

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Reading is one of the four language skills which should be mastered by someone. By reading, much information can be obtained. Reading is more difficult from listening although both are for understanding. Reading can be done repeatedly to the some text, while the listening cannot. So, reading is a very important in daily life especially in education because the knowledge can be obtained well by reading. It is as Brown ( 2004:185 ) says reading is arguably the most essential skill for success In all educational context , remain a skill of paramount important as we create assessment of general language ability.

On the other hand, reading is the process of understanding text as what has been stated by Kustaryo (1998: 11) reading with comprehension means understanding what has been read. According to schema theory comprehending a text is an interactive process between the reader's background knowledge and the text. Comprehending words, sentences and entire texts involves more than just relying on one's linguistic knowledge. Based on the explanation above, it can be concluded that reading skill which is difficult for students.

Based on the writer's observation In Teaching Practice (PraktekPengalamanLapangan: PPL) in Parulian 2018, the writer found that most of students have problem in reading comprehension. They only read by reading the text from begin to the end. But, when they found some difficult word, they stopped to read and began to consult the meaning in dictionary.

They do word by word translation. It is difficult for them to comprehend the text or to find out the information of the text. This fact showed that many students failed to comprehend reading text.

This situation is formed not only at the school but also in other places. According to Greaney&Kellaghan( 2003) , it indicates that from 40 countries that were observed , Indonesia was at the 40<sup>th</sup> Rank in reading comprehension . In conclusion, reading comprehension of Indonesia students is still very low. Similar , based on the observation of IAEA ( International Assosiation for the Education Achievement ) 1992 , it is stated that reading comprehension of junior high school in Indonesia is still low ( Anwas ,2000) .It also states that from 30 countries , which were observed , Indonesia is at the second rank as the word country in reading

The students have difficulties to understand a reading text. It Involves some factors such as the ability of students, students' motivation, how the teacher teaches students with technique and materials used in the classroom. The techniques used sometimes are not appropriate with the objective of the study. so, the goal of the study is not achieved . Many techniques can be applied in the teaching of reading such as Reciprocal Questioning, K-W-L,SQ3R,PQ4R,OK5R, etc. Considering about the condition above, the writer interests to use OK5R strategy. This Method will help the students in reading comprehension. Walter Pauk( 2004 ),states that OK5R technique is a technique that individual can use to help then better comprehend written material .

According to Joseph Agbebire, Overview, Key Ideas, Read, Recall, Reflect and Review ( OK5R ) strategy is another study strategy that has provide to be effective in getting the best out of any students . It is an Inductive procedure except that only one case is studied. According to Jessica Sikorskiis developed by Dr, Walter Pauk, is similar to the more familiar SQ3R (Survey –

Questions – Read –Recite –Review) study Strategy . Effective System to help the students focus on their reading text.

Overview, Key ideas, Read, Recall, Reflect, and Review ( OK5R ) strategy is a reading framework to help you read more efficiently .Overview, Key ideas, Read, Recall, Reflect and Review ( OK5R ) strategy is that individuals can use to help then better comprehend written material .

Based on the explanation above, the writer would like to conduct a study about the use of Overview, Key ideas, Read, Record, Recite, Review and Reflect (OK5R) strategy to improve reading comprehension .

## **1.2 The Problem of the Study**

Based on background of the study ,the problem of this study is formulated as the following: “ Does Overview, Key Ideas, Read, Record, Recite, Review and Reflect (OK5R ) strategy improve students’ reading comprehension ?

## **1.3 The Objective Of the Study**

Related to the problem statements above , the objective of the research are to find out whether Overview ,Key ideas, Read, Record, Recite, Review , and Reflect ( OK5R ) strategy improve reading’ Comprehension

## **1.4. The Scope of the Study**

In fact in teaching learning process , there are four main skill that must be developed when the EFL, students want to achieve skills such as : speaking skill, reading skill, writing skill , and also listening skill. This fourth skill cannot be separated.

Also, there are so many strategy that can improve integrated skill such as activating prior knowledge / predicting, questioning. Visualization, monitoring, clarifying and fix-up, drawing inferences, and summarizing /retelling etc. Due to feasibility of the research, it was almost impossible the researcher to use all strategy to improve all skill and apply it.

Based on the background and identification of the problem, this study will be focused on the OK5R strategy to improve reading comprehension at SMKN 5 MEDAN.

### **1.5.The Significance of the Study**

The finding of this study expected to have theoretically and practically. The theoretically finding to improve the theories of OK5R strategy to improve reading comprehension.

#### 1. Theoretically

- 1) The result of the research can be new perspective in teaching reading comprehension.
- 2 ) The result of the research can become a new model of research in teaching reading comprehension .

