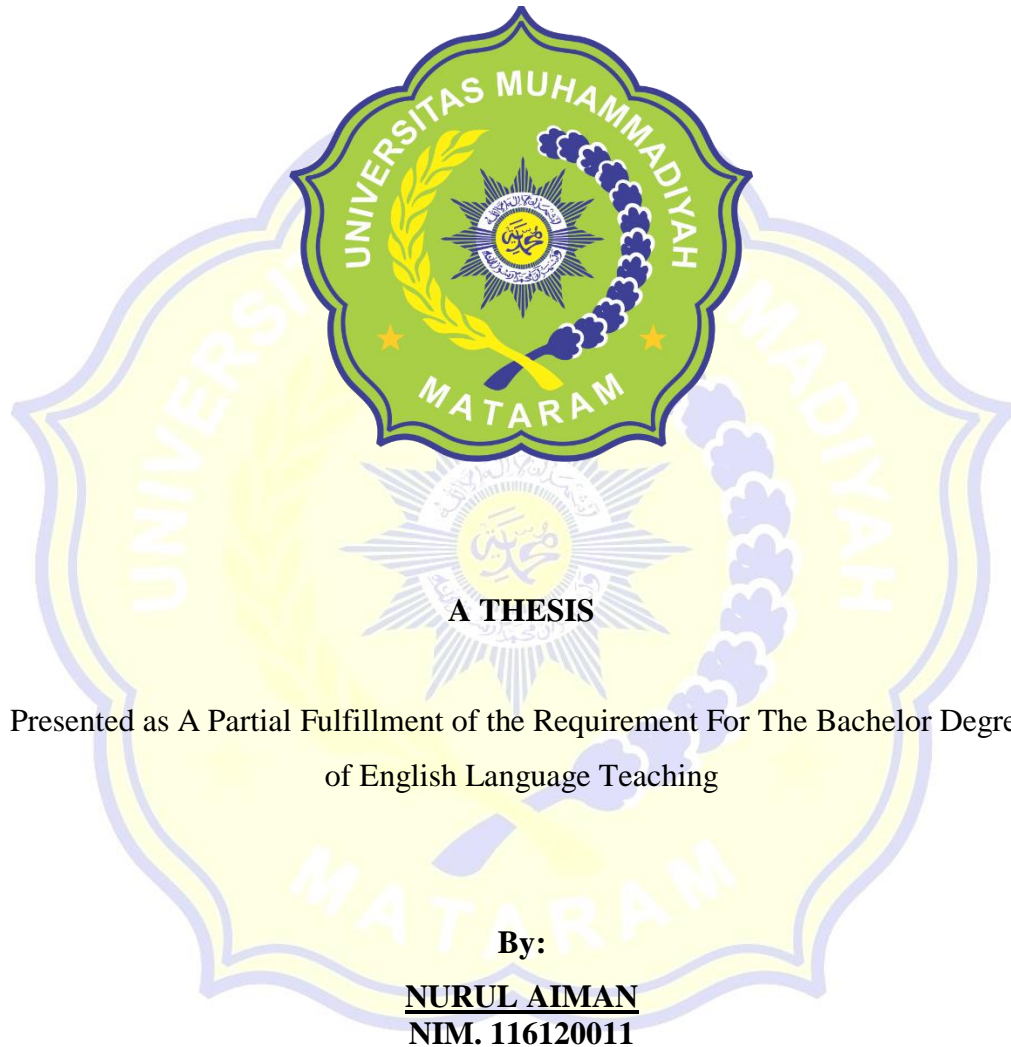**THE USE OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) METHOD IN TEACHING READING AT TENTH GRADE OF SMAN 1 WOJA IN ACADEMIC YEAR 2020/2021**

A THESIS

Presented as A Partial Fulfillment of the Requirement For The Bachelor Degree
of English Language Teaching

By:

<u>**NURUL AIMAN**</u>
NIM. 116120011

UNIVERSITY OF MUHAMADIYAH MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
2021

THE USE OF OK5R (Overview, key ideas, read, record, recite, review and reflect) METHOD IN TEACHING READING AT THE TENTH GRADE OF SMA NEGERI 1 WOJA IN ACADEMIC YEAR 2020/2021

A Thesis by	: Nurul Aiman
Student's Number	: 11612001
Approved on	: December, 2020

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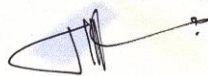**Dr. Etika Aryani, M.Pd**
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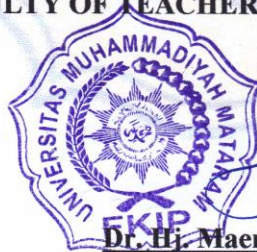   NIDN.0820047301

