati

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# ABSTRACT

**NUNGKI SARASWATI,** English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2020. Thesis. *Improving Character Based Reading by Applying SQ3R Method of the Tenth Year of Students of SMK Negeri 2 Klaten in Academic year of 2019/2020.*

This research is aimed at verifying that SQ3R method can improve character based reading of the tenth year students of SMK Negeri 2 Klaten in academic year of 2019/2020. The research strategy which is used in this study is Classroom Action Research. The data in this study are students' reading skill, students' character, and teaching and learning process. The source of the data are event, informant, and document. The data are collected through observation, test, interview, questionnaire, and documentation on teaching and learning process of the tenth year students of SMK Negeri 2 Klaten in academic year of 2019/2020. The technique of analyzing the data is descriptive qualitative.In precycle, the score of the students' reading skill was 63 with *KKM* (the minimal criteria achievement) was 70. Besides, the students' character score was 2.3. In cycle 1, the score of students reading skill was better than precycle from 63 to 74. Students' character also improved from 2.3 to 2.76. Then, when the writer wanted to continue the research in cycle 2, the writer faced problem. There was the Covid-19 pandemic situation so that school was closed for a long time. Thus, the writer did not collect data in cycle 2. So, the writer and the teacher came to decision the study could not be continued to cycle 2. Therefore, the writer comes to the conclusion that SQ3R method was able to improve character based reading of the tenth year students of SMK Negeri 2 Klaten in academic year of 2019/2020.

*Key Words:* improving, character, reading, SQ3R

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Reading is the act of constructing meaning in a text. Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies (Sabouri, 2016: 229). Constructing meaning is a process of integrating information in reading with the knowledge that the reader already has. The process of constructing meaning can be done by implementing basic techniques followed by the reader, such as the activation of context information, the certainty of the structure of the text, the questioning, the clarification of the sense of unknown terms, the monitoring of interpretation, the making of connections and the conclusion of connections. In the process of constructing the meaning of a reading text the reader experiences an interactive process. The interactive process is an ongoing dialog between the reader and the text. The reader connects words in writing with the meaning of oral language meaning into meaningful sentences to get information. In that procces, the reader needs a reading strategy to gain the information.

Reading strategies are techniques in reading to absorb information in a reading. The application of strategies in teaching reading can affect the effectiveness and success of learning. Choosing the right strategy for students can create a conducive learning atmosphere, so students can easily accept

learning material well and can understand the contents of the reading easily. According to Irfadilla (2016: 70), to order to improve the level of understanding of the reading material, it is necessary to apply an effective reading strategy to understand the reading text. Selecting effective strategies will create a favorable learning and learning environment, making it easy for students to learning materials well.

The application of appropriate strategies can help students to overcome the problems in understanding the text. The students had an improvement to a great extent about the reading strategies (Kucokuglo, 2012: 171). By applying the effective reading strategy, the students can understand generic structures, grammar, vocabulary, and how to pronounce text words better.

Reading activities in the tenth grade SMK N 2  Klaten focus on the ability to read to understand texts. The teacher directs students to read the material and discuss it with their groups. When there are students who do not understand the material or find difficult words, students can discuss it with friends and ask the teacher. In the process of learning to read most students have problems in reading text because students lack vocabulary and grammar.

Based on the writer's observation at tenth year of SMK N 2 Klaten and interview to English teacher on Thursday, 20th February 2020.  Teachers  in the learning process, found that it is difficult to create conducive classes when group discussion activities. The students also found difficulties in reading

activities, especially in determining the theme and pronunciation of words correctly. The difficulty of students in reading activities lies in the mastery of weak vocabulary so that students cannot understand the contents of the reading. Based on the questionnaire given to students, it was found that they felt monotonous with the media and strategies used to teach and learn English; they felt less interested in reading activities; and they felt the text material provided was difficult for students.

Based on information above, the students needed a solution to overcome the problems faced. To overcome the difficulties faced by the students in reading activities required an appropriate learning strategy so that it can attract students' attention. The writer and teacher discussed many approaches to reading activiting that effective and appropriate. Some approaches that have been applied by teachers to students are the discussion and lecture methods. The writer and the teacher tried to find more innovative and effective learning models, that is SQ3R.

SQ3R is one type of learning model which stand for survey, question, read, recite, review. This approach is one technique that emphasizes reading activities that can improve the cognitive meta of students (Syah, 1997: 128). While according to Wijaya, Lesmono, and Yushardi (2015: 87), SQ3R method is an efficient method of reading that can involve students become active in constructing science and engaging students to be active in studying and understanding the material directly that consists of five  steps, such as survey, question, read, recite, and review.

