

**IMPROVING CHARACTER BASED READING SKILL BY APPLYING SQ4R  
METHOD OF THE TENTH YEAR STUDENTS OF SMK NEGERI 2 KLATEN  
IN ACADEMIC YEAR OF 2020/2021**

**S-1 THESIS**

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



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**WIDYA DHARMA UNIVERSITY KLATEN**

**KLATEN**

**2021**

**APPROVAL**

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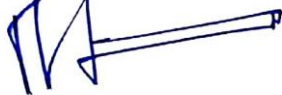
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**Date : July 13<sup>rd</sup>, 2021**

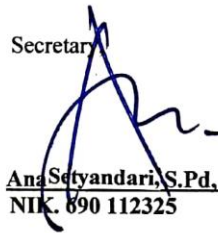
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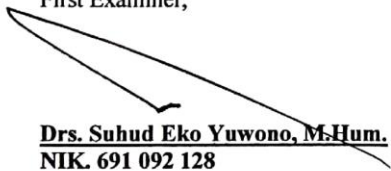
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### PRONOUNCEMENT

This is to certify that I, myself write this thesis entitle "IMPROVING CHARACTER BASED READING SKILL BY APPLYING SQ4R METHOD OF THE TENTH YEAR STUDENTS OF SMK NEGERI 2 KLATEN IN ACADEMIC YEAR OF 2020/2021"

Is not plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed in bibliography.

If then the pronouncement proves incorrect, I 'am ready to accept academic punishment, including the with drawl or cancelation of my academic degree.

Klaten. 13-July-2021



TOMI HARTANTO

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## PRESENTATION

This thesis is dedicated to

1. My beloved mother Semiyati and my beloved father Sutanto.

“Thank you for your prayers that you have been offered in the morning, noon, and the night without stopping, so that I can be assured of fluency in doing my thesis. You are as the spirit of my life and thank you for making me your pride. Inshaallah, I promise, I will give you a happiness”

2. My beloved pretty younger sister Aisyah Lilin Al – Amin.

Thank you so much, because you are present in my life as a complement to the story jokes, laughter, and happiness. Thank you for your supporting in doing this thesis and I love you so much.

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One day I said “*Mbok koe gek ndang mari to mas, jare janji ameh ngancani aku wisuda karo foto-foto bareng*” but Allah has different wills. Allah loves you more, and I hope you will be happy in heaven. Amin

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## MOTTO

*“Habis gelap terbitlah terang”*

**R.A. KARTINI**

“إِنَّ مَعَ الْعُسْرِ يُسْرًا”

“فَإِنَّ مَعَ الْعُسْرِ يُسْرًا”

*“Karena sesungguhnya sesudah kesulitan ada kemudahan, sesungguhnya sesudah kesulitan ada kemudahan”*

**(Al-Insyirah 5-6)**

*“Bersholatlah kemudian berdoalah kepada Allah Swt sesungguhnya Dia (Allah) mendengar doa mu dan pasti mengabulkan doa bagi hambanya yang bersungguh-sungguh beribadah kepada-Nya”*

**The researcher**

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7. X DPIB A of SMK Negeri 2 Klaten in the academic year of 2020/2021 who has participated in this research.

The researcher realizes that this thesis is far from perfect. Therefore, the writer would accept correction, suggestion, and criticism from the readers to make this thesis become perfect. The writer hopes that this thesis will be useful for the writer herself and all the readers. It can be used as a real contribution to the improvement of teaching English.

Klaten, 2021

Tomi Hartanto



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## LIST OF ABBREVIATIONS

<b>Abbreviation</b>	<b>Explanation</b>
CAR	Classroom Action Research
ET	English Teacher
R	Researcher
S	Students
SQ4R	Survey, Question, Read, Reflect, Recite, Review
KKM	<i>Kriteria Ketuntasan Minimal (KKM)</i> or the minimal mastery level criterion.
X DPIB A	The class of the tenth year of modeling design and building information ( <i>Desain Permodelan &amp; Informasi Bangunan</i> )
SMK	Vocational High School ( <i>Sekolah Menengah Kejuruan</i> )

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## ABSTRACT

**TOMI HARTANTO, Student's Number. 1711200013**, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University Klaten. 2021. Thesis. *Improving Character Based Reading Skill by Applying SQ4R Method of the Tenth Year Students of SMK Negeri 2 Klaten in Academic Year of 2020/2021.*

This research intends to verify whether application SQ4R method can improve character based reading skill of the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021

The research step carried out in this research by Class Room Action Research (CAR). The technique of collecting the data by observation, interview, questionnaire, test and documentation of the teaching and learning process of the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021. The sources of the data are event, informants, and document. The technique of analyzing the data uses statistical techniques in the form of mean.