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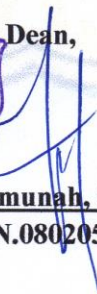
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DECLARATION

The undersigned below, the researcher is a student of English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram, states that :

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Thesis entitled **"THE USE OK5R (Overview, Key Ideas, Read, Record, Review And Reflect) METHOD IN TEACHING READING AT TENTH GRADE OF SMAN 1 WOJA IN ACADEMIC YEAR 2020-2021".** It is pure opinion, and the researcher makes the formulation of this research without made by other people. If later, in this Thesis, discovered and proven deviate from the research code of ethics such as fabricating or falsifying data, the researcher is willing to accept the consequences.

Mataram,......January 2021

Researcher,

Nurul Aiman
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MOTTO

"No matter what they say, always be yourself, even if they look better than you, never be anyone"

DEDICATION

The researcher would like to dedicated this thesis to:

a. My beloved father and mother, who always pray, support and guide me to be success in my study and my life. Thanks a lot for all the motivation

b. All my brother, thanks for unlimited support

c. My awesome friends that helps and accompany me until finish this thesis, I don't know how to thank you and I never have true friends like you all

ACKNOWLEDGEMENT

Bismillahirahmanirrahim,

Alhamdulillah, the researcher would like to praise to Allah SWT for blessing, health, chance, and inspiration give to the researcher during the writing this thesis. Shalawat and salam to the prophet Muhammad S.A.W who has brought us from the darkness to the brightness.

In this occasion, with great humility the researcher would like to thanks to all of those who gave me help and guidance, in completing the writing this thesis, the researcher would like to thanks to:

1. Drs. H. Arsyad Abdul Gani, M.Pd. As the Rector of Muhammadiyah University of Mataram.

2. Dr. Hj. Maemunah, S.Pd, M.H, as the Dean of Faculty of Teacher Training and Education.

3. Hidayati, M. Hum as the Head of English Department for the advices.

4. Dr Etika Aryani, M.Pd as the first consultant and Rima Rahmaniah, M.Pd. as my second consultant for the encouragement and important advice for the completion of this thesis.

5. All of the lecturers of the English Department of Muhammadiyah University of Mataram, who have transferred the knowledge for guidance, institution and their help during the researcher study at the University.

6. The headmaster, the English teacher and staff at SMA Negeri 1 woja, who helped the researcher doing the process of conducting this research.

7. The researcher also would like to express her gratitude and appreciation on my beloved parents, all my beloved families and friends for their conational support and help in providing literatures and giving some valuables for the sake this thesis completeness. May Allah bless all of them. Aamiin.

Finally, the researcher realizes this thesis is far from being perfect therefore, any criticism and suggestion for better of this thesis. The researcher prays that all who helped get blessing and rewards from Allah the almighty.

Mataram, August 2020

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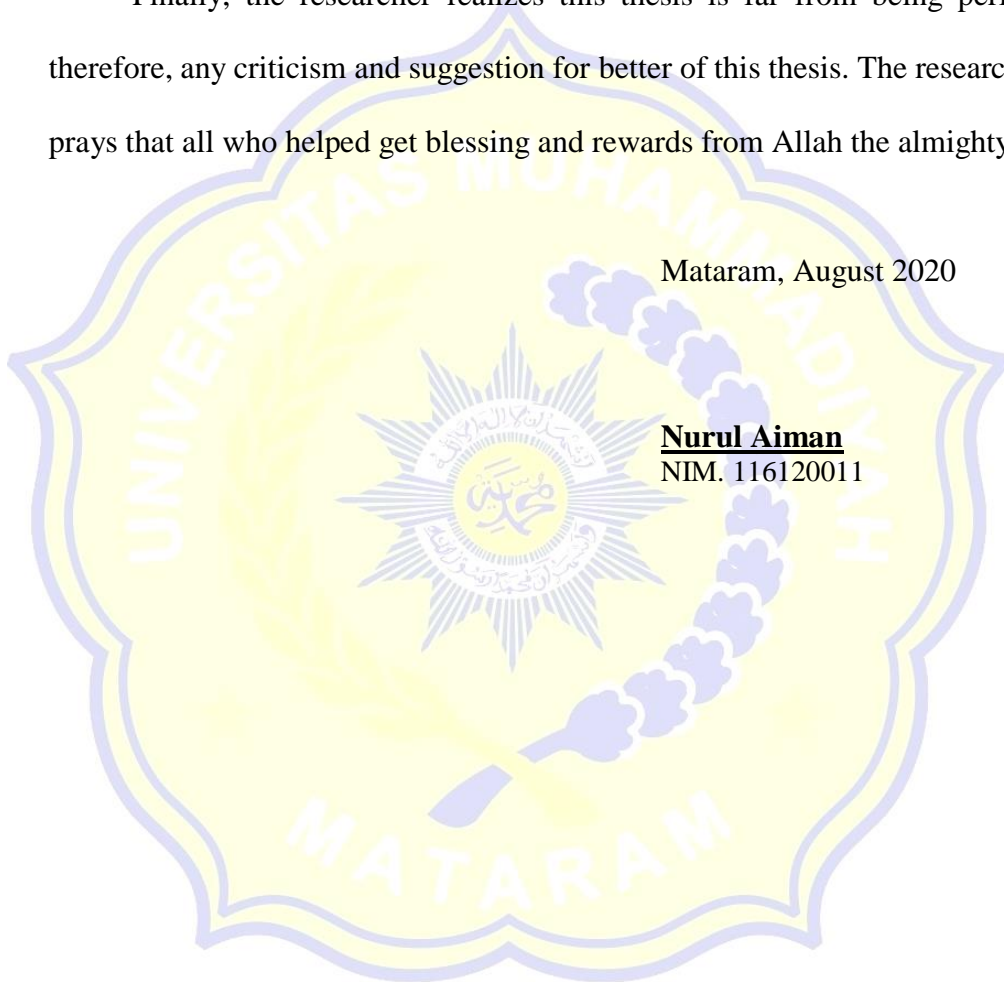
ABSTRACT