#### 2. Practically

For the students SMK N 5 MEDAN

- 1 )The result of the study will help the students to understand a text through OK5R Strategy.

For English Teacher

- 2 ) To give more information in teaching reading comprehension by OK5R Strategy

- 3 ) For the researcher to add their references.

### **1.6. The Hypothesis**

The Hypothesis can be formulated as follows :

Ha : There is a significant improvement of use OK5R strategy with students

Ho : there is no significant improvement of use OK5R strategy with students.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

## **2.1 Theoretical Framework**

To make this research clearer, some theories that are related to the title are needed. Beside the theories, it needs to explain and limit the concept that is going to be discussed to avoid misunderstanding. It will be explained and clarified in the following discussion. Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge.

During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words. Each of the three components of reading is equally important. Let's take a look at the components. Reading is a process that involves recognizing words, leading to the development of comprehension. According to research, reading is a process that negotiates the meaning between the text and its reader. The reading process involves three stages. The first is the pre-reading stage, which allows the reader to activate background knowledge, preview the text, and develop a purpose for reading. A strategy for students to utilize during this stage is to look at the title of the selection and list all the information that comes to mind about the title.

The second stage occurs during reading, when the reader makes predictions as they read and then confirms or revises the predictions. For example, double-entry journal enable the reader to write the text from the reading on one side and their personal reaction on the other side. The final stage occurs after reading and allows the reader to retell the story, discuss the elements of a

story, answer questions and/or compare it to another text. For example, students can create summaries, where they take a huge selection and reduce it to its main points for more concise understanding. Comprehension is an intentional, active, and interactive process that occurs before, during and after a person reads a particular piece of writing.

## **2.2 Reading**

Reading is one of the basic communicative skills, but it is very complex process (Heilman ,Blair ,&Rupley 1981: 2 ). According to Bernhardt et al ( 2003: 6) reading consists of two processes : word recognition and comprehension .Word recognition is a process to perceive how written symbol correspond to one spoken language . Comprehension is a process of making sense of word, sentence and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge , experience with text and other strategies to help them understand written text .

Nunan( 1999 : 249 ) states that unlike speaking , reading is not something that every individual learns to do. An enormous amount of time, money , and effort is spent in teaching reading . In fact, it is probably true to say that the more time is spent teaching reading than any other skill. Brown ( 2001 : 312 ) states that there are two types of classroom reading performance , those are oral and silent reading . oral reading is preferred to the beginning level. At the beginning and intermediate level, oral reading can serve as evaluative check on processing skills, double as pronunciation check, and serve to add some extra students' participation while reading is better to advance one. Silent reading can be subcategorized into intensive and extensive reading. Intensive reading is usually a classroom-oriented activity in which calls students' attention to grammatical form , discourse markers , and other surface structure details for purpose of understanding literal meaning , implication and rhetorical relationship , while

extensive reading is carried out to achieve a general understanding of usually somewhat longer text. Most extensive reading is performed outside of class time.

From the explanation above, the writer concludes that reading is a complex action, which involves conscious use of various strategies, including problem solving strategies. Reading is a fluent process of reader to combine information from a text and their own background knowledge to create meaning.

### **2.2.1 Purpose of Reading**

There are numerous reasons in reading. According to Rivers and Temperly in Nunan( 1999: 251 ) there are seven main purposes for reading :

1. To obtain information for some purpose or because we are curious about some topic.
2. To obtain instruction on how to perform some task for our work or daily life ( e.g., knowing how application works );
3. To act in a play , play game , do a puzzle .
4. To keep in touch with friends by correspondence or to understand business letters;
5. To know when or where something will take place or what is available ;
6. To know what happening or has happened ;
7. For enjoyment or excitement.

### **2.2.2 Basic Aspect Of Reading**

There are some basic aspect of reading most authorities are in agreement ( Heilment,et al, 1981: 4 )

1. Reading is interacting with language that has been coded into print.
2. The product of interacting with the printed language should be comprehension.
3. Reading ability is closely related to oral language ability.



4. Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment.

From the explanation above. It can be concluded that reading is an interactive process between the reader and the author in which the product is comprehension in it and the reader can also review or make his own conclusion about what he has read.

### **2.2.3 Principle of Teaching Reading**

Principle of teaching reading are generalization about reading instruction based on research in the field of reading and observation of reading practice. Burns ( 1984 : 20 ) suggest that are twelve principle of teaching reading , they are :

1. Reading is a complex act with many factors that must be considered. The teacher must understand all parts of the reading process if he or she is to plan reading instruction wisely.
2. Reading is interpretation of the meaning of printed symbols. If a person does not derive meaning from a passage, he or she has not been reading.
3. There is the most satisfactory way to teach reading. Some method can work better for some teachers than they do for others. Teachers need to be acquainted with a variety of methods so they can help all their pupils.
4. Learning to read is a continuing process. No matter how old people are, or how long they have been out of school, they can continue to refine their reading skill.
5. Students should be taught word recognition skills that will allow them to unlock the pronunciation and meanings of unfamiliar words independently. Students need learn techniques of figuring out unfamiliar words so that they can read when the assistance of teacher, parent, or friend is not available.

