

**IMPROVING CHARACTER BASED READING BY APPLYING SQ3R
METHOD OF THE TENTH YEAR STUDENTS OF SMK NEGERI 4
KLATEN IN ACADEMIC YEAR OF 2021/2022**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirements for the Undergraduate Degree in English Education Study Program, Teacher Training and Education Faculty, University of Widya Dharma Klaten



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ACADEMIC YEAR OF 2021/2022**

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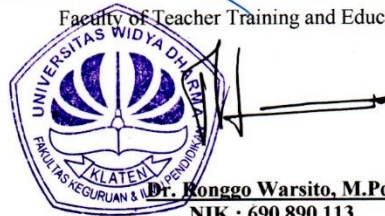
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PRONOUNCEMENT

This is to certify that I, myself write this thesis entitle “**IMPROVING CHARACTER BASED READING BY APPLYING SQ3R METHOD OF THE TENTH YEAR STUDENTS OF SMK NEGERI 4 KLATEN IN ACADEMIC YEAR OF 2021/2022**” 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 process incorrect, I am ready to accept academic punishment, including the withdrawal or canclation of my academic degree.

Klaten, 18th July, 2022



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PRESENTATION

This thesis dedicates to:

1. My beloved father, Supardi

Thank you for the support you always give, as well as, the prayers that you pray for me, so that I can be given protection and smoothness in working on this thesis. I hope that your prayers are not in vain for the success that I will achieve for the future and may it be the pride of the family, *aamiin.*”

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Thank you for bringing me into this world. I am sure that you always pray for me, so that I can have a good life and always be happy. I know that you always love me wherever you are. I really remember your last words to me "I want to see you get married", I haven't been able to fulfill your request but when it comes, I hope you can see me married from up there and come in my dreams. I love and miss you always.

3. My beloved, sisters

Thank you for supporting me. You are home to me. I love you all.

4. My beloved cousin

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6. Finally, my beloved friends in the English Study Program

Thank you for your support. May we be successful together, *aamiin*.

MOTTO

“If you can’t fly, then run,

if you can’t run, then walk,

if you can’t walk, then crawl,

but whatever you do, you have to keep moving forward”. Martin Luther King J.

“Work hard in silence, success be your noise”. Frank Ocean

“Don’t ever say late, if you want to be worth it because now or later you can begin to do it”. The researcher

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The researcher realizes that this thesis is far from perfect. Therefore, the researcher was accept corrections, suggestions, and criticisms from the readers to make this thesis perfect. The reseacher hopes that this thesis can be useful for the reseacher and all readers. Can be used as a real contribution to the improvement of teaching English.

Klaten, July 18, 2022

Rosita Vima

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LIST OF ABBREVIATIONS

Abbreviation	Explanation
CAR	Classroom Action Research
ET	English Teacher
R	Researcher
S	Students
SQ3R	Survey, Question, Read, Recite, and Review
KKM	<i>Kriteria Ketuntasan Minimal (KKM)</i>
X AKL3	<i>Akuntansi dan Keuangan Lembaga</i>
SMK	<i>Sekolah Menengah Kejuruan</i>

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ABSTRACT

ROSITA VIMA, Student Number. 1811200005, English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University, Klaten. 2022. Thesis. IMPROVING CHARACTER BASED READING BY APPLYING SQ3R METHOD OF TENTH YEAR STUDENTS OF SMK NEGERI 4 KLATEN IN ACADEMIC YEAR 2021/2022.

This study aims to verify whether the application of the SQ3R method can improve the character-based reading achievement and teaching-learning process of class X students of SMK Negeri 4 Klaten in academic year 2020/2021. The Classroom Action Research (CAR). Data collection techniques are observation, test, interviews, questionnaires, documentation of class X students and documentation of SMK Negeri 4 Klaten for the academic year 2021/2022. The data sources are teacher and students. Data analysis techniques using statistics technique in the form of the mean.

The results of data analysis show that student achievement and participation in character-based reading skills increased. From the preliminary study, the students' reading skill scores were 74.53; in the first cycle is 79.86; and cycle II of 81.14 with KKM (Minimum Completeness Level Criteria) of 72.00. While, the average value of the student character assessment from the preliminary study was 3.32; in the first cycle is 3.61; and cycle II is 3.74. So, it can be concluded that SQ3R method can improve the character-based reading achievement and teaching-learning process of class X students of SMK Negeri 4 Klaten for the academic year 2021/2022.

