IMPROVING CHARACTER BASED READING BY APPLYING PQRST MODEL OF THE TENTH YEAR STUDENTS OF SMKN 1 ROTA BAYAT 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, Teacher Training and Education Faculty, University of Widya Dharma Klaten

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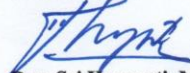
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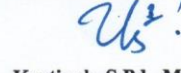Chairman,

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PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitled "IMPROVING CHARACTER BASED READING BY APPLYING PQRST MODEL OF THE TENTH YEAR STUDENTS OF SMKN 1 ROTA BAYAT IN ACADEMIC YEAR OF 2021/2022"

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

If them this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancelation of my academic degree.

Klaten,   July 2022

Miftakhul Nur Alifah

1811200004

MOTTO

"Sesungguhnya disamping kesukaran ada kemudahan. Apabila engkau telah

selesai mengerjakan suatu pekerjaan, maka bersusah payahlah mengerjakan yang

lain dan kepada Tuhanmu berharaplah".

(QS: Al- Insyiroh: 6-8)

"Whatever happens keep going struggle, and do good because life goes on."

The Writer

PRESENTATION

I dedicate this thesis to

1. My beloved family

   "Thank you for all your prayers and support all the time. Thank you for always being there for me, love me, care for me. Thank you for keeping trying to make me become a good person."

2. My beloved friends, who can't be mentioned one by one.

   "Thank you for being a part of happiness in my life."

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The writer is really aware that this study is far from being perfect because of the writer's limited knowledge and experience. Therefore, the writer will receive criticism and suggestion with thanks for the sake of perfection of this study. The writer hopes that this study will be useful to the writer herself and to the readers.

Klaten,   July 2022

The writer

TABLE OF CONTENTS

TABLE OF ABBREVIATIONS

Abbreviation	Explanation
CAR	Classroom Action Research
PQRST	Preview, Questions, Read, Summarize, and Test
SMK	Vocational High School (Sekolah Menengah Kejuruan)

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ABSTRACT

MIFTAKHUL NUR ALIFAH, Student's Number: 1811200004, English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University, Klaten. 2022. Thesis : ***Improving Character Based Reading by Applying PQRST Model of the Tenth Year Students of SMKN 1 ROTA Bayat in the Academic Year of 2021/2022.***

This research aims to verify whether the PQRST model can improve character based reading of the tenth year students of SMKN 1 ROTA Bayat in the academic year of 2021/2022.

The study was Classroom Action Research (CAR). The data were analyzed by quantitative and qualitative analysis. The quantitative data was collected from the test, and the qualitative data were collected from observation, interview, questionnaire, and documentation. The technique of analyzing the data was descriptive statistics in the form of the mean.

The results of the study show that students' reading comprehension and students' character improve gradually. From the preliminary study before applying the PQRST model, the score of students' reading skill is 40.97 and students' character is 3.38. The result in preliminary is supported by the score of teacher's professionalism which is 3.53, the students' individual interest is 3.1, and students' group interest is 3.73. In cycle 1, the students' reading skill is 77 and students' character is 3.39. It means the teacher is able to apply the model, so it makes students interested in learning reading. In cycle 2, the students' reading skill is 88 and the students' character is 3.43. The students' reading skill improves and it is higher than the passing grade of 75. This improvement is also supported by the teacher's ability in applying the model and students' interest begins to improve in learning reading by using the PQRST model. So, it can be concluded that the PQRST model can improve the character based reading of the tenth year students of SMKN 1 ROTA Bayat in the academic year of 2021/2022.