6. The teacher should diagnose each students' reading ability and use the diagnosis as a basis for planning instruction. Teaching all children the same reading lessons and hoping to deal at one time or another with all of the different pupils' difficulties is a shotgun approach and should be avoided.
7. Reading and the other language arts are closely interrelated .Reading is the interaction between a reader and written language. A special relationship exists between listening and reading, which are receptive phases of language, as opposed to the expressive of speaking and writing.
8. Reading is an integral part of all content area instruction within the educational program .Teachers must consider the relationship of reading to other subjects within the curriculum of the elementary school .Other Curricular areas frequently provide outlets for the skills taught in reading period .
9. The student need to see why reading is important .Children who cannot see any advantage in learning reading, will not be motivated to learn this skill. In addition, emphasizing the children's future needs for reading, teachers should attempt to show the children immediate and personal values of reading in the classroom each day.
10. Enjoyment of reading should be considered with important prime. Teacher can help students to realize this by reading interesting material to them and by making available good books of appropriate difficulty for them to read on their own.
11. Readiness for reading should be considered at all levels of instruction. One of the most important principles of reading that reading should be taught in a way that allows each child to experience success.
12. Reading should be taught in a way that allows each child experience the success.

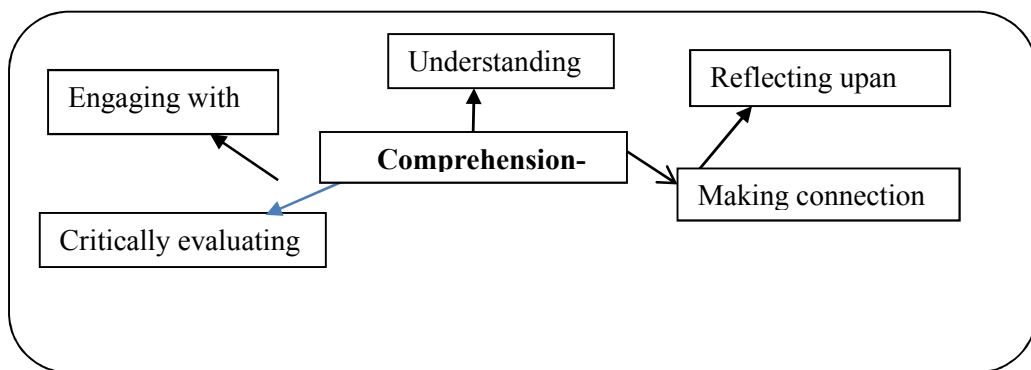
Teachers should give children instruction at their own levels of achievement, regardless of grade placement. No matter what patterns of organization predominate, these principles of teaching reading should apply.

### 2.3 Reading Comprehension

Reading comprehension is one process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is the essence of reading; one reason why students read is to see if they themselves can understand what the text is about. If they do not understand, there might be several problems that should be identified by teacher.

According to Heilman, et al ( 1981: 242 ), Reading comprehension is a process of making sense written ideas through meaningful interpretation and interaction with language .” Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.

According to Curriculum and Standards that comprehension is an active process the involved



research has shown, as Maryann Eads in Burns et al ( 1984 : 148 ) has pointed out that go comprehension is able to decode quickly and accurately.

Reading comprehension means understanding of what material that has been read. It is an active thinking process that depends not only on skill but also a student and prior knowledge. Reading comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing the author purpose, making judgment and evaluating. Words recognition skills are perhaps the most important factors in determining the degree of comprehension.

Attempting to comprehend without an adequate of vocabulary is really impossible because it will waste time and effort.

### **2.3.1 Factors Affecting Comprehension**

According to Wallace et al, in Simamora( 2014:9) there are three factors affecting comprehension and most of which will be relevant to both types and thoroughness of the assessment used namely, the nature of the reader , the readers purpose and the type of material that is read .

1. The nature of the reader is a strong factor in affecting reader comprehension level, the readers' background and experiences, interest, motivation, physical condition and reading ability should be considered. All those factors have to be connected with the reading material and support it to comprehend the text written by the author.
2. The readers' purpose .Some reader experience problems with comprehension because they are unable to adjust their comprehension according to the various types of material they are reading. The degree of comprehension when reading for pleasure for example certainly is quite different from intense comprehension necessary when studying for a final examination. So, the reader has different purpose of reading and different method to do it.

