

**THE IMPLEMENTATION OF PQ4R (PREVIEW, QUESTION, READ,
REFLECT, RECITE, REVIEW) LEARNING MODEL BY USING
PICTURE MEDIA ON TEACHING AND LEARNING READING FOR THE
TENTH-YEAR STUDENTS OF SMA N 1 KARANGNONGKO IN
ACADEMIC YEAR 2023/2024**

S-1 THESIS

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



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2024

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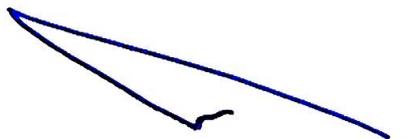
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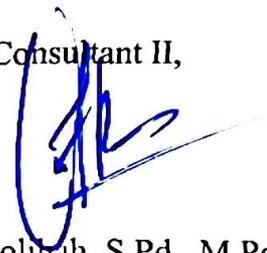
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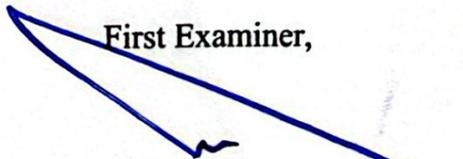
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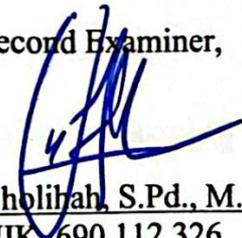
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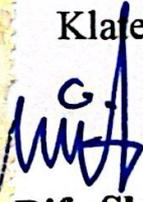
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PRONOUNCEMENT

This is to certify that I am writing this thesis entitled “**THE IMPLEMENTATION OF PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) LEARNING MODEL BY USING PICTURE MEDIA ON TEACHING AND LEARNING READING FOR THE TENTH-YEAR STUDENTS OF SMA N 1 KARANGNONGKO IN ACADEMIC YEAR 2023/2024**”. 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 this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.



Klaten, June 2024


Difa Shafiyah Hasanah

MOTTO

“Dan bersabarlah kamu, sesungguhnya janji Allah adalah benar”

(Qs. Ar-Rum: 60)

“Nothing is impossible, the word itself says I’m possible”

(Audrey Hepburn)

“Terbentur, Terbentur, Terbentur, Terbentuk”

(Tan Malaka)

“Kenyataan terwujud dari apa yang kita pikirkan”

(The Writer)

PRESENTATION

Alhamdulillah, all praises are due to Allah Subhanahu wa ta' ala for the abundance of grace to the writer, her family, and other relatives so that she can complete this thesis on time. This thesis is dedicated to:

1. My first love, role model, and superhero, My dad *Edi Subandi, S.Pd.* He always tries and gives the best to the writer, always prays for the good of his children, provides endless enthusiasm and motivation, and never demands anything, so that the writer can complete her studies until the bachelor's degree. The writer hopes that this dedicated thesis can make him proud of his first daughter.
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3. My young brother *Fahmi Hanafi* and my young sister *Melati Suci* are always be the reason for the writer to fight even harder because among them make the writer stronger and more enthusiastic to achieve the goals that has dreamed of.
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7. Someone with the initial “Z”, is one of the reasons the writer wants to complete this thesis and get the S.Pd. degree.
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7. Laily Nur Iffah Sari, S.Pd, as the English teacher of X-C SMA N 1 Karangnongko Klaten who helped the writer conduct the study.
8. All of my family, friends and everyone who had helped and given me support, spirit, and motivation in finishing this thesis can't be mentioned one by one.

Therefore, I expect some suggestions and critiques for this thesis because I realize that this thesis hasn't been perfect yet and still has many disadvantages to be repaired by the readers in the future. At least, I expect this thesis will give advantages to all readers in the future.

Klaten, June 2024

Difa Shafiyah Hasanah

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ABSTRACT

DIFA SHAFIYAH HASANAH. NO: 2011200002. English Education Study Program. Faculty of Teacher Training and Education. Widya Dharma Klaten in 2023. *The Implementation of PQ4R (Preview, Question, Read, Reflect, Recite, Review) Learning Model by Using Picture Media on Teaching and Learning Reading for the Tenth-Year Students of SMA N 1 Karangnongko in Academic Year 2023/2024.*

The problem study of the study is “How is the implementation of the PQ4R (Preview, Question, Read, Reflect, Recite, and Review) model by using pictures media on teaching and learning reading for the Tenth Year Students of SMA N 1 Karangnongko in Academic Year 2023/2024?”. The study aims to describe the implementation of the PQ4R (Preview, Question, Read, Reflect, Recite, and Review) model by using picture media on teaching and learning reading for the Tenth Year Students of SMA N 1 Karangnongko in Academic Year 2023/2024.

