THE IMPLEMENTATION OF PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) LEARNING MODEL ON TEACHING AND LEARNING READING FOR TENTH YEAR STUDENTS OF SMK N 4 KLATEN

S-1 THESIS

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

By

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2023

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **"THE IMPLEMENTATION OF PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) LEARNING MODEL ON TEACHING AND LEARNING READING FOR TENTH YEAR STUDENTS OF SMK N 4 KLATEN"**

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

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

Klaten, 27 June 2023

NATASYA AMELIA PUTRI
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MOTTO

"Everyone has their own strength and weakness, so there's no need to constantly compare yourself to others"

-Qian Kun-

"Jika engkau terus percaya, pasti akan ada jalan"

-The Adams-

PRESENTATION

This thesis is dedicated to:

1. My beloved parents, *Alm.* Parwanta Suprayogi who has been happy in heaven. May my dad smiles proudly to see me from up there. I will always be proud of being his one and only daughter, and if the next life is really exist, please still be my dad with happier and longer life. This S.Pd degree I dedicate to him, Thank you for being the best dad I could ever ask for. I hope my dad knows that I always love him, I miss you so much dad. My beautiful mother, Etik Indriyaningsih. Thank you for all your prayers and support all the time. Thank you for keeping trying to make me become a good person, I love you mom.

2. My beautiful grandma Sabinem, who always care and love me, give me mentally and financially support. Thank you for being a good example for me to be a more patient and stronger human being. My grandma deserves all the best things in this world. I hope my grandma has a longer life so that she can accompany me and see my other achievements in the future, I love you so much.

3. My super supportive boyfriend, Eriyanto Andri Pandu Baskoro, S.H., who always keeps my spirit up and always listening to me. Thanks for being patient with me all the time.

4. My beloved classmates in the English Education Department Year 2019 especially Citra, Ferryka, Septi, Sintha. Thanks for being my best friends.

ACKNOWLEDGEMENTS

First of all, I would like to thank Allah SWT for giving the me strength and ability to finish this thesis. This thesis is a particular fulfillment of the requirement for obtaining an undergraduate degree of Education in the English Education Study Program.

I realize that this thesis cannot be finished without help from other people. On this occasion, I would like to express deep appreciation to:

1. Prof. Dr. H. Triyono, M.Pd., as the Rector of Widya Dharma University.

2. Dr. H. Ronggo Warsito, M.Pd., as the Dean of Teacher Training and Education Faculty of Widya Dharma University.

3. Ana Setyandari, S.Pd., M.Pd., as the Head of English Education Study Program of Teacher Training and Education Faculty of Widya Dharma University, who kept me answering my concerns and questions related to the completion of my thesis and always patiently guided and gave me valuable advice and suggestions.

4. Drs. Suhud Eko Yuwono, M.Hum., as the first consultant, and Kustinah, S.Pd., M.Hum., as the second consultant, who was kindly and warmly taught and guided me during the process of making this thesis and always supported me to complete this thesis as soon as possible.

5. Drs. Eko Subadri, M.M., as the Headmaster of SMK N 4 Klaten.

6. Dra. Sugiyanti as the English Teacher in SMK N 4 Klaten who helped me to do this research.

7. The students of class X AKL 3 of SMK N 4 Klaten in the academic year of 2022/2023 who have participated in this research.

Nothing is perfect. I reveal that this thesis is still far from being perfect. Therefore, I would like to accept the suggestion, and criticisms from readers to make this thesis perfect. Finally, I hope that this thesis will be useful for especially English Education Study Program students and readers in general.

Klaten, 27th June 2023

NATASYA AMELIA PUTRI
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ABSTRACT

NATASYA AMELIA PUTRI. 2011200004, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2023. Thesis. **THE IMPLEMENTATION OF PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) LEARNING MODEL ON TEACHING AND LEARNING READING FOR TENTH YEAR STUDENTS OF SMK N 4 KLATEN.**

This study aims to describe the implementation in using PQ4R (Preview, Question, Read, Reflect, Recite, Review) learning model on teaching and learning reading for the tenth-grade students of SMK N 4 Klaten. This is descriptive qualitative study. The sources of data in this study are the teacher and the students of X AKL 4. The data are collected through observation, interview, test, and documentation in the process of the implementation of PQ4R (Preview, Question, Read, Reflect, Recite, Review) learning model. This study uses four steps to analyse the data, namely data collection, data display, data reduction, conclusion draw and verification.

After conducting the study, the writer can make the following conclusions from this study to address the issues raised in chapter one, the writer can conclude that the use of PO4R can be successful. This can be seen from the response of students in learning, the teacher is helped when she teaches by PQ4R. The writer concludes that the use of the PO4R method can be continued by the teacher. This can be seen from the average value of students, before using PQ4R the average student was 86.67, and after using it was 91.68. Therefore the use of PO4R can increase student scores.