3. The type of material that is read. Reading passages that are too difficult for the students will influence the level of comprehension negatively. Students may attend to the technical aspect of reading, such as a word analysis when reading material becomes too involved and puzzling. A lack of emphasis often is noted when students struggle with recognition of new words. Complicated language pattern and style also will contribute to comprehend problems of many students because the emphasis must be placed on reading aspect other than comprehension. It can be concluded that the material should be adjusted to the readers' ability in reading comprehension especially in teaching reading material in the classroom.

### **2.3.2 Level of Comprehension**

According to Paris ( 2005:75 ) it is useful to distinguish three separable ( although interacting ) levels of comprehension process in reading :

#### **1. Decoding**

Decoding processes refer to the perceptual and conceptual process involved in getting from the printed word on the page to word and sentence meaning in the mind of the reader.

#### **2. Microstructure**

at the next level of analysis , preposition are interrelated in a complex network ,called the microstructure of the text. The microstructure is constructed by forming propositional units according to the words of the text and their syntax relation and by analyzing the coherence relation among these propositional .

#### **3. Situation Model**

The reader must construct a situation model , a mental model of the situation described by the text with relevant prior knowledge and the goals of the comprehension.

### **2.3.3 Levels of Reading Comprehension**

According to Burns et al. (1984 : 177 ) there are four levels of comprehension and the good reader reads at all four .

### **2.3.4 Literal Reading**

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection. Examples of the skills involved are the ability to follow direction and the ability to restate the author's material in other words.

Recognizing stated main ideas, details, causes and effects , and sequences is the basis of literal comprehension , and through understanding of vocabulary, sentence meaning , a paragraph meaning is important . Exercises for developing literal comprehension include those described earlier under "unit of comprehension " as well as those below.

### **2.3.5 Interpretive Reading**

Interpretive reading involves reading between the lines or making inferences. It is a process of deriving ideas that are implied rather than directly stated. The skill for interpretive reading includes ;

1. Inferring main ideas of passages in which the main ideas are not directly stated.
2. Inferring cause and effect relationships when they are not directly stated.
3. Inferring referents of pronouns.
4. Inferring referents of adverbs.
5. Inferring omitted words.

6. Detecting mood.
7. Detecting the author's purpose in writing , and
8. Drawing conclusions.

Karlin in simamora( 2014 : 11 ) describes this level as reading between and beyond the lines for the implied meaning including content, theme , character development , style and relationship of various types can be obtained through interpretation .

### **2.3.6 Critical Reading**

Critical reading is evaluating written material comparing the ideas discovered in the material known standards and drawing conclusions about their accuracy, appropriateness, and timeliness. Critical reading depends upon literal comprehension and interpretive comprehension , and grasping implied ideas is especially important .

According to Heilman et al. ( 1981 : 246 ) defines that in level of critical reading comprehension ; analyzing , evaluating , and personally reacting to information presented in a passage . And there are two abilities that are , personally reacting to information presented in a passage indicting its meaning to the reader and analyzing and evaluating the quality of written information in terms of some standards .

### **2.3.7 Creative Reading**

Creative reading involves going beyond the material presented by the author .it requires readers to think as they read , just as critical reading does, and it also requires them to use their imagination .

In creative reading teacher must carefully nurture creative reading , trying not ask only question that have absolute answer , since these will tend not to encourage the diverse processes characteristic reading .

## **2.4 Reading Comprehension Assessment**

According to Caldwell ( 2008 : 3 ) assessment involves four steps, they are identifying what to assess, collecting evidence , analyzing the evidence and making a decision . There are four purposes of reading assessment, they are identifying areas of weakness, determining student reading level and determining student progress.

There are two aspects that is used to asses student's ability in reading comprehension by using psychometric and cognitive aspect. To assess the students' ability in reading comprehension in psychometric will be asked to read a text. Then points that will be assessed speed, speech, intonation, and spelling. To assess students' ability in reading comprehension in cognitive will use test. The test given to the students should be able to measure the level comprehension of students expected. Level comprehension that students must master are literal reading, interpretative reading, critical reading, and creative reading

In literal reading , students must be able to master the ability involves acquiring information and recognizing stated main ideas, details , causes and effect , and sequence in the text . In interpretive, students must be able to master the ability of inferring, detecting, and drawing conclusion. In critical reading, students must be able to evaluating, analyzing, and apply information and ideas from written through their own experience. In creative reading, students require to think as they read and also require them to use their imagination.

## **2.5 Strategies for Reading Comprehension**

According to Brown (2001:306) there are ten strategies for reading comprehension.