Keywords: *PQRST model, reading , students' character*

CHAPTER I

INTRODUCTION

A. The Background of the Study

According to Tarigan (1990:7), reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. Based on Tarigan's opinion, the writer assumes that reading is a process that uses the text carried out by the reader to find out the content or meaning of a text. Therefore, the reader must first read and understand what is in the text. According to Jonshon (2008: 3), reading is the practice of using text to create meaning. Based on Jonshon's opinion, the writer assumes that reading is an activity using text to get or create new meaning of something. According to the two opinions above, reading is an activity or process to get the contents of a text. Reading requires text as a means of reading, in this case, the text plays an important role because if there is no text, the reader cannot carry out reading activities, and the reader can read the text and be able to get the content or message contained in the text.

As stated above, reading is the process of a reader employing text to determine the content or meaning of a text. Hence, the reader must first read and comprehend the text. As a result, the writer assumes that reading is a text-based activity that requires someone to read a specific text. The goal of reading is to decipher the meaning or content of a given material. The method of receiving this

meaning can be gained after reading the complete text, not just once, but twice or three times to obtain the meaning of a text. The words and sentences that the reader comes across must first be understood. The reader then draws conclusions by connecting the statements made in the reading. The reader must think systematically, logically, and creatively in order that this process takes place.

In reading, students often experience problems in mastering the material because they do not understand the textbook even a few students do not know the meaning of the content of the textbook. In addition, each student has different abilities in reading activities. According to Klingner, et al (2007: 4), students with learning disabilities are often the poorest readers; they exhibit many problems associated with low comprehension, including poor comprehension, fluency, and comprehension. These students' problems can be caused by individual factors or by external factors such as students being in an environment that is lazy to learn, students who are in an environment that does not want to learn over time, students will also not want to learn. For this reason, teachers and students need to work hard to overcome these problems.

In classroom interaction, a gap between teacher and students can cause some problems in teaching learning process. According to Apsari and Yana (2015: 217), it is indicated in teaching reading comprehension, there were four problems encountered by the respondents in teaching reading; lack of students' vocabulary mastery, lack of motivation in reading, students were not used to read a lot on a

regular basis and teaching time allocation. Most students still have lack motivation in learning and result in not wanting to read, lack of reading also results in students lacking in vocabulary mastery. If students have motivation in learning and are accustomed to reading, they will increase their vocabulary and students can allocate the time for studying and playing.

After understanding the problems of reading faced by the students, the writer needs an appropriate method which makes students interested in the process of teaching and learning reading. One of the innovative model which makes students more active and creative in learning reading is PQRST. According to Ahuja & Ahuja (2007: 21), PQRST is one of teaching model that is widely used to gain students comprehension especially in content area of reading. According to Staston (1982: 23), the PQRST model is a stepby-step plan that has been proven to raise test score for students who follow the steps involved. PQRST is a learning model which consists of five steps, namely: Preview, Question, Read, Summarize, Test. This model has systematic steps that a reader must take in order to understand the content of the reading better.

The implementation of the students' learning-based PQRST model is effective towards improving their character-based reading ability. Based on the explanation that has been given by the writer, the title of the research "Improving Character Based Reading by Applying PQRST Model of the Tenth Year Students of SMKN 1 ROTA Bayat in Academic Year of 2021/2022" is used to improve the students' reading skills.

B. The Reason for Choosing the Topic

The researcher has chosen this topic for improving the students' reading skill by PQRST method by the reasons as follows:

1. Reading skill mastery is used to enrich the students' absorption of all type texts to get the information, main idea, or conclusion which involves visual, thinking, psycholinguistic, and metacognitive activities.

2. PQRST model is provable to help students learn reading comprehension skills to understand the content of the reading better.

C. The Limitation of the Study

This study is focused on improving students' character based reading mastery by applying PQRST model to the tenth year students of SMKN ROTA 1 Bayat in academic year of 2021/2022.

D. The Problem of the Study

The problem of this study is formulated as follows: Can PQRST model improve teaching and learning of character based reading of the tenth year students of SMKN 1 ROTA Bayat in academic year of 2021/2022?