The research strategies in this study are quantitative and qualitative. In this study, the data sources are activities, documents, teachers, and students. Data were collected from observations, interviews, documents, and tests. In this study, the writer validated the data by using triangulation. The triangulation used was data triangulation and source triangulation. In this study, the writer also used quantitative and qualitative techniques to analyze the data. There are 4 steps in analyzing data. The first step is to collect data from observations, interviews, tests, and documentation. The second step is to summarize the data. The writer sorts out the data needed and not needed from all the data collected. The third step is the writer shows the data by making tables and graphs. The fourth step is the writer classifies the conclusions.

After all the data were analyzed based on the data taken from 33 students of class X-C SMA N 1 Karangnongko Klaten, the writer found that the teaching and learning process went well by applying the PQ4R learning model using picture media. Students' achievement in learning to read increased with an average of 72.58 to 85.15. Students who exceeded the KKM from 26 students to 31 students. Then, the highest score of students before implementing the PQ4R model by using picture media is 85 and after implementing PQ4R model by using picture media is 95. Therefore, the obstacle found by the teacher is about time, students take quite a long time to make sentences with English because of the lack of vocabulary mastered by students. In addition, the teacher should set a time that is more suitable for the students and guide them to open the dictionary and learn the vocabulary so that they can expand their vocabulary and get used to looking up what they don't know.

Keywords: *Teaching reading, Implementation, PQ4R Model, Picture Media*

CHAPTER I

INTRODUCTION

A. The Background of The Study

Reading is considered a passive skill since it doesn't involve active language production from students. However, for mastery, students must comprehend what they read. However, students must receive and understand what they read to master this skill. Students must know the passage as more than just a reading text (Masduqi, 2016). Reading plays a role in understanding any written text to get some information from the text. Students need to have good reading skills because they have to understand what they read. A good reading skill will lead them to a good understanding of the context of text such as passages, articles, or even books written in English.

Reading is a strategic process requiring the reader to employ various skills and techniques to predict information in the text, identify key points, organize and mentally summarize the information, monitor their comprehension, fix any misunderstandings, and align their understanding with the text (M. , H. M. , & K. Kazemi, 2013). This indicates that reading activities necessitate skills and processes to anticipate significant information within a text, which is then summarized and compared with the reader's prior knowledge.

To enhance reading skills, students must also master other language skills, including listening, speaking, and writing. Learners of a foreign language should not only acquire English language skills but also understand aspects such as grammar, vocabulary, and spelling, which are interconnected. The first aspect, grammar, is a way of explaining how language functions to create meaning within a specific culture (Emilia, 2014). Writing with correct grammar can be challenging for second language learners (Sholihah et al., 2022). However, once they learn and understand proper grammar, its importance and usefulness become evident. Without a grasp of grammar, students cannot fully comprehend the essence of a text. Mastery of English skills is essential for students. The second is about vocabulary. Vocabulary is meaningful words or lists of words that are used by individuals or groups to communicate with others in oral and written communication (Indriarti, 2014). The last point is spelling. Spelling involves writing words with the correct letters and diacritics in an accepted standard order, forming words or parts of words by combining letters. Additionally, spelling encompasses the rules of writing that describe a language, including the use of letters, words, borrowed elements, and punctuation (Yakob & Asra, 2019). Spelling and punctuation rules are likely to be errors for students using spoken English (Sholihah et al., 2022). Based on the four skills and the three aspects of language that the learners must understand, there is a ministerial regulation stating the competence of graduates to be fulfilled by the learners.

Teaching reading in senior high school should focus on enhancing students' reading comprehension. This not only aims to improve their academic performance but also to foster a love for reading and encourage the use of reading skills in everyday life. This approach will increase students' awareness of the text genres they read, help them apply appropriate reading strategies, and motivate them to read more, thereby achieving better academic results and using their reading skills regularly (Hakim & Pravianti Tanuatmadja, 2022). A key goal of teaching reading is to make students active, creative, and innovative learners, particularly in reading. Teachers are encouraged to use effective methods to improve students' text comprehension. Many writers conducted various learning models to increase students' knowledge of text such as NHT (Number Head Together) (Suwarno, 2020), TPS (Think Pair Share) (Rejeki et al., 2019), TGT (Team Games Tournament) (Hidayah & Taman, 2017), PQ4R (Preview, Question, Read, Reflect, Recite, Review) (Asy'ari et al., 2023), CIRC (Cooperative Integrated Reading and Composition) (Sutisyana et al., 2023), PJBL (Project-Based Learning) (Sholihah, 2018), and TBL (Task-Based Learning) (Sholihah & Anggraheny, 2023).