Keywords: SQ3R, Reading Skills, Character, CAR

CHAPTER I

INTRODUCTION

A. THE BACKGROUND OF THE STUDY

Reading is an influencing process in which the reader actively generates the meaning of a text through a series of mental processes. Saburi (2016:229) states that reading is an interactive process in which the reader constructs a meaningful representation of a text using effective reading strategies. The influencing process is an interactive process between readers who already know the meaning in the content of the text that the author is writing. Effective reading strategies help students make sense of their readers' understanding and are considered a significant skill that has received a special focus on students' reading comprehension. Based on the statement above, the researcher concludes that it is possible to understand the written text that is produced. The meaning is taken from the text of a complex activity that involves the perception and thought of understanding the written text. The production of meaning is carried out through a series of mental processes involved in the stage of reading written texts.

Based on the SMK Negeri 4 Klaten English teacher's explanation, the students in this school need to learn four skills of learning English. When the researcher conducted the interview to English teacher in preliminary study can be stated the most difficult skill to be learnt was listening and speaking. In addition, the teacher also stated that reading is the most difficult skill to be

learnt. The teacher said that the students are limited in three aspects of grammar, vocabulary, and spelling.

The researcher also assumed that reading skills required a wide vocabulary for the content of the text. The teacher asked the student to bring a dictionary at school during English class. The teacher also asked students to look up the difficult vocabulary in the text to make it easier for students to understand the content of the text. One example of text reading is the descriptive text.

Ministry of Education and Culture have brought certain resources for development of the quality of English language teaching as suggested in the syllabus. It is expected that tenth year high school student may achieve basic competence in reading based on syllabus. Tenth year high school student can find out in reading in reading short functional text (announcements, memo, sign, etc.) and functional text long (narrative, descriptive, recount, etc.). Based on the above statement, it suggests that understanding of reading in high school uses genre based text.

According to Harmer (2003), reading is one of the receptive skills of English. Receiving skills are language skills in the form of spoken or written language that involve students to be able to receive messages. In fact, listening, writing, reading, and speaking in these four language skills are closely related. The ability to read texts in English is paramount and serves as a bridge to understanding textbooks. Based on the statement above, the researcher concludes that the students continue their studies at university, they are required to look for many sources of reading books in order to understand

many books written in English. There are a number of specific issues that need to be addressed in the teaching and learning of reading skill. The first aspect is grammar. In effective language learning, grammar is very helpful in the learning. According to Thornbury (1999: 1), grammar is partly the study of what forms (or structures) are possible in a language. So grammar requires a structure that governs how to form sentences the language is formed. Grammar provides systematic rules for structure and word order, so that learners can create their own spoken and written discourse using these grammatical rules.

The second aspect is vocabulary. According to Alqahtani (2015:21), vocabulary learning is an important part of foreign language learning because the meaning of new words is very often emphasized, both in books and in class. In this case vocabulary plays an important role in learning, where new words are needed for foreign learning. Vocabulary It is also a language teaching center for language learners. Based on the statement above, the researcher concludes that vocabulary learning is important to students that has more vocabulary will be able to understand text or reading with ease.

The last aspect is spelling. According to Wai et al (2014:22), Spelling is a complex process, which involves different skills at the same time when a word is spelled. Spelling is very important to know the rules on how to use letters, words and punctuation in writing the language as a tool. Based on the four skills and three aspects of English that learners must understand, there are government regulations that must be known.

After knowing and understanding the reading problems faced by students in the teaching and learning process, it is needed an appropriate method that makes them interested. One of the innovative methods that make students more active and creative in learning to read is SQ3R. SQ3R is a teaching and learning method to improve reading comprehension and vocabulary comprehension.

SQ3R is a useful technique for fully absorbing written information. This method can help students make a good mental framework of a subject and can help in taking important lessons or knowledge from a non-physical book or physical story read by the reader, where the reader can adjust the facts correctly. The SQ3R method helps students to set learning goals. It can also encourage students to become active readers because readers can take notes, repeat, and summarize the contents of the reading which will help to correct the information in their minds.

By using the SQ3R method to actively read a book or reading, students can get the benefits that will be obtained and are long stored in memory from their reading time. On the positive side, this multi-step plan in the SQ3R method has a positive side, namely helping students to be actively involved in reading to understand reading because it combines before, during and after reading activities. Based on the reasons above, the writer decides to choose by the title "Improving Character-Based Reading by Applying the SQ3R Method for Class X Students of SMKN 4 Klaten in the 2021/2022 Academic Year".

B. THE REASON FOR CHOOSING TOPIC

The reseacher chooses this topic because the purpose of teaching English for high school students is still focused on exams. Most of the material provided is used to prepare students for the exam. Therefore, the reseacher introduces a new strategy used in teaching reading

C. THE LIMITATION OF THE STUDY

This study is focused on improving the achievement of process teaching and learning character based reading by applying SQ3R method of the tenth year students of SMKN 4 Klaten in Academic year of 2021/2022.

D. THE PROBLEM OF THE STATEMENT

The problem of this study is formulated as follows.

1. Can SQ3R method improve character based reading achievement of the tenth year students of SMKN 4 Klaten in academic year of 2021/2022?"
2. Can SQ3R method improve teaching – learning process of the tenth year students of SMKN 4 Klaten in academic year of 2021/2022?"