The result of the data analyzing seen that the students competence and participation in character-based reading skill was increased. From the preliminary study, the scores of students' reading skill was 52.05; in cycle I was 70.09; and cycle II was 77.08 with KKM (the minimal mastery level criterion) was 70.00. On the other side, the mean score of students' character assessment from the preliminary study was 2.42; in cycle I was 2.58; and cycle II was 3.74. So, it can be concluded that the SQ4R method can improve character based reading skill of the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021.

**Key Words :** *SQ4R, Reading Skill, Character, CAR.*

# **CHAPTER I**

## **INTRODUCTION**

### **A. THE BACKGROUND OF THE STUDY**

Reading is the process of looking at a series of written symbols and getting information from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. According to Scott and Ytreberg (2003:80), reading is an activity carried out by someone to obtain information or knowledge that was not previously known by the reader. Reading is a basic component a person can have an understanding or a more knowledge and information, because by reading, a person will become richer in knowledge.

Harmer (2007:118) states that reading as an exercise dominated by the eyes and the brain, the eyes receive information and the brain then to work out of the significance of this message. On the other word, the meaning of the message in available written form is the most essential component that students have to recognize and understand, because main purpose of reading is to know the idea in the printed material. Therefore, reading with comprehension is only a way for the students to get what they want to know from the reading material. Reading is an activity that uses the performance of the brain, eyes and then the eye transmits what is seen to the brain, the brain carries out activities in the form of messages from the eye. The message here is in written form that students must recognize and understand. Because in reading our main goal is to find and know and understand the ideas that are in the message in the form of writing. Therefore, in reading by

properly understanding the contents of a text, we will get the information we want correctly.

Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves. In learning English not only reading skills are important but there are other skills that must be mastered. The learners have to know the other skills and the other skills in English such as listening, speaking, reading, and writing.

According to the preliminary study, the researcher conducted an interview test with the English teacher in teaching English activity in the tenth year students of SMK Negeri 2 Klaten which had various problems during teaching, especially when students were doing reading activity, such as the students' reading ability which were still lacking, did not reach (Passing grade 70). When the teacher was teaching English subjects, especially reading to improve student skills, students have less attention when the teacher teaches and give less good responses. In the classroom, at that time the teacher had taught reading to improve the students' skill and much of students had not responded well. At that time the teacher did not have the right way and method to handle cases experienced by students. Basically, students do not have a good willingness to learn during the learning and

teaching process. It's happened because a lot of students still had difficulty in mastering words in English.

*According to Peraturan Republik Indonesia Nomor 32 Tahun 2013 Pasal 19 menyatakan bahwa proses pembelajaran pada satuan pendidikan di selenggarakan secara interaktif, inspiratif, menyenangkan, menantang memotivasi peserta didik berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa kreatifitas dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis pesertan didik.*

It means, learning in classroom must have conditions in which teachers and students discuss each other in the sense that teaching and learning activities must be active, inspirational and motivating between the two. Besides that, in teaching and learning activities, it must be able to reduce boredom and genius. Challenging teaching and learning activities are also very much needed by students because to improve the quality of learning so that students get something new in the teaching and learning process.

According to Afandi (2011: 03) Character education can be interpreted as an educational system by instilling values in accordance with the nation's culture with components of aspects of knowledge cognitive, affection felling and actions, both towards God Almighty, both for oneself, society, and the nation. It can be concluded that character is one of the values contained in a person, both cultural and oral, which includes knowledge, attitudes, feelings, actions both to God Almighty and yourself.

In this research, the character that studied is the ability of reading skills to students of SMK Negeri 2 Klaten in learning to read and understanding a text that was fun, honest, attractive, and motivated.

One of the efforts that can be made in learning English and is expected to improve students' reading comprehension skills is by using the Survey, Question, Read, Reflect, Recite, Review (SQ4R) method. According to Hidayat (2015: 17) SQ4R method is a reading method used to improve students' comprehension abilities, namely by assigning students to read study materials carefully, through; A survey is a review or preliminary activity, a question is an activity to make questions about teaching materials, Read, which is an activity to read text and look for answers, Reflect is an activity to provide examples of reading material and imagine the relevant actual context, Recite is an activity to determine steps or activities to consider the answers given and Review is a way of thorough review.