In this research, the writer focuses on the PQ4R Model, which is applicable to both LOTS (low-level thinking skills) and HOTS (high-level thinking skills) as per Bloom's cognitive domain theory. This model can be utilized at the lowest level to help students recall learned material (knowledge), comprehend specific content (understanding), and apply

information in real-life scenarios (application). It also facilitates higher-level cognitive processes such as breaking down materials into components (analysis), creating new concepts (synthesis), evaluating the utility of objects based on specific criteria (evaluation), and developing new products from existing models (creation) (Mainali, 2012).

The PQ4R model is designed to help students recall what they have read and enhance the teaching-learning process involving text or book reading (Zainul Ahmad, 2013). This model is a widely-used strategy that aids students in understanding and retaining their reading material. It enables students to effectively organize and utilize knowledge (Shoaib et al., 2016).

Wangka & Usman (2016) also evaluated the PQ4R model in their study. Their findings indicated that the PQ4R learning model positively impacted students by increasing their interest in learning and their engagement in lessons, which was reflected in improved learning outcomes.

Additionally, the Indonesian government policy, as outlined in *Peraturan Menteri Pendidikan dan Kebudayaan* Number 22 Year 2016, regulates the teaching and learning process in primary and secondary education, covering everything from planning to assessment. Furthermore, *Undang-Undang Republik Indonesia* Number 20 Year 2003 concerning the National Education System, Article 3, states that the goal of national education is to develop character-based competence.

Therefore, to enhance reading skills through the use of the PQ4R

model in the teaching and learning process, various media are also incorporated into the educational process, as they can attract the students' interest in learning and also motivate them through the use of media. Media are different types of elements in the student environment that can stimulate learning. Additionally, any physical device can convey messages and also stimulate student learning. We can therefore call it average. Based on the earlier definition, media serves as a tool in the teaching and learning process designed to enhance students' engagement and interest in learning.

One commonly used medium in the teaching and learning process is visual images, such as pictures. Pictures are widely accessible and can be found in newspapers, magazines, textbooks, catalogs, brochures, calendars, and online sources. In this research, the writer employs pictures as a teaching tool for enhancing reading comprehension among senior high school students. The writer wants to improve students' reading skills by applying the PQ4R method using picture media at SMA N 1 Karangnongko because reading is important in the English learning process, and for continuing to the next level of education. The writer's observations at SMA N 1 Karangnongko before writing the thesis. From the results of these observations, the writer found students' problems faced in SMA N 1 Karangnongko reading skills, the students of SMA N 1 Karangnongko lack of interest in reading students, especially in English subjects, and students get bored easily, lack vocabulary known by students, students also cannot understand what the have read.

Therefore, the writer conducts research entitled “The Implementation of PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Learning Model by Using Pictures Media on Teaching and Learning Reading for the Tenth Year Students of SMA N 1 Karangnongko in Academic Year 2023/2024”.

B. The Reason for Choosing Topic

1. Reading is important in the English learning process, reading is also important for continuing to the next level of education.
2. The PQ4R (Preview, Question, Read, Reflect, Recite, Review) model is provable to help students learn reading comprehension skills that can be applied broadly.
3. Picture Media motivates and makes the students interested in studying.

C. The Limitation of the Study

This study is focused on the implementation of the PQ4R (Preview, Question, Read, Reflect, Recite, Review) model by using picture media on teaching and learning reading for the Tenth Year Students of SMA N 1 Karangnongko in Academic Year 2023/2024.

D. The Problem of the Statement

The problem of this study is formulated as follows “How is the

implementation of the PQ4R (Preview, Question, Read, Reflect, Recite, and Review) model by using pictures media on teaching and learning reading for the Tenth Year Students of SMA N 1 Karangnongko in Academic Year 2023/2024?”

E. The Aim of the Study

The study aims to describe the implementation of the PQ4R (Preview, Question, Read, Reflect, Recite, and Review) model by using picture media on teaching and learning reading for the Tenth Year Students of SMA N 1 Karangnongko in Academic Year 2023/2024.

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

This study can be used to enrich the repertoire of teaching and learning-reading theory.

2. The Practical Use

a) For English Teacher

- 1) This study provides experience on a more innovative model of teaching and learning reading by using picture media for the Tenth-Year Students of SMA N 1 Karangnongko in the Academic Year 2023/2024.