Keywords: *implementation, reading, PQ4R*

CHAPTER I

INTRODUCTION

A. **The Background of The Study**

Reading is an important skill that should be mastered by the students because they can know the meaning of the text. Reading is the practice of using text to create the meaning (Johnson, 2008). It means that creating the meaning of the text is crucial key word. Every written text has a meaning delivered to the reader. The meaning of the text is delivered to reader's brain and processed as information. Reading activity takes at the same time when the reader creates meaning. Catching the meaning through the process in reading a text is goal of reading activity.

Reading is a strategic process in that a number of skills and processes are needed on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals (Kazemi, M., Hosseini, M., & Kohandani, 2013). It means that in reading activities, skills and processes are needed to anticipate important information contained in the text then the information is summarized and matched with an understanding that is already owned by the reader. Besides reading skill, there are other skills that should be mastered by the students they are listening, speaking and writing. The students not only master the English skills but also, they have to understand

about the aspects in English skills. The aspects are grammar, vocabulary, and spelling. Related to the previous paragraph, skills in English are important to be mastered by the students. Teaching reading in vocational high school should be able to train students' reading comprehension. It aims to improve the skills of learners who have been able to read in their first language in understanding the meaning of a written text (Cahyono, B. Y., & Widiati, 2006). One of the goals of teaching reading is to make students active, creative and innovative in learning, especially reading, teacher are of course encouraged to apply effective ways to improve students' understanding of texts. To increase students' understanding of texts, teacher can apply various learning models such as NHT (Number Head Together), TPS (Think Pair Share), TGT (Team Games Tournament), PQ4R (Preview, Question, Read, Reflect, Recite, Review), and CIRC (Cooperative Integrated Reading and Composition).

In this research, the writer interested in applying PQ4R. This model can be applied not only in practicing LOTS (Low Thinking Skills) but also HOTS (Higher Level Thinking Skills) in Bloom's cognitive domain theory. The model can be implemented from the lowest level intended as the ability to remember the material that has been learned (knowledge), the ability to understand certain material (understanding) and the ability to apply information in real situations (application) with the ability to decode materials into its parts (analysis), for producing (synthesis), to assess the benefits of an object or objects for specific purposes based on clear criteria (evaluation), and

make new products from the previous model (creation) (Mainali, 2013).

PQ4R model is a model that can be applied to help students in remembering what they have read and be able to help teaching learning process in the class that is held by reading text or book (Zainul Ahmad & Isnaini Damayanti, 2013). PQ4R is one of the popular strategies for ailg the students to comprehend and retain what they read. It is a model that facilitates students to emphasize on organizing knowledge and making it effective (Slavin, 1997; Shoaib et al., 2016). The PQ4R model which Trianto and Slavin meant was PQ4R model.

Usman (2016) also tested PQ4R model on their research. The result of the research showed that after conducting the research using the PQ4R learning model, the influence of the PQ4R learning model could increase learning interest, and student's activity in lessons characterized with increase of learning outcomes. This study used classroom action research (CAR) in two cycles that showed the increasing score.

Besides, the Indonesian government policy regulates the teaching and learning process based on *Peraturan Menteri Pendidikan dan Kebudayaan* Number 22 Year 2016 about primary and secondary education process standards which prescribes from the planning until assessment teaching and learning. Furthermore, *Undang-Undang Republik Indonesia* Number 20 Year 2003 concerning the National Education System Article 3 states that national education aims at developing character-based competence.

Teacher at SMK N 4 Klaten still teach in a traditional way that involves

using textbooks as the main source of learning, with little or no use of technology. Teacher use traditional methods usually by giving explanations in front of the class and students record the information presented. Textbooks are used as the main source of learning and students are expected to read and understand the material. After that, the teacher gives practice questions for students to do in class or as homework.

Teacher use traditional teaching methods because these methods have been proven to be effective in teaching. Also, these methods are usually easier to implement as they do not require much preparation or technological equipment. The disadvantages of traditional teaching methods are the lack of interaction between teacher and students, as well as the minimal use of technology. This can make students bored and less motivated to learn. In addition, this method also does not encourage students to think critically and creatively, and the advantages of the traditional teaching method are that it is easy to do and does not require much preparation or technological equipment. In addition, this method has been proven to be effective in teaching. Traditional methods also allow students to learn independently through reading and recording information from textbooks.

Teacher cannot just use traditional teaching methods. There are many teaching methods that teacher can use, including methods that involve technology. However, sometimes teacher may be more comfortable using traditional methods because they are used to them and find them effective. Besides the lack of technological knowledge, another reason why teacher

only teach using traditional methods is because of the limited time to prepare and develop new teaching methods.

