

IMPROVING CHARACTER BASED READING BY APPLYING PQRST MODEL ASSISTED BY GOOGLE FORM MEDIA TO THE ELEVENTH YEAR STUDENTS OF VOCATIONAL HIGH SCHOOL IN KLATEN

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Abstrak

Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini bertujuan untuk mengetahui apakah model PQRST berbasis media Google Form dapat meningkatkan keterampilan membaca dan karakter siswa kelas XI SMK di Klaten. Penelitian ini dilaksanakan dalam dua siklus. Tiap siklus meliputi perencanaan, pelaksanaan, observasi, dan refleksi. Teknik pengumpulan data meliputi observasi, wawancara, kuesioner, tes, dan dokumentasi. Data dianalisis secara kualitatif dan kuantitatif. Secara kualitatif, kegiatan tersebut meliputi mengumpulkan data, mengklasifikasikan data, membandingkan data, mengembangkan pemahaman dan interpretasi, serta melaporkan hasil. Adapun secara kuantitatif dilakukan dengan menganalisis nilai-nilai keterampilan membaca siswa dan karakter siswa. Hasil penelitian data menunjukkan bahwa kemampuan siswa dalam membaca berbasis karakter telah meningkat. Dari pra-siklus, nilai rata-rata keterampilan membaca siswa adalah 67,17, siklus 1 adalah 74,35, dan siklus 2 adalah 77,39 dengan Kriteria Ketuntasan Minimal (KKM) 70. Di sisi lain, dari pra-siklus, nilai rata-rata karakter siswa adalah 3,00, siklus 1 adalah 3,03, dan siklus 2 adalah 3,07. Dengan demikian, dapat disimpulkan bahwa penerapan model PQRST berbasis media Google Form dapat meningkatkan keterampilan membaca dan karakter siswa kelas XI SMK di Klaten.

Kata Kunci: *karakter, membaca, PQRST, google form, SMK*

Abstract

The research was Classroom Action Research (CAR). This research aimed to verify whether PQRST model assisted by Google Form media can improve students' reading skill and students' character to the eleventh year students of Vocational High School in Klaten. It was conducted in two cycles. Every cycle includes planning, action, observation, and reflection. The techniques of collecting data include observation, interview, questionnaire, test, and documentation. The data were analyzed by qualitative and quantitative. Qualitative, the activities include assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. Quantitative was conducted by analyzing the scores of students' reading skill and students' character. The result of data analyzing that the students' competence in character based reading was increased. From pre-cycle, the mean scores of students' reading skill was 67.17, cycle 1 was 74.35, and cycle 2 was 77.39 with Minimal Competency Criteria (KKM) was 70. On the other side, from pre-cycle, the mean score of students' character was 3.00, cycle 1 was 3.03, and cycle 2 was 3.07. Finally, it can be concluded that the PQRST model assisted by Google Form media can improve students' reading skill and students' character to the eleventh year students of Vocational High School in Klaten.

Keywords: *character, reading, PQRST, google form, vocational high school*

INTRODUCTION

Reading is the process to understand the meaning that written in text. It aligns that reading is the practice of using text to create meaning (Johnson, 2008). Reading is a process employed by readers to extract the message intended by the writer through the medium of written language (Tarigan, 2008). It denotes that reading is the process by which person builds meaning from written language and interprets the writer's intended message.

In the Merdeka Curriculum, the curriculum structure is simpler with two groups of subjects, namely General and Vocational. Mathematics and English are included in the Vocational Group with contextualization of vocational content. Field work practice becomes the compulsory study for at least 1 semester. Students can choose outside subject skill program.

For vocational high school, reading is crucial since it offers a different approach to raise the English competency of the students, particularly in terms of reading skills improvement (Widyantoro, 2020). Reading will help us to get the necessary knowledge effortlessly (May et al., 2022). Reading is important at vocational high school because it helps students to improve their English competency, particularly in terms of reading comprehension. It also helps one to acquire necessary knowledge quickly and effectively.

Based on the results teacher's interview, it was found that students have problems in reading such as: 1) the students don't like English subject, 2) the students prefer to use handphone rather than reading, 3) students do not concentrate on English subject.

