THE IMPLEMENTATION OF PQRST LEARNING MODEL ON TEACHING AND LEARNING READING FOR THE ELEVENTH YEAR STUDENTS OF MUHAMMADIYAH VOCATIONAL HIGH SCHOOL 2 KLATEN

S-1 THESIS

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

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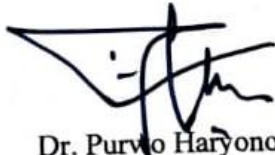
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PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitled **"THE IMPLEMENTATION OF PQRST LEARNING MODEL ON TEACHING AND LEARNING READING FOR THE ELEVENTH YEAR STUDENTS OF MUHAMMADIYAH VOCATIONAL HIGH SCHOOL 2 KLATEN"**. It is not plagiarism or made by others. Anything related to others' work is written in quotation the source of which is listed on 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, June 22nd 2023

Ferryka Yuliyanti

MOTTO

"*Tidak ada kata menyerah bagi pejuang sejati. Teruslah belajar*"

The Writer

"*Semua pasti ada akhir, terkadang hanya perlu bertahan sejenak serta ikhlas untuk dapat melewatinya. Jangan menyerah*"

The Writer

PRESENTATION

This thesis is presented to:

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Therefore, the writer expects some suggestions and critiques for this thesis because the writer realizes that this thesis has not been perfect yet and still has many disadvantages. "The Implementation of PQRST Learning Model on Teaching and Learning Reading for the Eleventh Year Students of Muhammadiyah Vocational High School 2 Klaten" need to enrich by the readers in the future. At last, the writer expects that this thesis will give advantages to all readers in the future.

Klaten, June 22nd 2023

Ferryka Yuliyanti

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ABSTRACT

FERRYKA YULIYANTI. 1911200011. English Education Study Program. Faculty of Teacher Training and Education. Widya Dharma Klaten in 2023. ***The Implementation of PQRST Learning Model on Teaching and Learning Reading for the Eleventh Year Students of Muhammadiyah Vocational High School 2 Klaten.***

 The aims of this study are as follows. The first is to describe the process of teaching and learning reading by using PQRST learning model for the eleventh year students. The second is to describe the reading achievement of the eleventh year students who taught by using PQRST learning model. The third is to describe the obstacles found by the English teacher on teaching and learning reading by using PQRST learning model. The last is to describe the solution of the obstacles found by English teacher.

 The study used qualitative descriptive study. The data were field notes of observation, documents, interview transcription, and tests. The source of the data were events, documents, teacher, and students. The data were collected from observation, interviews, documents, and tests. In this study, the writer validates the data by using data triangulation and method triangulation. The writer also uses descriptive qualitative techniques to analyze the data, such as analyzing the data, they were data collection, data condensation, data display, and conclusion.

 After analyzing all of the data taken from the 21 students of XI MM 1 Muhammadiyah Vocational High School 2 Klaten, the writer showed the result as follows. Firstly, the teaching and learning process runs well by implementing the PQRST learning model. Secondly, the students reading achievements increased with the average from 64,52 to 77,09. The students who pass the KKM from 12 become 20 students. The student's highest score after using the PQRST model was 88. Before using that model the highest score was only 75. Thirdly, the obstacles were found by the teacher that the students were lack of vocabulary and difficult to make questions. Lastly, the teacher was giving solutions that gave more time to the students and direct them to open the dictionary.

Keywords: *learning model, reading, PQRST*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is an activity to receive and interpret written or printed symbols to obtain information. Reading activity means processing the meaning of the text through several processes of interaction with print (Alderson, 2000). There is an idea from Urquhart and Weir (1998) that reading is the process of receiving and interpreting information encoded in language form via the medium of print. The activity of receiving information begins with the readers capturing and reading the printed symbols. Then, they process them with what approach they have in mind. This approach can be in the form of a process from the printed symbols to the minds of the readers (bottom-up approach) and the process of understanding from the minds of the readers to the printed symbols (top-down approach).

