

**IMPROVING CHARACTER BASED READING BY APPLYING SQ4R
METHOD TO THE ELEVENTH YEAR STUDENTS OF SMK NEGERI 2
KLATEN IN ACADEMIC YEAR OF 2021/2022**

S-1 THESIS

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



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KLATEN

2022

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KLATEN IN ACADEMIC YEAR OF 2021/2022**

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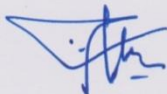
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PRONOUNCEMENT

This is to certify that I, myself write this thesis entitled **"IMPROVING CHARACTER BASED READING BY APPLYING SQ4R METHOD TO THE ELEVENTH YEAR STUDENTS OF SMK NEGERI 2 KLATEN IN ACADEMIC YEAR OF 2021/2022"**. 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, June 2022

Yulia Ageta Kristi

MOTTO

“Marilah kepada-Ku semua yang letih lesu dan berbeban berat, Aku akan memberi kelegaan kepadamu.”

(Matthew 11: 28)

“Ku tak akan menyerah pada apapun juga, sebelum kucoba semua yang kubisa, tetapi kuberserah kepada kehendak-Mu, hatiku percaya Tuhan punya rencana.”

(The researcher)

PRESENTATION

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ABSTRACT

YULIA AGETA KRISTI, Students' Number. 1811200011, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University 2022. Thesis. *Improving Character Based Reading by Applying SQ4R Method to the Eleventh Year Students of SMK Negeri 2 Klaten in Academic Year of 2021/2022.*

The aim of this research was to verify whether SQ4R method can improve character based reading to the eleventh year students of SMK Negeri 2 Klaten in academic year of 2021/2022. This research was conducted by Classroom Action Research (CAR). The subject of this study was the eleventh grade students of SMK Negeri 2 Klaten in the department of *Desain Permodelan dan Informasi Bangunan (DPIB)* B. The technique of collecting the data were observations, tests, interviews, questionnaires, and documentation. The data was analyzing with statistical techniques based on the form of the mean.

The result of the research showed that SQ4R method be able to increase the character based on students' reading skill. It could be seen that there was an increase between students' reading skill and students character assessment. The result of students reading skill in cycle 1 was 52.8 and cycle 2 was 80.8. Besides that, the result of students' character assessment in cycle 1 was 3.10, and the result of students' character assessment in cycle 2 was 3.28.

Key Words: *Reading, SQ4R Method, , Students' Character, CAR*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is a knowledge and skill improvement activity when students or readers receive information from various types of text and content. Knowledge and skill can be improved by doing reading intensively when readers want to learn something from reading text (Cervetti & Wright, 2020; Criollo-C et al., 2021; Oktarina et al., 2020). By doing reading intensively, the students can get the knowledge quickly with the reading habit (Andreani et al., 2021). They can encourage the reading habit from their environment that helped them to support their reading habit. However, the students will have the highest motivation to read (Satriani, 2019).

The reader must first increase their motivation to understand what they read (Chou, 2011; Zasnimar, 2020). However to increase the motivation, the teacher can find and apply the appropriate techniques to the students (Nurmalasari & Haryudin, 2021). The appropriate techniques can develop the positive effect in reading life. The students will feel the positive affect and become knowledgeable people, sufficient vocabulary, progressive grammar, and even become good spelling (Richards, 1998).

Students must know the important things in language to make the sufficient vocabulary, progressive grammar, and even become good spelling, such as the features or aspects of the language (Joseph & Khan, 2020). The aspects of the

language are grammar, vocabulary, and spelling. Grammar is a rule of learning as the structure of language can do. Learning rules in grammar is important because they are very influential for students when learning a foreign language (Fithriani, 2018). The students cannot understand the essence of the text unless they learn the grammar of a language. Knowing the definition of grammar, it is not difficult to understand why grammar is useful and important (Thornbury, 1999). In addition, reading is an important activity in life which one can update his or her knowledge (Axelsson et al., 2020). It is an important skill in English language because it develops the mind. Through reading, the students expose the new things, new information, new ways to solve a problem, and new ways to achieve one thing (Patel & Jain, 2008).

The second aspect is vocabulary. Vocabulary means a set of words for a particular language that is used by the personal speakers of the language. Vocabulary size is one of the most influential factors in reading activities (Gunobgunob-Mirasol, 2019). Without knowing the means of the words, the readers cannot understand what they are reading (Hatch and Brown, 1995).

The last is the spelling. Spelling is the process of correctly setting up the words from independent letters and the students can clear it. Correctly spelling can make the students fluent in reading text and can be called as the main goal in teaching process (Guslyakova et al., 2019). Also, it is about spelling and reading, students found that better spellers tended to be better readers and vice versa (Slattery & Yates, 2018).

According to the preliminary study, the researcher took the data by interviewing the English teacher in the teacher's room. In this interview, the researcher and the English teacher discuss about the problems in learning activities for class XI students of SMK Negeri 2 Klaten. During learning English, especially reading, there are several problems that occur, namely the lack of student interest in learning to read because students feel learning to read is boring so it is less interesting for students.

Based on the data, there are several problems faced by the students. First, they were not able to understand what they had read because the text was too long. Second, they are not interested in learning to read because the method used by the teacher is monotonous.

It could be known that the learning process had some problems with the reading activity. Consequently, a study is needed to increase the students' ability to read through the learning method. The teacher can implement in virtual or online learning and face-to-face learning. Therefore, it can be applied not only in individual lessons but also in group studies for any topic. SQ4R learning model can be applied as a technique or reference that implements the steps of the learning model to a specific and achieve the goal. Students can easily follow it in the learning process (Simbolon & Marbun, 2017).