Character education is an effort to help students become good, responsible, and caring individuals by teaching them important values. Schools play key role in this by showing good behavior and helping students learn these values in daily life (Pala, 2011). Therefore, it is essential to strengthen

character development in line with the Merdeka Curriculum. This character is reflected in the Project for Strengthening the Profile of Pancasila Students (P5) which includes: Faithful, devoted to God Almighty, and noble; independent; critical reasoning; creative; mutual cooperation; and global diversity.

To address these students' problem in reading, this study proposes the integration of the PQRST (Preview, Question, Read, Summarize, Test) model assisted by Google Form media. This learning model seeks to enhance students' reading comprehension by combining an evidence-based reading strategy with an interactive and accessible digital platform. PQRST is one innovative model that promotes active and creative learning in reading. PQRST model is applied to help students improve their reading comprehension (Ahuja & Ahuja, 2007). PQRST is a step-by-step method that helps improve students' test scores when used properly (Staton, 1982). PQRST is a reading approach that supports word recognition and improves reading comprehension (Anom & Dahler, 2018). PQRST is a simple and effective technique to enhance reading comprehension during classroom learning (Wormeli, 2005). PQRST be composed of five sequential steps: Preview, Question, Read, Summarize, and Test, providing readers with a structured method to better understand reading materials.

Development science and technology nowadays has changed very significantly. This change has impacted the patterns and lifestyles of today's society (Mujiono et al., 2024). The rapid development of technology in the modern era has greatly assisted in various aspects of life, including the field of education (Sholihah, 2018). In the digital age, integrating technology into education can significantly amplify the effectiveness of traditional teaching methods. Google Form is an educational tool that teachers can use to

evaluate students during learning activities (Radhaswati & Santosa, 2022). Google Form is a useful tool for making learning materials and giving assessments both inside and outside the classroom (Lim et al., 2023). Google Form is a versatile and user-friendly tool, offers an excellent platform for implementing the PQRS model. By using Google Form, teachers can create interactive reading activities, quizzes, and assessments that align with the PQRS model. This integration not only makes the learning process more engaging for students but also allows for real-time feedback and data collection to monitor students' progress.

This study looks at how using the PQRS (Preview, Question, Read, Summarize, Test) model with the help of Google Form can improve reading skill and build good character in eleventh-grade students at a Vocational High School in Klaten. The research aims to solve students' problems in understanding reading texts by using a simple and helpful online tool. The main goal is to find out if this learning model can make students better at reading and help them develop positive character values.

RESEARCH METHOD

In this research, the writers used Classroom Action Research (CAR). It was conducted in two cycles. Every cycle includes planning, action, observation, and reflection. The subject of this study conducted at the eleventh year students at one of the Vocational High School in Klaten, Jawa Tengah. To collect data, the writers used five techniques include observation, interview, questionnaire, test, and documentation. The data were analyzed by qualitative and quantitative. Qualitative includes assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. Quantitative includes the scores of students' reading skill and students' character.

RESULT AND DISCUSSION

The writers described about the result of the study. There were result of pre-cycle, the result of cycle 1, and the result of cycle 2.

Pre-Cycle

In the pre-cycle, the teacher began the lesson by greeting the students, checking attendance, asking some questions, and explaining the learning objectives. During the main activity, the teacher introduced the topic of procedure text and asked students several questions. Next, the students were asked to search for examples of procedure text on internet and write a procedure text in their own words. After that, they completed the multiple-choice test based on the material. In the closing activity, the teacher reviewed the main points of the lesson and asked students to think about what they had learned. The teacher also gave feedback, encouraged them to study the material at home, reminded them about upcoming assignments, and then ended the class.

The writers found the frequency from the students' score of reading skill using the table 1 below.

Table 1. Category Score of Students' Score of Reading Skill

Score	Category	Frequency
81-100	A	0
71-80	B	1
61-70	C	18
0-60	D	4
Total		23

The Minimal Competency Criteria (KKM) was 70. 1 student has exceeded the Minimal Competency Criteria (KKM), 12 students have reached the Minimal Competency Criteria (KKM), and 10 students have not reached the Minimal Competency Criteria (KKM). It indicated that many students have not exceeded the Minimal Competency Criteria (KKM).

The writers found the mean of students' reading skill in pre-cycle was 67.17 which means it was classified as category C.

The writers also found the mean of students' character in pre-cycle was 3.00 which means it was classified as category B.

The result of students' reading skill and students' character in pre-cycle is present in table 2 below.