As stated before, the reading activity can be studied using a bottom-up and top-down approach. The bottom-up approach is an approach that includes reading activity to analyze from the bottom (writing) up (the brain). It needs analyzing linguistic units (Nadea *et al*., 2021). The bottom-up process begins with decoding the smallest linguistic units, especially phonemes, graphemes, and words, and ultimately constructs meaning from the smallest to the largest units (Ahmadi & Gilakjani, 2012; Haryono & Tukiyo, 2022). The next approach is top-down approach. It is an approach that uses the readers' own knowledge to get the meaning of the text. The readers integrate their knowledge

into reading and produce meaning from a text (Nadea *et al*., 2021). They focus on devising information by guessing words or phrases. It can be started by making predictions from the title of the reading text, which may have a hypothesis about what the author wants to say (Ahmadi & Gilakjani, 2012).

Reading is interpreting the written or printed symbols to understand the meaning involved. Interpretation is carried out by reconstructing the printed material as best as possible into a visual display because reading is a "psycholinguistic guessing game" (Goodman, 1970). The guessing activity requires background knowledge of the reader since there is an interaction between the ability to conceptualize and the process of gaining understanding (Coady, 1979). In second-language reading, the process of gaining understanding can be got using a top-down approach. The reader takes an active role in the reading process, forming predictions and processing information. Background knowledge is important in encouraging the reader to obtain information (Shen, 2008). It develops the readers' understanding in getting the information in the printed materials.

In the process of reading activity, a reader is expected to gain the information and making meaning from written symbols or texts (Wixson *et al*., 1987). The output in this activity is getting the meaning in the text. Getting the correct message from a text from the author's story is one of the purposes of reading (Ahmadi & Gilakjani, 2012). In carrying it out, the reader considers his abilities, experience, and knowledge (Idolani & Novita, 2022). Therefore, the students need to engage in their reading ability in order to achieve their reading goal.

Reading is very important for students because their success in learning depends on their ability to read. This ability is supported by three linguistic aspects. There are grammar, vocabulary, and spelling. Grammar is a set of rules for constructing, matching, ordering, or changing words to communicate a meaning (Swan, 2005). The meaning is obtained from the pattern of printed material or sentences (Thornbury, 1999). In understanding or identifying meaning and information in a text, readers must first understand the grammatical structure and then learn the vocabulary (Cárdenas, 2020).

The importance of vocabulary in word recognition cannot be underestimated. Children with a larger vocabulary understand the text better than those with a smaller vocabulary. Vocabulary knowledge is often viewed as a critical tool for second-language learners because a limited vocabulary in a second language impedes successful communication (Alqahtani, 2015). The lexical knowledge is essential for communicative skills and second language learning (Thornbury, 2002).

The last aspect in supporting the reading ability is spelling. Spelling is a complex process, which involves different skills at the same time when a code of letter is spelt (Wai *et al*., 2014). In spelling, it is necessary for the reader to pronounce the code on each letter in a word and its meaning (Berninger & Fayol, 2008).

Most of the material provided by the English teacher is presented in written form. One example is in the form of a handbook or modules. That is, to be able to understand the material, students must understand reading strategies and they must have the ability to understand the text. This requires reading

comprehension skills. Janzen says that without a solid understanding of the values of reading strategies, students will not get the most benefits from strategy instruction (Janzen, 2002). So, the implementation of the teaching and learning process must be fun and memorable. Learning in educational units is carried out interactively, inspiring, fun, and challenging, motivating students to participate actively, and providing sufficient space for the initiative, creativity, and independence by the talents, interests, and physical and psychological development of students (*Peraturan Pemerintah Republik Indonesia*, 2013). By applying an innovative, fun, and challenging learning model, students will be more active in participating in the learning activity.

In learning activities, there are various implementations of learning models to improve student learning outcomes. The teacher can apply various learning models such as SQ3R (Survey, Question, Read, Recite, Review), CIRC (Cooperative Integrated Reading and Composition), PQRST (Preview, Question, Read, Summarize, and Test), and others. Those variation of learning model can train the students' reading comprehension.

The learning model that the teacher can apply is PQRST (Preview, Question, Read, Summarize, and Test) model. It is a learning model that requires students to be active in reading, asking questions, summarizing, and knowing the extent of their abilities. Learning using the PQRST method includes several things, such as P (Preview) or skimming the contents of the book, Q (Question) or asking, R (Read) or reading, S (Summarize) or summarize, and T (Test) or test yourself.