The SQ3R method involves students to be active in learning and understanding the material directly. This method is in accordance with the 2013 curriculum where the 2013 curriculum emphasizes student-centered learning. According to Sobri (2017: 57), SQ3R method is very appropriate to be used in reading lesson to improve reading comprehension optimally. In addition, the SQ3R, could not only improve students' reading comprehension, but also it refers to the 2013 curriculum that has been determined by the government where learning activities on SQ3R are student-centered.

In implementing learning strategies that are appropriate to students' abilities, the teacher must remain guided by the applicable curriculum. According to curriculum 2013, teaching and learning focussed on students' centered by using scientific approach. According to *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 20 Tahun 2016 Tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah* the dimension of skills that must be possessed at the SMA/MA/SMALB level must have the skills of thinking and acting, which includes creative, productive, critical, independent, collaborative, and communicative, through a scientific approach as the development of what is learned in education units and other sources independently. Based on the explanation above, it is expected that students have the skills and knowledges in accordance with the standards set by the government. Besides that, it is expected that students can have religious and social attitudes, have knowledge and possess skills. Meanwhile, *Undang-Undang Republik Indonesia Nomor. 20 Tahun. 2003 tentang Sistem*

*Pendidikan Nasional Pasal 3* states that national education functions to develop and form the character and civilization of a dignified nation in the context of educating the life of the nation, which aims to develop the potential of students to become human beings who believe in and fear of God, have good morals, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizen. The aim of national education is the formulation of the quality of Indonesian society that must be developed by each education unit. Therefore, the formulation of the objectives of national education becomes the basis in the development of cultural and national character education. It means character education is an important element in the world of education. The character is expected to be applied by the students.

The application of reading strategies that are appropriate to the curriculum can train students' skills such as the ability to express opinions and discuss them. Though the teacher applying the right strategy for students, they are expected to be able to understand and interpret the contents contained in a text. Some students find difficulty in reading fluently so they are less motivated to read. According to Hermayawati (2010: 11), the various causes of student learning difficulties are as follows: *(*1) there is no interest in learning because they do not like learning English; (2) interested in learning English but lack basic knowledge; (3) good motivation, good ability, but the environment is not supportive; (4) motivation is quite good, but 'forget' the basic concepts that have been learned; and (5) learning motivation is high, but

learning opportunities are too short. Based on the observation done on the preliminary research, the tenth year students of SMK N 2 Klaten have many problems when they learn to read an English text such as the lack of vocabulary. This condition creates a misunderstanding in interpreting a text.

Based on explanation above, the writer applies SQ3R method to improve character based reading skill of the tenth year students of SMK N 2 Klaten in academic year 2019/2020.

**B.  The Limitation of the Study**

The limitation of the study is  focused on improving character based reading by applying SQ3R  method of the tenth year students of SMK N 2 Klaten in academic year of 2019/2020.

**C.  The Problem of the Study**

In this study, the writer presents the problem that could be formulated as follow "Can SQ3R method be used to improve character based reading of the tenth year students of SMK N 2 Klaten in academic year of 2019/2020?

**D.  The Aim of the Study**

The aim of the study is to verify whether the SQ3R method can be used to improve the character-based reading of the tenth year students of SMK N 2 Klaten in the academic year of 2019/2020 or not.

**E.  The Use of the Study**

The use of the study can be classified theoretically and prctically.

1.  Theoretical Use

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

2. Practical Use

This study can be used as a teaching model for other schools.

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

To get the meaning clear, the writer would like to clarify the terms in order not to make misunderstanding between the writer and the reader. The writer would like to clarify the term as follows.

**1. Improving**

According to Hornby (2005: 781), improving is to become better than before. In this study, improving means making students' reading skill better using the SQ3R strategy to the tenth year students of SMK N 2 Klaten in academic year of 2019/2020.

**2. Character Based Reading**

According to Tsai and Agboola (2012: 163), character education is a growing discipline with the deliberate attempt to optimize students' ethical behavior. In this study, character based reading is the teaching strategy that support the improvement of students' character by teaching reading the tenth year students of SMK N 2 Klaten in academic year of 2019/2020.

**3. Reading**

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Anderson, 2003: 68). In this study, reading is a fluent process in which readers combine textual information with their own context knowledge to create

meaning which must be mastered to the tenth year students of SMK N 2 Klaten in academic year 2019/2020.