Therefore, in addition to improve reading skills, using the PQ4R model can also improve students' character in the teaching and learning process. In line with *Undang-Undang Republik Indonesia* Number 20 Year 2003 concerning the National Education System Article 3, PQ4R automatically drives the students to be closer to good character such as curiosity, team work, independence, creativity, honesty, hard work, responsibility, and care. Therefore, the writer will conduct research entitled "The Implementation of PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Learning Model on Teaching and Learning Reading for Tenth year students of SMK N 4 Klaten".

B. The Reason for Choosing Topic

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

2. PQ4R (Preview, Question, Read, Reflect, Recite, Review) model is provable to help students learn reading comprehension skills that can be applied broadly.

C. The Limitation of the Study

This study is focused on the implementation of PQ4R (Preview, Question, Read, Reflect, Recite, Review) model on teaching and learning reading for tenth year students of SMK N 4 Klaten.

D. The Problem of the Statement

The problem of this study is formulated as follow "how is the implementation of PQ4R (Preview, Question, Read, Reflect, Recite, and Review) model on teaching and learning reading for tenth year students of SMK N 4 Klaten?"

E. The Aim of the Study

The aim of the study is to describe the implementation of PQ4R (Preview, Question, Read, Reflect, Recite and Review) model on teaching and learning reading for tenth year students of SMK N 4 Klaten.

F. The Use of the Study

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

A. The Theoretical Use

This study can be used to enrich the repertoire of teaching and learningreading theory.

B. The Practical Use

    a. For English Teacher

       1) This study provides experience on a more innovative model of teaching and learning reading for tenth year students of SMK N 4 Klaten.

       2) This study provides material for consideration in determining learning models that are suitable for student characteristics andfollowing development in government policies in terms of learning innovation.

       3) This study can increase knowledge and inspiration about the use of PQ4R (Preview, Question, Read, Reflect, Recite, Review) learning model.

    b. For Students

       1) This study provides motivation to students to be more active in the learning process.

       2) This study adds learning experiences by using various learningmodels that provide learning motivation.

    c. For School

       1) This study can improve the quality of reading skills by utilizinginnovative learning models.

       2) This study can make a positive contribution to the progress andreputation of the school.

G. The Clarification of Key Terms

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

A. Implementation

Implementation research as systematic inquiry regarding innovation that applicable in controlled settings or in ordinary practice, the factors that influence innovation enactment, and the relationships between innovations, influential factors, and outcomes (Century & Cassata, 2016).In this study, implementation means the way to increase the quality of theprocess teaching and learning reading skill by applying PQ4R model to the tenth year students of SMK N 4 Klaten.

B. Reading

Reading is an interactive process in that a number of the skill and process used in reading call for effort on the part of the leader to anticipate text information, select key information, organize and mentally summarize information monitor comprehension breakdown, and match comprehension output to reader goals (Kazemi et al., 2013). Thus, an important goal for reading instruction should be to help students become expert, or more strategic readers (Kazemi et al., 2013). In this study, reading is an activity by using text and creating the meaning toget the information based on reading activity and help the students become more strategic readers.

C. PQ4R (Preview, Question, Read, Reflect, Recite, Review) Learning Model

PQ4R is one of the popular strategies for enabling the students to comprehend and retain what they read (Slavin et al., 2009). It is a model that facilitates students to emphasize on organizing knowledge and making it effective. PQ4R model is an efficient modelwhich facilitates and involves students during teaching learning process (Fleckensteins et al., 2008). The PQ4R model according to Slavin, Pehover and Roy is used to help students comprehension and remember what they read which consist ofsix steps named Preview, Question, Read, Reflect, Recite, Review.

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 topic, the limitation of the study, the problem of the statement, 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 previous study, theory of reading, teaching reading, theory of PQ4R, and theoretical framework.

Chapter III is the Model of the Study. It deals with the meaning of model, the model of the research, the data and source of data, the technique of

collecting the data, the validity of data, and data analysis technique.

Chapter IV is the Result of the Study. It includes the present of the data, 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 SUGESTION

A. Conclusion

Based on the findings of the study and discussion, the writer can make the following conclusions from this study to address the issues raised in chapter one. The writer can conclude that the use of PO4R is successful. This can be seen from the response of students in learning, the teacher is helped when she teaches by PQ4R. The use of the PO4R method can be continued by the teacher, this can be seen from the average value of students, before using PQ4R the average student was 86.67, and after using it was 91.68. Therefore the use of PO4R can increase student scores.

B. Suggestion

Based on the conclusions above, some suggestions will be addressed to English teacher and other researchers.

1. For English Teacher

English teacher can apply cooperative learning, especially PQ4R because it can increase students' activeness in participating in the teaching and learning process, especially in the process of learning to read. Futhermore, the teacher also needs to form small groups for students and hold discussions so that students are interested in the process of learning to read. In addition, teacher also need to pay more

attention to students so that students feel happy and comfortable during the learning process of reading.

2. For other researchers

For other researchers who will conduct similar study, they should have better preparation before conducting study. In addition, they should have a lot of knowledge about their research study.

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