1. Identifying the purpose of reading.



Efficient reading consists of clearly identifying the purpose in reading something. Whenever you are teaching a reading technique, make sure students know the next for main ideas.

## 2. Skimming the next for main ideas

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of developing or supporting ideas.

## 3. Scanning the text for specific information.

The purpose of scanning is to extract specific information without reading through the whole text .for academic English, scanning is absolutely essential.

## 4. Guessing, when you aren't s certain

- a. Guess the meaning of a word
- b. Guess a grammatical relationship
- c. Guess about a cultural reference
- d. Guess content message

## 5. Analyzing vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it.

## 6. Using, semantic mapping or clustering.

Reader can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping or grouping ideas into meaning full clusters, help the reader to provide some order to the chaos.

## **2.6 The Nature of Overview, Key Ideas,Read,Recall,Reflect and Review (OK5R)**

### **Strategy**

Overview ,Key Ideas ,Read, Recall, Reflect and Review ( OK5R ) strategy is one strategy that help the students to increase their reading comprehension . This strategy develop by Dr. Walter Pauk by reading study Centre in Cornel University . There are some kinds of strategy that can be used to improve reading skill. Such as OARWET, SQ3R,PQRST, EVOKER,OK5R,etc According to Joseph agbibire , Overview Key Ideas ,Read,Recall,Reflect and Review ( OK5R) strategy is another study strategy that has proved to be effective in getting the best out of any student. It is an inductive procedure except that only one case is studied.

According to Jessika Sikorski Overview, Key Ideas, Read, Recall, Reflect and Review ( OK5R ) strategy is developed by Dr. Walter Pauk , is similar to the more familiar SQ3R (Survey- Question- Read- Recite-Review) study strategy. Effective system to help the students focus on their reading text.

Overview Key Ideas,Read, Recall, Reflect and Review (OK5R) strategy is a reading framework to help you read more effectively. Overview, Key Ideas, Read, Recall, Reflect and Review (OK5R) strategy is strategy that individuals can use to help them better comprehend written material. Based on the experts explanation above we can conclude that Overview , Key Ideas , Read, Recall, and Review ( OK5R ) strategy that helps individual focus on organizing information in their minds and making it meaningful,

Overview, Key Ideas, Read, Recall, Reflect, and Review (OK5R) strategy is one of an effective strategy to improve students reading comprehension. Diana states that teaching reading comprehension by using Overview, Key Ideas, Read, Recall, Reflect and Review (OK5R) strategy will pass some of the procedures as follows:

1. Overview

In this step, the students read the title, the introductory and summarizing paragraph and all heading included in the reading material. Then you will have a ideas of what topics will be discussed. Do the chapter by chapter

## 2. Key Ideas

Now begin to work. Go over the text again and look for key idea. These are usually located in the first sentence of each paragraph and diagrams and captions or go back and skim the text for the key ideas(usually found in the first sentence of each paragraph). Also read the italics and bold type , bulleted sections, itemizations, pictures and tables .After this you know what the author's his saying about his topic .

## 3. Read

After students do the overview and key ideas which has prepared to read carefully and actively. The students read the reading to comprehensively, do this activity repeatedly while trying to get the author ideas. If you come to a new word which you do not know, look it up main a note of it. Perhaps its meaning will be clear as you complete that particular sentence but it is better to look for the word meaning . Or read the material this is frequently the only step that students perform.

## 4. Recall

In this step, close the book and immediately try to recall the main points of what you have read. This will have solidity the information in your mind.

Put a said the text and say or write in a few all that you have read. Say with the general topic when you make the survey key words or sentences , major points of what they have read ( this is the time to put down read notes in your loose –leaf book ) .

Dr. Walter Pauk say that one minute spent in immediate read nearly doubles retention of that piece of data.

## 5. Reflect

We have discussed before how meaningfulness can help improve learning in this step try to relate what they have read to things that already know. Try to find significance in what they have learned .in this step., students should reflect on the text as you reading it, trying to understand it, think of examples , and relate to the material to prior knowledge

## 6. Review

At a later time go over the text again to review material and refresh your memory If you notice anything that you have forgotten, study those part again. It should be done for the next short quiz and then again for later test throughout the term several review will make that knowledge.

Based on the experts explanation above the writer concludes overview , key ideas, Read, Recall, Reflect and Review ( OK5R ) strategy that has six steps, such as Overview , Key ideas , Read, Recall, Reflect and Review .

## **2.7 Types of Teaching Reading**

### **2.7.1 Activating Prior Knowledge/Predicting**

Students think about what they already know and use that knowledge, along with Otherclues, to better understand what they read or to predict what will happen Correct.