4. **SQ3R**

Sobur (2003: 253) says that the SQ3R method is the abbreviation for the five tasks that students have to face or do, such as Survey, Question, Read, Recite, and Review. The first steps named survey. It means that before reading the students must pay attention to the title and summary of the chapter to get the frame of mind in a text. The second step is question. It means that the students formulate questions about reading texts. The third step is read. In this step, the students must be selective because the students read to find answers to the questions students have made. The next step is recite. In this step, the students re-read the text they have read based on what students understand. The last step is review. In this step, students review all the questions and answers briefly. In this study, SQ3R is a model of a teaching that is used in reading learning which consists of five steps, namely Survey, Question, Read,  Recite, and Review.

G. **The Organization of the Study**

To give clear understanding about the content, the writer would like to organize the report into five chapters. The study consists of five chapters as follows.

Chapter I is introduction. It consists of the 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.

Chapter II is review of related literature. It consists of previous studies, position of the study, theory of reading, SQ3R, character education, theoretical framework, and action hypothesis.

Chapter III is the method of the study. It deals with the meaning of research method, the strategy of the research, the subject of the study, the place and time of research, the data and the 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 discusses the result of the study. It includes the present of the pre cycle, cycle 1, testing performance indicator, and research limitations.

Chapter V is conclusion and suggestion. Conclusion is the summary of the study. Suggestion is addressed to teacher, and other researcher.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

The writer comes down to the conclusion taken from the research. It also shows the suggestion for students, teacher, and other researchers. This chapter is divided into two parts. They are conclusion and suggestion. More explanation could be seen below.

**A. Conclusion**

In this phase, the writer would like to answer the problem of the study namely, "Can SQ3R method be used to improve character based reading of the tenth year students of SMK N 2 Klaten in academic year of 2019/2020?" According to the analysis, it could be recapitulated as follow.

1. The improvement of mastery character based reading comprehension could be seen from the increasing of the students' mean and students passing KKM in reading test. The mean of students' marks from precycle was 63, and increased in cycle I was 74.

2. The other improvements are the students' participation of character-based reading comprehension. The mean of students' character assessment in pre-cycle was 2.3, and increased in cycle 1 was 2.76.

In pre-cycle, the mean score of students' reading skill was 63. It means that the score was still under Minimum Criteria Achievement (KKM) because the score of Minimum Criteria Achievement (KKM) in

SMK Negeri 2 Klaten was 70. Next, the mean score of students' character was 2.3 and labeled as sufficient score.

In cycle 1, there was an improvement in both student reading skill and character assessment because the cycle one score is higher than pre-cycle score. The student reading skill was getting an improvement from 63 in pre-cycle to 74 in cycle. Based on the result of cycle 1 had been analyzed that the result mean of students' reading skill reached Minimum Criteria Achievement (KKM). Next, the mean score of students' character was 2.76 and labeled as good score.

The writer could not continue the research because of the Covid-19 pandemic situation. Thus, the writer did not collect data in cycle 2. So, the writer and the teacher came to decision the study could not be continued to cycle 2.

Therefore, the writer comes to the conclusion that SQ3R method was able to improve character based reading since the score always got an improvement from pre-cycle to cycle 1. Based on the reading score and character score the students earned during the study, the writer can answer the question stated in the problem of the research as SQ3R is verified to improve teaching and learning of character based reading skill of the tenth year students of SMK Negeri 2 Klaten in academic year of 2019/2020.

**B. Suggestion**

Regarding to the above conclusion, the writer proposes the following suggestions.

1. The Teacher

The English teacher are expected to be more creative in teaching and learning. The teacher is recommended to apply SQ3R methods to improve learning activities in the classroom as an alternative model. The teacher helps the students more to develop the skills that with help them to comprehend text. In addition, teachers must provide variation learning in the class so that the class is more lively and students easily accept the material provided by the teacher.

2. The Students

The students must be active in the process of teaching and learning, especially by using SQ3R method. The appropriate teaching method is the main needs of students in achieving optimum result of student learning. By applying this method the students can participate more actively in learning especially reading, the students can work together with friends to solve difficulties if they find the difficult words, and they can share their ideas with their friends.

3. To other Researcher

The writer realized that the research was far from perfect. Therefore, the writer suggests that the other researchers who conduct the

similar research can apply appropriate teaching methods in the teaching and learning process.

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