Table 2. The Result of Character Based Reading in Pre-Cycle

Aspects	Mean
Students' Reading Skill	67.17
Students' Character	3.00

The result of character based reading in the pre-cycle showed that the mean of students' character in pre-cycle was 3.00 which means it was classified as category B. The mean of students' reading skill in pre-cycle was 67.17, it indicated that the mean of students' reading skill in pre-cycle have not exceeded the Minimal Competency Criteria (KKM) which was set at 70.

It needs the improvement because the mean of students' reading skill in pre-cycle have not exceeded the Minimal Competency Criteria (KKM) and out of 23 students, 22 students have not exceeded the Minimal Competency Criteria (KKM). So, the teacher and the writers collaborated to continue in cycle 1 to improve the character based reading by applying PQRST model assisted by Google Form media.

Cycle 1

The teacher and the writers conducted cycle 1 include planning, action, observation, and reflection.

The teacher and the writers created a lesson plan by applying PQRST model assisted by Google Form media to teach procedure text to eleventh-grade students. They also prepared several instruments for the research. First, the multiple-choice test with 20 questions was used to assess students' reading skill. Second, they prepared both

observation and questionnaire sheets to collect additional data.

In this lesson, the teacher began by greeting students, checking attendance, and reviewing the previous material, which was still about procedure text. The teacher used books, the internet, and Google Form as learning tools and guided students through the PQRST model. In the Preview stage, students observed the title and key parts of the text, then wrote their predictions on Google Form. In the Question stage, students created at least two questions based on their observations. In the Read stage, they read the text carefully and answered their own questions. In the Summarize stage, students wrote a summary using their own words to show their understanding. Finally, in the Test stage, students completed 20-question multiple-choice quiz on Google Form. The lesson ended with reflection questions and a closing greeting from the teacher.

The writers found the frequency from the students' score of reading skill using the table 3 below.

Table 3. Category Score of Students' Score of Reading Skill

Score	Category	Frequency
81-100	A	0
71-80	B	18
61-70	C	5
0-60	D	0
Total		23

The Minimal Competency Criteria (KKM) was 70. 18 students have exceeded the Minimal Competency Criteria (KKM) and 5 students have reached the Minimal Competency Criteria (KKM). It indicated that many students have not exceeded the Minimal Competency Criteria (KKM).

The writers found the mean of students' reading skill in cycle 1 was 74.35 which means it was classified as category B.

The writers also found the mean of students' character in cycle 1 was 3.03 which

means it was classified as category B. The result of students' reading skill and students' character in cycle 1 is present in table 4 below.

Table 4. The Result of Character Based Reading in Cycle 1

Aspects	Mean
Students' Reading Skill	74.35
Students' Character	3.03

The result of character based reading in the cycle 1 showed that the mean of students' character in cycle 1 was 3.03 which means it was classified as category B. The mean of students' reading skill in cycle 1 was 74.35, it indicated that the mean of students' reading skill in cycle 1 have exceeded the Minimal Competency Criteria (KKM) which was set at 70.

The teacher and the writers discussed that not all students have not exceeded the Minimal Competency Criteria (KKM) and the teacher had not maximized the explanation of each stage in the PQRST model, causing some students to be confused. In addition, time management during the learning process was less effective, making some stages rushed and not well implemented.

Therefore, improvements were needed in Cycle 2, especially in giving clearer instructions, adjusting the Google Form content, and managing time more efficiently to ensure that all students could participate actively and benefit from the strategy. So, the teacher and the writers collaborated to continue in cycle 2 to improve the character based reading by applying PQRST model assisted by Google Form media.

Cycle 2

The teacher and the writers conducted cycle 2 include planning, action, observation, and reflection. Cycle 2 was carried out because not all students had exceeded the Minimum Competency Criteria (KKM) of 70 in Cycle 1. Unlike cycle 1, which was the starting point of the classroom action research, Cycle 2 aimed to improve and refine

the previous actions based on the reflection and results from Cycle 1, with the goal of achieving better outcomes and ensuring more students exceeded the (KKM).

The teacher and the writers created a lesson plan by applying PQRST model assisted by Google Form media to teach procedure text to eleventh-grade students. They also prepared several instruments for the research. First, the multiple-choice test with 20 questions was used to assess students' reading skill. Second, they prepared both observation and questionnaire sheets to collect additional data.