Teachers can promote this strategy by selecting a main idea from the text and asking students a question that relates the idea to their experience. Students can predict whether a similar experience might occur in the text.

Another option is that when students reach the halfway point of a story, teachers can have students predict what will happen at the end of the story. Students can explain how they came to this prediction, which will encourage them to look at what they are reading and gain a deeper understanding of words and passages in the text.

### **2.7.2 Questioning**

Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as “where” or “why” to develop their questions.

Teachers can promote this strategy by putting words that are used to formulate questions (such as “where” and “why”) on index cards for students to use.

Teachers can also have students form small groups and ask questions using these words.

The National Institute for Literacy offers a number of reasons

1. Gives students a purpose for reading
2. Focuses students’ attention on what they should be learning
3. Helps students think actively as they read
4. Encourages students to monitor their comprehension
5. Helps students review content and relate what they have learned to what they already know

### **2.7.3 Visualization**

Students develop a mental image of what is described in the text.

Teachers can explain to students how visualizing what is described in the text will help them remember what they read. A sample activity to promote this strategy involves students examining objects placed in front of them. Later, they look carefully at a picture that depicts a scene. Finally, the teacher removes the objects and picture, and then asks students to visualize and describe what they saw.

#### **2.7.4 Monitoring, Clarifying and Fix-Up**

Students are instructed to pay attention to whether they understand what they are reading and when they do not, they re-read or use other strategies that will help. Teachers can relate each strategy to a traffic sign. For instance, a stop sign for the students to stop reading and then try to restate in their own words what is happening in the text. Another way to use this strategy is to write different reading comprehension strategies on cards with their traffic signs, and then have students work in pairs to apply them.

#### **2.7.5. Drawing Inferences**

Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text. Teachers can help students look for key words that will help in understanding the text, demonstrating how they can draw inferences from these words. Teachers can also identify key words in a sample passage and then explain what students can learn about the passage from these terms.

#### **2.7.6. Summarizing/Retelling**

Students briefly describe, orally or in writing, the main points of what they read. Teachers can ask students to describe the text in their own words to a partner or a teacher. If students are having trouble with this activity, teachers can prompt

Students with questions like “What comes next?” or “What else did the passage say about [subject]

## **2.8 The Advantage OK5R Strategy**

The OK5R enhances learners, ability to think deeply about content OK5R Help students focus and monitor their reading. The cognitive stages of reflecting reciting , reviewing after reading afford students an opportunity to question further , to make deeper connection and broader application to other texts and their world knowledge , and to anticipate the big ideas that are significant enough

For solidifying in their long term memories that technique equips students To move into college setting where. They will encounter large volumes of reading and information.

## **2.9 Previous Research**

This research is going to find out the Use of OK5R Strategy to improve reading Comprehension. There are many strategy in teaching reading comprehension, one of them is OK5R strategy. OK5R strategy is focus on students who are expected to find their knowledge in make main idea in reading comprehension, and students can use their thinking in get a main idea when they study reading comprehension.

This study is concerned with to improve reading comprehension through the applying of OK5R strategy. It concerned about the students ability in comprehending reading text.

By applying OK5R strategy, students can make the prediction about text, develop their thinking as they are reading text and make students easy understand about the lesson. the use of OK5R strategy also helps students become creative and active to develop their comprehension in

reading with topic / content of text, the writer hopes that the use OK5R strategy can improve students ' reading comprehension , which the students can be creative in reading activity .

## **2.10 Conceptual Framework**

Reading is an important process for the students through reading, the students can Obtained some information that is needed every day. in order to get best outcome in the process of reading , students should have a good ability to comprehend the text they read , in reading comprehension , the students are served with many instruction tasks varies in level of reading comprehension from the lower to the higher as it is stated previously .

Reading is one of the most important skills to gain knowledge. Without reading, we will not know anything so the more we read we know. Teaching reading is a very important task in teaching English

Reading is the mental process that simultaneously extracting and constructing through interaction and involvement in written language. it consists of three elements namely , the reader ( students ) , the text and the activity of purpose of reading , when beginning read, there are a number of initial decisions that usually are made by us very quickly , almost unconsciously in most case.

There are seven purposes of reading they are : ( 1 ) to obtain the information for some purpose or because of the curiosity of some topics, (2) to obtain instruction on how to perform some task for our work or daily life , (3) to play act, game , or puzzle , ( 4) to keep in touch with friend by correspondence or to understand business letter , (5 ) to know when or where something will take place or why is available , (6 ) to know what is happening or has happened ( as reported in newspaper, magazine , report ) and (7) for enjoyment of excitement.



The lower level of reading comprehension is accepted by literal comprehension generally, the students do the instruction in this level easily since they are suggested to find what is clearly stated on the text. But when the students are faced to the higher one, in this case interpretive comprehension, most of them find it difficult to be done. In this stage the students are suggested to bring their knowledge to draw inferences, to apply the reading to the life situation.