E. The Aim of the Study

The aim of the study is to verify whether PQRST model can improve character based reading of the tenth year students of SMKN 1 ROTA Bayat 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 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 Hornby (2015: 781), improving is become better than before. Improvement is a process that improves something to be better than before, especially the reading ability of students who are not good. In this study, the students' reading skill should be improved by applying PQRST model to the tenth year students of SMKN 1 ROTA Bayat in academic year of 2021/2022.

2. Character Based Reading

   a. Character

   According to Hornby (2015: 239), character is all the qualities and features that make a person, groups of people, and places different from others. Meanwhile, Gulo (1982: 29) states that the character is a personality

in terms of ethical or moral standpoint, for example a person's honesty, usually having to do with the properties that are relatively fixed.

b. Reading

According to Somadayo (2011: 4), reading is an interactive activity to pick and understand the meaning contained in written material. According to Finocchiaro and Bonomo (1973: 119), reading involves picking and understanding the content or meaning included in written stuff, or giving meaning to and gaining meaning from printed out written material.

In this study, character based reading is the activity of understanding the meaning contained in the text that involves the students' personality of the tenth year students of SMKN 1 ROTA Bayat in academic year of 2021/2022.

3. PQRST

According to Ahuja & Ahuja (2007: 21), PQRST is one of teaching model that is widely used to gain students comprehension especially in content area of reading. According to Staton (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. Meanwhile, Sulistyo (2014: 2) state PQRST is a model of reading a textbook so that the information you read really does enter your long term memory. In this study the writer uses the PQRST model to improve

character-based reading skills to the tenth year students of SMKN 1 ROTA Bayat in academic year of 2021/2022.

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 background of the study, the reasons for choosing topic, 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 PQRST, theoretical framework, and action hypothesis.

Chapter III is the Method of Study. It deals with the meaning of research 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 technique of analyzing the 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 writer shows the conclusion as the result of the study and gives the suggestion related to the study by applying Preview, Question, Read, Summarize, and Test (PQRST) model of reading skill to the tenth year students of SMKN 1 ROTA Bayat in the academic year of 2021/2022.

A. Conclusion

The PQRST model was successfully applied in reading skills because this model was supported by professional teachers in implementing it. So that students are able to understand the teacher's explanation of the material presented by the teacher, and students can discuss the material during learning. Students can overcome their problems in understanding the text because the teacher applies the model and directs students well, so that they can understand the content of the text and can answer the questions asked by the teacher. As a result, students get better scores in reading skills and character improvement after applying the PQRST model.

After conducting the study, the writer knows that there is students' improvement scores in both reading skill and character. The students' reading skill improves from 40.97 in preliminary study, 77 in cycle 1, and 88 in cycle 2. In addition, the PQRST model also improves the students' character, the mean score of students' character is 3.38 in preliminary study, 3.39 in cycle 1, and 3.43 in cycle 2.

The writer would like to conclude the result the study in answering the problem "Can PQRST model improve teaching and learning of character based reading of the tenth year students of SMKN 1 ROTA Bayat in academic year of 2021/2022?". Based on the result that is obtained, it can be concluded that PQRST model can improve the mastery of character based reading skill in teaching and learning process to the tenth year students of SMKN 1 ROTA Bayat in academic year of 2021/2022.

B. Suggestion

After finishing the study by applying Preview, Question, Read, Summarize, and Test (PQRST) model in improving students' character based reading mastery, the writer presents suggestions to the students and the teacher.

1. To the Students

The students should be more actively involved in the teaching and learning process when English teacher teaches them by applying the PQRST model in reading skills. In addition, students must understand better the content of the text so as not to be deceived when answering questions because this model helps students to understand information related to the text.

2. To the Teacher

The English teacher is expected to use the PQRST model as a model that might be applied in the teaching and learning process of reading,

especially in the tenth grade. Teachers should observe student participation during teaching and learning to read and provide motivation to make students active in group discussions. Then, the teacher must prepare some interesting texts so that students feel interested when reading the text and make it easier for students to understand the contents of the text.

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