According to Sadiku (2015: 29), on a teaching hour should be applied all four language skills strategies, but they escalate from level to level depending on the objectives. It means that the four skills in English are important to master and even need to be applied by a teacher when teaching in the class. Speaking and listening are said to relate to language expressed through the aural medium.

On the other hand the learners have to know three aspect of language. The three aspects are grammar, vocabulary, and spelling. It means that as the learners have to master the four skills in English. Reading is an active and complex process that involves (1) understanding written text, (2) developing and interpreting meaning, and (3) using meaning as appropriate to type of text, purpose, and situation (National Assessment Governing Board, 2012). In order for knowledge to increase, students must be able to read, understand and interpret written material in various levels of complexity (Baker & Brown, 1984:01). Reading in the university level is different from reading in school level, where reading at the university level requires deeper analytical skills, engaging in high-level thinking, such as considering author's claims, applying reading information to solve problems, or synthesizing reading information (Afflerbach, Cho, & Kim, 2015:01). In addition, reading is an activity to search for information by understanding and interpreting a reading with, the goal we can know the purpose of the reading or text.

According to the explanation above, it can be concluded reading is a complex and complicated process in understanding the meaning of writing which includes several activities such as recognizing letters and words, linking them with sounds and their meanings, and drawing conclusions with the aim of obtaining messages conveyed by the author.

Based on the previous researches, the writer conducts the research entitled "**Improving Character Based Reading Skill by Applying SQ4R**

**Method of the Tenth Year Students of SMK Negeri 2 Klaten in Academic Year of 2020/2021".**

**B. THE REASON FOR CHOOSING THE TOPIC**

1. Reading skills can be used to improve the quality of learning, in understanding this reading can be used to the students in absorbing information obtained by students in the learning process by involving the process of activating the psychic by integrating prior knowledge.
2. The researcher is interested in applying the SQ4R method because it can make the students and teachers have collaborated to improve the students reading skill where students will be active, conducive and will not get bored.
3. The SQ4R method to be able to improve the quality and enthusiasm of teachers and students in teaching and learning English because this model consists of several procedures that are very unique and not get bored, so it has a positive effect on students and consequently students have a high enthusiasm in the learning process .

**C. THE LIMITATION OF THE STUDY**

In this research, the researcher focused on improving the process teaching and learning character based reading skill by applying SQ4R method to the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021.

**D. THE PROBLEM OF THE STUDY**

In this research, the researcher would like to discuss the problem of the study, it can be as follows:

1. Can SQ4R method improve the competence of character based reading skill of the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021?
2. Can SQ4R method improve the process of teaching and learning character based reading skill of the tenth year students of SMKN 2 Klaten in academic year of 2020/2021?

**E. THE AIM OF THE STUDY**

1. To verify if SQ4R method can improve the mastery of character based reading skill of the tenth year students of SMKN 2 Klaten in academic year of 2020/2021.
2. To verify if SQ4R method can improve the process of teaching and learning character based reading skill based on observation and interview, questionnaire, test, documentation to the tenth year students of SMKN 2 Klaten in academic year of 2020/2021.



## **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 deepen the ability of character based teaching and learning reading theory.

### **2. The Practical Use**

It can be used as a teaching reference and for other researchers.

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

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

### **1. Improving**

According to Hornby (2005: 781), improving is to become better than before. It means, in this research the student's character based reading skill should be improved by applying SQ4R method to the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021.

### **2. Reading**

According to Harmer (2007:118), reading as an exercise dominated by the eyes and the brain, the eyes receive message and the brain then has to work out of the significance of these message. On the other word, the meaning of the message in available written form is the most essential component that students have to

recognize and understand, because main purpose of reading is to know the idea in the printed material. According to 2013 Curriculum, reading is one of language competency function as the tool of communication to deliver the idea and knowledge. The researcher can concludes, reading is an activity that uses the performance of the brain and eyes and then the eye transmits what is seen to the brain, and the brain carries out activities in the form of messages from the eye, to achieve one of the final purpose of 2013 curriculum in making student independent reader, the teacher are supposed to master the conceptual knowledge of curriculum of teaching reading to produce the better quality of teaching and learning reading process.

### **3. Character Based Reading Skill**

Etymologically, the word character comes from Yunani, namely charassein which means "to engrave" (Kevin Ryan & Karen E. Bohlin, 1999). It means, it can be related to the perception that character is a painting of the soul which is associated with the perception that character is a painting of the soul which manifests in behavior. According to Afandi (2011: 03) Character education can be interpreted as an educational system by instilling values in accordance with the nation's culture with components of aspects of knowledge cognitive, affection felling

and actions, both towards God Almighty, both for oneself, society, and the nation. It can be concluded that character is one of the values contained in a person, both cultural and oral, which includes knowledge, attitudes, feelings, actions both to God Almighty and yourself. In this study, character education means build the ability of understanding of reading the text that shapes the character such as interest, fun, curiosity, independence, discipline, honesty, and confidence of the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021.