From the explanation above, it can be concluded reading is an activity to gain information from the content of the reading text, by applying to the

appropriate techniques to increase the motivation to read. Based on the previous researcher, the researcher conducts a study entitled “Improving Character Based Reading by Applying SQ4R Method to the Eleventh Year Students of SMK Negeri 2 Klaten in Academic Year of 2021/2022.”

B. The Reason for Choosing the Topic

The reason for choosing the topic in this study are as follows.

1. Mastering reading skills can be applied to increase the quality of the education process.
2. SQ4R method is proven to be able to increase the reading skill of the students. The students can be easy to apply and follow this method in the learning process.

C. The Limitation of the Study

This study is focused on improving students’ character based reading by applying the SQ4R method to the eleventh year students of SMK Negeri 2 Klaten in academic year of 2021/2022.

D. The Problem of the Study

In this study, the problem is formulated as follows “Can SQ4R method improve character based reading of the eleventh year students of SMK Negeri 2 Klaten in academic year of 2021/2022?”

E. The Aim of the Study

In this study, the aim is to verify whether SQ4R learning method can improve character based reading of the eleventh year students of SMK Negeri 2 Klaten in academic year of 2021/2022.

F. The Use of the Study

The outcome of the study is expected to be useful both theoretically and practically as follows.

1. The Theoretical Use

This study can be used to increase the knowledge and theory of educators and students regarding character-based reading in the teaching and learning process.

2. The Practical Use

This study can be used as a teaching model in the world of education and as a reference for the teacher.

G. The Clarification of Key Terms

To clarify the meaning of the title, the researcher would like to describe the key terms as follows.

1. Improving

The improvement should be well than previously (Hornby, 2005). It implies that improving is an act of doing something well than before. In this study, improving means the way to improve the standard of the learning process of reading skills by implementing the SQ4R learning method to the

eleventh year students of SMK Negeri 2 Klaten in academic year of 2021/2022.

2. Reading

Reading is a skill that students should have it (Brown, 2004). Therefore, reading is a language skill that is very crucial for students to gain information or knowledge. In this study, reading means the ability to get knowledge from the text by applying the method of SQ4R to the eleventh year students of SMK Negeri 2 Klaten in academic year of 2021/2022.

3. Character-Based Reading

Character education is an attitude of awareness that grows with efforts to optimize the ethical behavior of students (Agboola & Tsai, 2012). Good manners should be implemented for the eleventh students of SMK Negeri 2 Klaten in academic year 2021/2022. In this study, character based reading is perspectives and stimulation skills that are added during the teaching process of reading in educating process.

4. SQ4R Method

The SQ4R learning method can be explained as a reference that describes procedures to achieve a specific goal (Simbolon & Marbun, 2017). SQ4R consists of six steps. There are surveys, questions, reading, recitation, review, and reflection. In this study, the reading skills of the eleventh students of SMK Negeri 2 Klaten in academic year of 2021/2022 were improved by using the SQ4R method.

H. The Organization of the Study

To facilitate the thesis arrangement, the researcher organizes the report of the study into five chapters. The study consists of five chapters as follows.

Chapter I is an 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 a Review of Related Literature. It consists of the previous of the study, position of the study, theory of reading, theory of SQ4R method, theory of character education, theoretical framework, and action hypothesis.

Chapter III is the Method of the Study. It consists of research design, the subject of the study, the place and time of the study, the data and source of data, the technique of collecting the data, testing validity, the technique of analyzing data, and testing performance indicator.

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 presented about conclusion and suggestion. The researcher explained them below.

A. Conclusion

In this study, the researcher used SQ4R method to be applied in teaching and learning process of reading based on character at SMK N 2 Klaten in academic year of 2021/2022. The result of this study was successful because SQ4R method could increase teaching and learning process. The researcher finished in two cycles, started from precycle, cycle 1, and finished on cycle 2. Each cycle has its own results in score of reading skill and score of students' character assessment. The result of students' score of reading skill in precycle was 57.5, the result of students' score of reading skill in cycle 1 was 52.8, and the result of students' score of reading skill in cycle 2 was 80.8. It could be seen that the result of students' score of reading skill in precycle was greater than the result of students' score of reading skill in cycle 1. The result of students' score of reading skill in cycle 1 was less than the result of students' score of reading skill in cycle 2. The result of students' score of reading skill in cycle 2 was greater than the result of students' score of reading skill in precycle.

The result of students' character assessment in precycle was 2.76, the result of students' character assessment in cycle 1 was 3.10, and the result of students' character assessment in cycle 2 was 3.28. The result

of students' character assessment could be seen in the following explanation. The result of students' character assessment in precycle was less than the result of students' character assessment in cycle 1. The result of students' character assessment in cycle 1 was less than the result of students' character assessment in cycle 2. So, this study can be concluded that the SQ4R method can improve character based reading of the eleventh year students of SMK Negeri 2 Klaten in academic year of 2021/2022.

B. Suggestion

1. The English Teacher

The teacher could apply the SQ4R method in the teaching and learning process of reading because this method was very suitable to be used to improve reading skill. Based on the observations, teachers should be better at attracting students' attention with fun learning methods. Besides that, the teacher must be creative to make the process of learning was more interesting. If the learning process was enjoyable, it could make the students more enthusiastic and make it easier to understand the material presented.

2. The Students

The students must be more active when the teacher explained the material which has needed to improve their knowledge. To improve their knowledge, they must study harder and have a special time to repeat the material in their own way at home. The students still lack in their vocabulary, so they have to increase their vocabulary through their activities to read more in English texts.

3. The Other Researcher

In this research, the result of the study still had weaknesses and there was still to be improved. So, the other researchers who are interested in the same method are expected to perfect and improve the quality with results that can be utilized in the world of education.

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