In reading comprehension, the students require an understanding and comprehending what has been read, it is an active thinking process that depends not only on comprehension, but also on students' experience. If it can be achieved, the students will comprehend the particular purposes in the text by using good technique, the teaching – learning process can be run well and it can improve students' reading comprehension.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

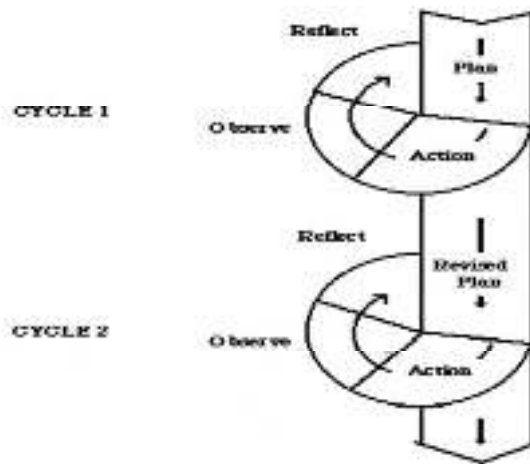
This research will apply Classroom Action Research. This classroom action research by the teacher in order to get solutions to the problem until it can be solved. The process of classroom action research will fill the practical assessment in concrete situation.

According to Nunan (1990:62), a classroom action research does not require the standard formalization of a research project with a literature search, hypothesis testing, treatment conditions, ect. Instead, it consists of seven basic steps to investigate a problem. They are as follows :

1. After determining that there is a potential problem, survey what is happening
2. Code the observation based on the problem and what was seen.
3. Based on the coded information, determine *one* change that could impact the problem in a positive manner.

4. Implement the change in the course /classroom.
5. Observe the class/course (as in step 1) while implementing the change.
6. Code the new observation(s) as in step 2.
7. Finally, compare the coded sessions to determine the results of the change.

Kemmis and McTaggart in Burns (2010: 8) state the design of the present study formulate as the following model:



**Figure 3.1 Cycle of action Research Kemmis and Mc Taggart ( 2010 ).**

## **3.2 The Population and Sample**

### **3.2.1 Population**

The population is the students at Grade XI in the teaching and learning process of SMK NEGERI 5 MEDAN the academic year of 2019 / 2020.

### **3.2.2 Sample**

The sample is 20 students to researcher at grade XI who are in still first semester in the academic year of 2019 /2020. The writer only need 2 class of 3class.

## **3.3 The Instrument for Collecting the Data**

The data will collect by using quantitative and qualitative data. The Instrument for quantitative data will collect by reading test.

The kind of the test will use multiple choice. Each test consists of 20 questions. The qualitative data will use observation and questionnaire.

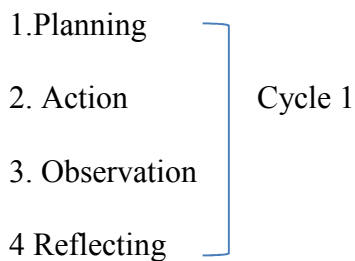
### **3.4 The Procedure of Data Collection**

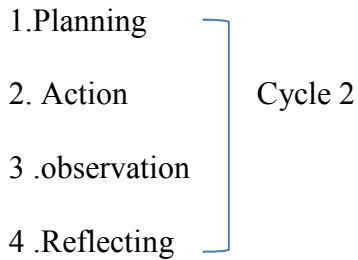
The procedure of data collection of the study will conduct by applying two cycles. Each cycle include four steps, they are planning, action, observation, and reflection.

There are some steps done by the writer in this research.

1. Directly countable for making decision.
2. The writer as facilitator gain an immense understanding of their own practice and their student's attitude.
3. Taught in the class and make the students learn one by one ,
4. Made the planning first for action in the class then have a reflection to know the students have improve or not before they come to cycle I.

The way how to conduct this research can be view in the following:





### 3.4.1 The first Cycle

In the first cycle, the researcher will observe the circumstance of teaching –learning in the class, make a simple example as orientation, so that to know ability in English especially in reading activity, and identify the students’ matter reading process.

#### 1. Planning

In this stage, researcher prepare and design teaching program, media and teaching materials will use during the parts, the activities will do by planning are:

The activities in Planning

1. Observing and analyzing class, the information about number of students.
2. Doing the first test to know how far students’ achievement in reading comprehension, the information of students achievement.
3. Determining the academic goals have to be achieve i.e. the ability of getting information from the text , the minimum score of standard of competence . Aims that shall be achieve.
4. Making teaching material that will be taken from some books
5. Making the lesson plan. The lesson consists the OK5R Strategy.