- 2) This study provides material for consideration in determining learning models and media that are suitable for students' characteristics and to monitor the development of government policy on innovation in learning.
 - 3) This study can increase knowledge and inspiration about the use of the PQ4R (Preview, Question, Read, Reflect, Recite, Review) learning model and using Pictures as media.
- b) For Students
- 1) This study motivates 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 teaching and learning reading by utilizing the PQ4R learning model.
 - 2) This study makes a positive contribution to the process and reputation 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.

1. Implementation

Implementation research involves a methodical investigation of

innovations that can be employed in controlled settings or real-world applications, examining factors influencing the adoption of innovations and the relationships among innovations, influencing factors, and their outcomes (Century & Cassata, 2014). In this study, implementation means the way to increase the quality of the process of teaching and learning reading skills by applying the PQ4R model by using picture media to the students of SMA N 1 Karangnongko in Academic Year 2023/2024.

2. Reading

Reading is an interactive process that requires various skills and efforts from the reader to predict text information, identify key points, organize and mentally summarize information, monitor comprehension, and align understanding with reader objectives (M. Kazemi et al., 2013). Therefore, a crucial objective of reading instruction should be to assist students in becoming proficient and strategic readers (M. Kazemi et al., 2013). In this study, reading is defined as the process of engaging with text to derive meaning, acquire information through reading activities, and promote students' development into more strategic readers.

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

The PQ4R model is employed to aid students in comprehending and retaining information from their reading activities, thereby enhancing the learning process in the classroom. This model emphasizes the

organization and effectiveness of knowledge. It is categorized under elaboration strategies, aimed at assisting students in recalling and benefiting from their reading experiences (Trianto, 2011). According to Arends in (Rikmasari & Lestari, 2018) the PQ4R model is among the reading strategies utilized to support students in understanding and remembering the content they read.

4. Pictures Media

Pictures are a valuable tool in education for illustrating subject matter and can be utilized across various levels of learning and intelligence. Employing pictures as a medium of instruction not only enhances engagement but also captures students' attention and clarifies ideas or information conveyed by teachers (Asnawir, 2002).

H. The Organization of the Study

To structure the thesis effectively, the writer divides the report into five chapters. The study is structured into five chapters outlined 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, theory of picture media, and theoretical framework.

Chapter III is **The Method of the Study**. It deals with the meaning of the method, the method of the research, the data and source of data, the technique of collecting the data, the validity of data, and the data analysis technique.

Chapter IV is **The Result of the Study**. It includes the presentation 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 SUGGESTION

A. Conclusion

Based on the results of the research and discussion, the conclusions that the writer can draw from this research to answer the problems raised in chapter one. The writer can conclude the PQ4R learning model by using picture media can be implemented well. This can be proven by the following facts, the students responded to the teacher during the observation of the teaching and learning process, they followed the lesson carefully and followed the teacher's instructions in an orderly manner, the writer conducted student interviews despite indirect, they still filled out the student interview sheet with good arguments.

The use PQ4R model can be continued by the teacher, this can be seen from the average value of students, before using the PQ4R model by using picture media the average students was 72.58, and after using it was 85.15. Therefore, the use of the PQ4R model by using picture media can increase students' scores.

Besides that, there are some obstacles that teachers face when implementing the PQ4R learning model. The obstacle is that students sometimes take a long time to write notes at the recite stage. It is because students still haven't mastered many vocabularies. This can be proven by the teacher's interview after applying the PQ4R learning model and during observation.

B. Suggestion

After the research, the writer concludes that the application of the PQ4R learning model to grade X students can improve students' mastery of reading comprehension in reading learning. There are some suggestions for English teachers, students, and schools. These suggestions are as follows.

1. For the English Teacher

- a. The English teachers suggest exploring more learning models and media following the times used to teach so that students do not feel bored and depressed during the learning process.
- b. The English teachers also suggest adding media to the teaching and learning process to attract students' interest in participating in lessons because media in learning can make students not bored participating in lessons. As in this study, the writer added picture media to the learning model.
- c. The teacher also suggests managing and maximizing time appropriately in the application of the PQ4R learning model using picture media.

2. For the Students

- a. Students should be more active in asking the teacher about the difficulties they are experiencing in teaching materials in the teaching and learning process activities to expand their knowledge.
- b. Students should train themselves to get used to reading to improve their reading skills.
- c. Students also suggest increasing their vocabulary and learning the

meaning of these vocabulary words so that students can more easily understand what they read.

3. For the Next Researchers
 - a. Researchers are expected to find a method or model to make students interested and easier to understand the material.
 - b. Researchers should prepare texts that are suitable for students and add interesting media to help students understand the text more easily.

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