Students' reading skills are declining, they have difficulty reading both at the basic level and at a high level even though with the current state of the world these skills are urgently needed (Schuller-Zwierlein *et al*., 2022). To be successful in teaching reading, teachers need to consider several factors that can affect the process of learning to read. These factors are classified into internal and external factors. Not all teachers are aware of these factors. There are still many problems found in the process of teaching and learning reading. The internal factors are about the students' motivation to learn and lack of motivation to read. The external factor is about the learning facilities' interaction in the classroom.

The problems are also found at Muhammadiyah Vocational High School 2 Klaten such as the students lack of vocabulary and motivation. They also have difficulty reading the text in English. In the teaching and learning reading process, the students are not responsive because they are afraid of getting wrong in pronouncing English words. Furthermore, they have difficulty in learning English after the pandemic era. In this case, the teacher only uses lecturing in facilitating students' learning in class. She never tries other reading learning model.

Based on the explanation above, the writer conducts the study by implementing the PQRST learning model in reading during the learning process. This study is held in Vocational High School. Therefore, this study entitled "The Implementation of PQRST Learning Model on Teaching and Learning Reading for the Eleventh Year Students of Muhammadiyah Vocational High School 2 Klaten".

B. The Reason for Choosing the Topic

The application of learning methods by teachers in the teaching and learning process has an important influence on student learning outcomes. Many students experience difficulties in learning, especially reading. By implementing appropriate learning strategies, the theory conveyed by the teacher can be easily accepted by students. One of these learning models is PQRST (Preview, Question, Read, Summarize, and Test). This model has never been applied to Muhammadiyah Vocational High School 2 Klaten.

C. The Limitation of the Study

To make the study clear, the writer wants to limit the study. The limitation of the study is formulated as follows.

1. The process of teaching and learning reading by using PQRST learning model.

2. The students' reading achievements taught by using PQRST learning model.

3. The obstacles found by the English teacher in the process of teaching and learning reading by using PQRST learning model.

4. The solution of the obstacles found by the English teacher in the process of teaching and learning reading by using PQRST learning model.

D. The Problem of the Study

In this study, the writer presents the problems that can be stated as follows.

1. How is the process of teaching and learning reading by using PQRST learning model for the eleventh year students of Muhammadiyah Vocational High School 2 Klaten?

2. How is the reading achievement of the eleventh year students of Muhammadiyah Vocational High School 2 Klaten taught by using PQRST learning model?

3. What obstacles are found by the English teacher on teaching and learning reading by using PQRST learning model for the eleventh year students of Muhammadiyah Vocational High School 2 Klaten?

4. How does the English teacher solve the obstacles of teaching and learning reading by using PQRST learning model for the eleventh year students of Muhammadiyah Vocational High School 2 Klaten?

E. The Aim of the Study

The aim of the study are as follows.

1. To describe the process of teaching and learning reading by using PQRST learning model for the eleventh year students of Muhammadiyah Vocational High School 2 Klaten.

2. To describe the reading achievement of the eleventh year students of Muhammadiyah Vocational High School 2 Klaten taught by using PQRST learning model.

3. To describe the obstacles found by the English teacher on teaching and learning reading by using PQRST learning model for the eleventh year students of Muhammadiyah Vocational High School 2 Klaten.

4. To describe the solution of the obstacles found by English teacher in teaching and learning reading by using PQRST learning model for the eleventh year students of Muhammadiyah Vocational High School 2 Klaten.

F. The Use of the Study

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

1. The Theoretical Use

    The result of the study is expected to be a reference for developing innovation in model of teaching and learning English, especially PQRST learning model.

2. The Practical Use

    a. For English Teacher

        1) This study provides experience on a more innovative model of teaching and learning reading for Muhammadiyah Vocational High School teachers.

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

3) This study increases knowledge and inspiration about the use of the PQRST 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 learning models that provide learning motivation.

c. For School

1) This study improves the quality of reading skills by utilizing innovative learning models.

2) This study makes a positive contribution to the progress and reputation of the school.