#### **4. SQ4R Method**

According to Rosahdi (2011: 27) the SQ4R method is a modification of the previous reading technique which is quite well known and widely applied in schools, namely the SQ3R learning model. The difference between SQ4R and SQ3R is by adding the Reflect step to the step after Read. The Reflect step is an easy way to open schemata that already exist in its long term memory. The SQ4R learning model is a developmental learning model of SQ3R, this method was previously quite well known and has been widely used as a reference for learning in schools which distinguishes these two methods, namely adding a reflect step after the read step.

According to Richardson & Morgan in Klita (2014: 30) “One such strategy that has proven effective as a study and reading

strategy is SQ4R – Survey, Question, Read, Recite, Review, Reflect. SQ4R provides a systematic way of comprehending and studying text. The learning method SQ4R (Survey, Question, Read, Recite, Reflect, Review) was coined by Francis Robinson in 1941, making major changes in the development of learning methods (Nur 2000: 25). Reading means process of receiving and interpreting information encoded in a language by applying SQ4R method of the tenth year student of SMK Negeri 2 Klaten in the academic year 2020/2021

## **H. THE ORGANIZATION OF THE STUDY**

In order to facilitate the thesis arrangement, the researcher organizes the report in to five chapters. The study consists of five chapters as follows:

**Chapter I is 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 key terms, and the organization of the study.

**Chapter II is Review of Related Literature.** It consists of Theory of reading, Teaching and learning reading skill in the tenth year students of SMK, Teaching and learning reading skill by SQ4R, SQ4R method, Theoretical framework, Previous study, Position of the study, Action hypothesis.

**Chapter III is Method of Study.** It consists of meaning of method, the strategy of research, the data and the source of data, the technique of collecting the data, the validity of the data, the procedure of the action, and the analysis of data.

**Chapter IV is The Result of the Study.** It consists of the data analysis and the discussions of the findings.

**Chapter V is Conclusion and Suggestion.** It consists of conclusion and suggestion.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to take conclusion based on the research that had been carried out. It also explained about suggestion for students, teachers, and other researcher. In this chapter divided into two parts. It could be said as a conclusion and suggestion. Further explanations were provided below.

#### A. Conclusion

There were two questions to be answered in this research based on the problem statement, “Can SQ4R method improve the competence of character based reading skill of the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021” and “Can SQ4R method improve the process of teaching and learning character based reading skill of the tenth year students of SMKN 2 Klaten in academic year of 2020/2021”. Based on the analysis, it could be sum up that:

1. The improvement of mastery character based reading skill could be seen from the students' competence could be seen by the increased of the students mean score and students passing grade in reading test. The mean mark of students' competence in reading skill from Preliminary was 52.05, cycle I 70.09, and Cycle II 77.83. There were 29 students did not pass passing grade in Preliminary Study; The students did not passing grade in Cycle I were 9; and The students did not pass passing grade in Cycle II were 2.
2. The other improvements are the students participation of character based reading skill. The improvements of the students' participation could be

seen from the observational sheet of students' activities, questionnaires, and interviews.

By the conclusion, the implementation of SQ4R method to the tenth year students of SMK Negeri 2 Klaten in academic year 2020/2021 can be sum up that SQ4R method can improve the students' competence and students' participation of character based reading skill. SQ4R method would be alternative strategy especially for teaching and learning character based reading comprehension.

## **B. Suggestion**

Based on the conclusion above, the researcher gives some suggestions to the students, teacher and future researcher.

### 1. The Teacher.

The teachers hoped can develop the teaching materials that can encourage students to learning. They need to consider better ways of teaching to improve students' ability in mastering teaching material. Teacher can also apply interesting methods in order that the students will not getting bored.

### 2. The Students.

The students need to enrich their experience in the mastery of teaching material in the learning process, so that students if they encounter difficulties they will easily solve them. They also need to increase their motivation and interest to study well. By SQ4R method (Survey, Question, Read, Reflect, Recite, Review) students will have good skill

especially in reading and they will not find difficulties in the learning process.

3. Other researcher.

The writer acknowledges that the research is far from perfect. Hopefully this result of the research can be used as an additional reference in doing the research also as a reference to teaching and learning process.



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