#### 2. Action

Action will do based on what have plan before in the lesson plan. The activities are. The teacher explain about narrative text through OK5R Strategy, retell a narrative text to students, as students to repeat. The students listen to the teacher carefully and read the text together .the teacher will act OK5R Strategy in reading narrative text. The procedure can be see as follows. Tell the students to give a point of the story. tell the students to find new words during reading .invite the students to read the text one by one and the teacher set the timer after reading teacher ask one by one to come forward to read the text . Teacher ask the students to read quickly and give feedback to the students based on their result of their exercise and give some questions about the text.

### **3.Observation**

The aim is to find out the information of action, such as student's attitudes, behavior, and activities while giving action event though the challenges that happen in observer's book. The observer will be observe the whole teaching learning process in the classroom. The observer will be see how teaching and learning process is run, whether the plan teaching and learning design points have complete as a complete or not, then whether the result is great or not .The observation will write on the sheet of the teacher.

### **4.Reflecting**

Reflecting is the last stage of each cycle in this stage, the writer is to indicate why things can produce as what will be find the observe the writer have to make it as feedback of the running of the part that count. The sign have to be rout from the academics theory related to the scope of the study and the actual condition find the field. The result of this stage use as the basics

for the next one that plans and complete is the next stage in order to bring power to the professional action of the teacher and learning circumstance of the students such as their skill.

### **3.4.2 The Second Cycle**

In the first cycle, there are some things that have to be improve after pondering of the first cycle. the researcher try to make the methods more effective in the learning process , then the second part, the researcher revise the appropriate plans to the student's needs, apply it in action , observe its process and ponder the result as a consideration for the next cycle .

#### **1. Planning**

In the second cycle, a plan made based on the invention in the ponder.

Here are some things are changes and suitable to the condition happened in the first cycle .there are some students who are not participating in the class discussion. Every member of the group must speak up their mind. There are also some students who distract their friends by borrowing by dictionary when conducted the second part, teacher explain more and give an examples on the teaching material

#### **2 Action**

Action is the second part which is the completion of revise plan of the first part. Here, all elements that have make in revise plan completion properly. This part conducts in three meetings. Teacher give motivation to the students and increase their interest in reading. Students listen to their teacher and teacher use OK5R Strategy by narrative text, in reading narrative text as follows: tell the students what is the point of the narrative text, and give the students strategies to read quickly and help them to find new words during reading, there are two ways namely: invite students one by one to come forward. the teacher give them a narrative text to read and set

the timer after reading there are three ways namely : teacher ask the students one by one. Students' answer some questions given by teacher conclude the materials and the students listen to the teacher.

### **3. Observation**

Observation will do when classroom action research is take place. The observer observes teaching and learning process it's all action.

### **4. Reflecting**

in reflecting , there is the result of analysis upon the new teaching learning design based on the data from the observation , questionnaire and reading evaluation .

## **3.5 Technique of Data Collection**

### **3.5.1 Test**

In this study , the writer give the students two kinds of the test and post- test Arikunto ( 2013 ) stated that test is a series of question or exercise use to measure the skills , knowledge , intelligence , ability or talent possessed by individuals or groups . The pre- test is give before the experimental teaching is held and post – test is conduct after treatment.

For pre-test, the students are given narrative text. Furthermore, the post test will give in the similar from as pre – test. these test will do to find out whether OK5R Strategy improves the student's reading comprehension ability of narrative text or not .

### **3.5.2 Questionnaire**

To answer the second research question, the researcher also distributed questionnaire for the students. The questionnaire give after post- test.

The questionnaire is a technique of data collection is by give a set of questions or a written statements to the respondent to be answer (Sugiyono 2011). The questionnaire in the form of



close statement (to be answer individually) give to respondent directly. Questionnaire in this study is an enclosed questionnaire, contains positive statements.

The scale model of measurement use is a like scale. The number of statement area about 20 points. Each statements consists of 5 possible answer that have been provided, they are strongly agree (SS) Agree (S) disagree (TS) and strongly disagree (STS).

### **3.6 Technique of Data Analysis**

The data of the test is about the student's achievement in reading comprehension before (pre – test) and after applying OK5R Strategy (post – test)The researcher will analyze the pre-test and post- test data .by statistical analysis the researcher refers to the data analysis method to statistic method written by Sudjana ( 2008 ) . In analyzing the test score, the researcher calculated the mean score of the students to classify the score, the means pattern will use.

The pattern is in the following explanation.

$$x = \frac{\sum X}{N} \cdot 100\%$$

$X$  = the mean of the students score

$\sum X$  = the total score

$N$  = the number of students