G. The Clarification of the Key Terms

To make the title clear, the writer clarifies the terms, in order not to make misunderstanding between the writer and the reader. The clarification of the key terms is as follows.

1. Implementation

Implementation is essentially an activity to distribute policy outputs carried out by implementers to the target group in an effort to realize the policy (Sulistyastuti & Purwanto, 1991). In this study, implementation means an activity who is an English teacher as the implementer and this activity distributes the PQRST learning model in learning to read for Vocational High School students.

2. PQRST

The PQRST stands for Preview, Question, Read, Summarize, and Test. It is one of the learning model which can lead the students reading comprehension (Thomas & Robinson, 1982). It is a learning model which includes syntax. The first is P for Preview. The second is Q for Question. The third is R for Reading. The fourth is S for Summarize. The last is T for Test.

3. Reading

Reading is a strategic process in that a number of the skills and processes used in reading call for effort 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 (Grabe, 2009a). The strategic process used in reading is included in interactive activity because it is related to gain an output. Reading is an interactive activity to reap the meaning of contain in writing (Reskiawan & Syam, 2019). In this study, the reading is a process where the students using their skill interactively to get meaning and information that contain in writing.

H. The Organization of the Study

The writer organizes the thesis into five chapters to give a clear understanding of the content. Those chapters are as follows.

Chapter I is introduction. It consists of the background of the study, the reason for choosing the 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, reading, learning model, PQRST learning model, and theoretical framework.

Chapter III is method of the study. It deals with the meaning of the research method, the strategy of the study, the data and source of data, the technique of collecting the data, the validity of data, and the technique of analyzing the data.

Chapter IV discusses result of the study. It includes the findings and the discussion of the findings.

Chapter V is the conclusion and suggestion. The conclusion is the summary of the study. The suggestion is addressed to English teacher, students, schools, and other researcher.

CHAPTER V

CONCLUSION AND SUGGESTION

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 as follows.

1. The PQRST learning model is implemented well for the XI MM students of Muhammadiyah Vocational High School 2 Klaten. It is because the students are giving good responses to the teacher during the observation of the teaching and learning process. The teacher explains the PQRST learning model and material clearly during the teaching and learning process. Then, students accept the teacher's explanation and give responses. They also follow the lesson carefully and carry out the instructions from the teacher. After that, when the writer asks them to interview, most of them are giving good arguments for the PQRST learning model.

2. The students' reading achievements increase rather than before. The average value of students before was 64,52 which twelve students did not pass the KKM. Then, after applying the PQRST learning model, the average became 77.09 and there are twenty of twenty one students who pass the KKM.

3. On the other hand, there are some obstacles faced by the teacher when implementing the PQRST learning model. It is the students sometimes

took a long time to give respond, especially in the questioning stage. They are also lack of vocabulary. It can be proven by the teacher's and students' interview after implementing the PQRST learning model and during the observation in the class.

4. There are obstacles faced by the teacher, but the teacher can give solutions. In the interview section, she gives some solutions, such as give the students more time when they are asked to make questions and let them open their dictionaries.

B. Suggestion

There are some suggestions for the English teacher, students, schools, and the other English learning researcher. These suggestions are as follows.

1. For the English teacher

   a. The English teacher must know various kinds of learning models to build a meaningful and effective learning process. If the English teacher is knowledgeable, she/he can conduct the process of meaningful and fun learning English as well as emerge learning independence.

   b. The English teacher is demanded sensitive to the character and what students need in the learning process. So that, she/he can decide the innovative learning models to make the teaching and learning process runs well harmonically with the students' need. Choosing suitable learning models makes the students more active.

2. For the students

   a. The students should increase their vocabulary by practicing reading text in English. If some words are unfamiliar, the students should write them down and search in the dictionary to get the meaning,

   b. They need to be more confident in learning English. On the other hand, they also should learn how to pronounce the English word correctly.

3. For schools

   It is recommended to schools implement the PQRST learning model in teaching and learning reading. Then, gives the facility to the teaching and learning process.

4. For the other researcher

   The writer expects that the findings of this study will inspire and motivate others to do more extensive, in-depth, and through research and development.

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