In this lesson, the teacher began by greeting students, checking attendance, and reviewing the previous material, which was still about procedure text. The teacher used books, the internet, and Google Form as learning tools and guided students through the PQRST model. In the Preview stage, students observed the title and key parts of the text, then wrote their predictions on Google Form. In the Question stage, students created at least five questions based on their observations. In the Read stage, they read the text carefully and answered their own questions. In the Summarize stage, students wrote a summary using their own words to show their understanding. Finally, in the Test stage, students completed 20-question multiple-choice quiz on Google Form. The lesson ended with reflection questions and a closing greeting from the teacher.

The writers found the frequency from the students' score of reading skill using the table 3 below.

Table 5. Category Score of Students' Score of Reading Skill

Score	Category	Frequency
81-100	A	0
71-80	B	23
61-70	C	0
0-60	D	0
Total		23

The Minimal Competency Criteria (KKM) was 70. 23 students have exceeded the Minimal Competency Criteria (KKM). It indicated that all students have exceeded the Minimal Competency Criteria (KKM).

The writers found the mean of students' reading skill in cycle 2 was 77.39 which means it was classified as category B.

The writers also found the mean of students' character in cycle 2 was 3.07 which means it was classified as category B.

The result of students' reading skill and students' character in cycle 2 is present in table 6 below.

Table 6. The Result of Character Based Reading in Cycle 2

Aspects	Mean
Students' Reading Skill	77.39
Students' Character	3.03

The result of character based reading in the cycle 2 showed that the mean of students' character in cycle 2 was 3.07 which means it was classified as category B. The mean of students' reading skill in cycle 2 was 77.39, it indicated that the mean of students' reading skill in cycle 2 have exceeded the Minimal Competency Criteria (KKM) which was set at 70.

The mean of students' reading skill and students' character in cycle 2 was better than cycle 1. The teacher and the writers stopped the classroom action research in cycle 2 because the mean of students' reading skill showed the improvement from pre-cycle to cycle 1 to cycle 2, the mean of students' reading skill in cycle 2 have exceeded the Minimal Competency Criteria (KKM) which was set at 70, all students have exceeded the Minimal Competency Criteria (KKM), and the mean of students' character showed the improvement from pre-cycle to cycle 1 to cycle 2. So, it had been successful.

The Results of students' improvement

The writers concluded the result of classroom action research by applying PQRST model assisted by Google Form media from pre-cycle, cycle 1, and cycle 2. The results include students' reading skill and students' character. The results of students' improvement can be seen in the table below.

Table 7. The Results of Character Based Reading

Aspects	Mean		
	Pre-Cycle	Cycle 1	Cycle 2
Students' Reading Skill	67.17	74.35	77.39
Students' Character	3.00	3.03	3.07

Based on the results of students' improvement, the writers feel satisfied with the results because of the students' improvement from pre-cycle to cycle 1 to cycle 2. The mean of students' reading skill in pre-cycle was 67.17 improve into 74.35 in cycle 1, and improve again into 77.39 in cycle 2. The mean of students' character in pre-cycle was 3.00 improve into 3.03 in cycle 1, and improve again into 3.07 in cycle 2. It showed that there was improvement in students' reading skill and students' character from pre-cycle to cycle 1 to cycle 2. From the description above, it can be concluded that the result of classroom action research is successful. So, the writers can show that classroom action research by applying PQRST model assisted by Google Form media can improve students' reading skill and students' character in Class XI of Vocational High School in Klaten.

CONCLUSION

After applying PQRST model assisted by Google Form Media, the writers found the students' improvement in both students' reading skill and students' character. The mean of students' reading skill in pre-cycle was 67.17 improve into 74.35 in cycle 1, and improve again into 77.39 in cycle 2. In addition, the mean of students' character in pre-cycle was 3.00 improve into 3.03 in cycle 1, and improve again into 3.07 in cycle 2.

Based on the results, it can be concluded that applying the PQRST model assisted by Google Form media can improve both the

reading skill and character to the eleventh year students of Vocational High School in Klaten.

In conclusion, it can be concluded that PQRST model assisted by Google Form media has proven effective in improving students' reading skill as well as their character development. It can serve as a useful approach in teaching character based reading, making the learning process more engaging and meaningful.

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