E. THE AIM OF THE STUDY

The aim of the study is to verify whether SQ3R method can improve character based reading achievement and teaching - learning process of the tenth year students of SMKN 4 Klaten in academic year of 2021/2022.

F. THE USE OF THE STUDY

The result of the study is expected to be useful both theoretically and practical 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 method for other schools.

G. THE CLARIFICATION OF THE KEY TERMS

To clarify the meaning of the title, the writer would like to describe the following key terms.

1. Improving

According to Hornby (1995: 598), to improve is to be or make something better. This means that improvement is an activity that aims to become something new to something or someone who aims to be better than before. In this case, it is necessary to apply or use a better and easier way for someone to understand. Meanwhile, Mulyasa (2009: 8) states that an increase in action research means an increase in the quality of learning, so that it is an improvement in the continuous learning process and continuous quality improvement. This means that improvement is an activity that aims to change the quality of something or someone to be better than before. In this study, improving means to improve the quality

of students' character in learning reading skills using the SQ3R method for class X students of SMKN 4 Klaten in the academic year 2021/2022.

2. Character Based Reading

a. Character

According to Aqib and Sujak (2011:2), character refers to a set of attitudes, behaviors, motivations, and skills. This means that the character is real, every person has a different character or different characteristics that can be observed by the individual, meaning that this character can be expressed to everyone, because the nature and innate character are closely related to one's personality, so that each individual is not the same and can be seen.

In this study, character is an increase in the character of students in learning reading skills using the SP3R method for class X students of SMKN 4 Klaten in the 2021/2022 academic year.

b. Reading

Grabe (2009: 15) states that reading is a strategic process in which a number of skills and processes used in reading require the reader's efforts to anticipate text information, select key information, organize and summarize information mentally, monitor understanding, repair damaged understanding, and match understanding. output understanding with the reader's goal.

In this study, reading means the process of receiving information from the text by applying the SQ3R method to class X students of SMKN 4 Klaten in the 2021/2022 academic year.

c. SQ3R

According to Fleming (2019), SQ3R (Survey, Question, Read, Recite, Review) is an active reading exercise designed to help you gain a fuller understanding of your reading material. In this study, the writer uses the SQ3R method, an improvement in character-based reading by applying the SQ3R method to class X students of SMKN 4 Klaten in the 2021/2022 academic year.

H. THE ORGANIZATION OF THE STUDY

In order to facilitate the thesis arrangement, the writer organizes the report into five chapters. This study consists of five chapters as follows.

Chapter I is Introduction. It consists of the background of the study, the reason for choosing 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, theory of SQ3R, theoretical framework, and action hypothesis.

Chapter III is the Method of Study. It deals with 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, and the analysis of data.

Chapter IV is the Result of the Study. It includes the analysis of the data, and the discussion of the findings.

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

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher writes the conclusions from the research that has been done. The researcher also explains the suggestions for teachers, students, and other researchers. In this chapter there are conclusions and suggestions written by the researcher. Further explanation is given below.

A. CONCLUSION

There are two questions that will be answered in this study based on the formulation of the problem, “Can the SQ3R Method Improve Character-Based Reading Achievement for Class X Students of SMKN 4 Klaten in the Academic Year 2021/2022 and Can the SQ3R Method Improve the Teaching and Learning Process of Class X Students of SMKN 4 Klaten in the 2021 Academic Year /2022.” Based on the analysis, it can be concluded that:

1. The SQ3R method can improve student achievement and student participation in character-based reading skills. The increase in the achievement of character-based reading skills can be seen from the competence of students as seen from the increase in students' average scores and students' mastery scores on reading tests. The average value of students' reading skill competence from the

Introduction was 74.53, the first cycle was 79.86, and the second cycle was 81.14.

2. The SQ3R method will be a method that can improve the learning process of character-based reading comprehension learning. Improving the teaching and learning process which is the participation of students in character-based reading skills. Increased student participation can be seen from student activity observation sheets, questionnaires, and interviews.

B. SUGGESTION

Based on the conclusions above, there are several suggestions for teachers, students, and other researchers. Suggestions are listed below.

1. Teacher.

Being involved in a research study, teachers have a good perspective on the teaching and learning process in the classroom. Therefore, it is recommended that the method that has been applied can have a picture and enthusiasm to improve the teaching and learning process and better student skills in English.

2. The Students

In this case, it is suggested that students can increase their motivation and interest in learning well. students can also use

the SQ3R method (survey, Question, Read, Recite, Review) to improve reading skills, especially in character-based reading.

3. Other Researchers

The researcher realizes that this research is still far from perfect. The authors hope, Hopefully the results of this study can be used as an additional reference in conducting research and as a reference in the teaching and learning process.

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