Nurul Aiman,2020. A Thesis *"The Use OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) Method In Teaching Reading at Tenth grade of SMA Negeri 1 Woja In Academic Year 2020/2021"*. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

The OK5R method is that suitable for teaching reading and can improve students ability in teaching reading. This research aims to determine whether the OK5R method has effect or not in learning reading and find out significant different between students who are taught using the OK5R method and without using OK5R method in teaching reading at the tenth grade students of SMA Negeri 1 Woja in Academic Year 2020/2021. In this research, the researcher used a quasi-experimental design with 60 students as the population. Cluster random sampling is a sampling procedure divided into two groups: 20 students were used in class A as an experimental, and 20 in class B as A control group. To analyze the data, the researcher used the SPSS program. The data analysis results showed that the experimental class average score was 65.00, with a degree of 85 and the control class average score is 40.75, with 60 degrees. It can be seen in the statistical table of the independent sample test group. It can be concluded that there is a significant difference in the average student learning outcome between students who are taught with the use OK5R method to students who do not use OK5R method. Therefore, the OK5R method has effect, or HA is accepted in teaching reading at the tenth grade students SMA Negeri 1 Woja in Academic Year 2020/2021.

Keywords: Teaching reading, OK5R method

ABSTRAK

Nurul Aiman, 2020. Tesis "Penggunaan Metode OK5R (Gambaran Umum, Ide Utama, Membaca, Mencatat, Melafalkan, Meninjau dan Merenungkan) Dalam Pembelajaran Membaca di Kelas X SMA Negeri 1 Woja Tahun Ajaran 2020/2021". Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Mataram.

Metode OK5R sesuai untuk pengajaran membaca dan dapat meningkatkan kemampuan mengajar membaca siswa. Penelitian ini bertujuan untuk mengetahui apakah metode OK5R efektif dalam pembelajaran membaca, dan untuk mengetahui perbedaan yang signifikan antara siswa yang menggunakan metode OK5R dan yang tidak menggunakan metode OK5R dalam pembelajaran membaca dengan tema X5 SMA Negeri 1 Woja. 2020/2021. Dalam penelitian ini peneliti menggunakan desain eksperimen semu dengan jumlah siswa 60 orang. Cluster random sampling adalah prosedur pengambilan sampel, dibagi menjadi dua kelompok: 20 siswa di kelas A digunakan sebagai eksperimen, dan 20 siswa di kelas B digunakan sebagai kelompok kontrol. Untuk menganalisis data, peneliti menggunakan program SPSS. Hasil analisis data menunjukkan bahwa skor rata-rata kelompok eksperimen adalah 85 dan derajat 65,00, dan skor rata-rata kelompok kontrol adalah 60, dan derajat 40,75, yang dapat dilihat pada tabel statistik independen. kelompok uji sampel. Dapat disimpulkan bahwa terdapat perbedaan yang signifikan rata-rata hasil belajar siswa antara siswa yang menggunakan metode OK5R dan yang tidak menggunakan metode OK5R. Oleh karena itu, pengaruh metode OK5R atau HA dapat diterima dalam pembelajaran membaca di SMA Negeri 1 Woja pada tahun pelajaran 2020/2021.

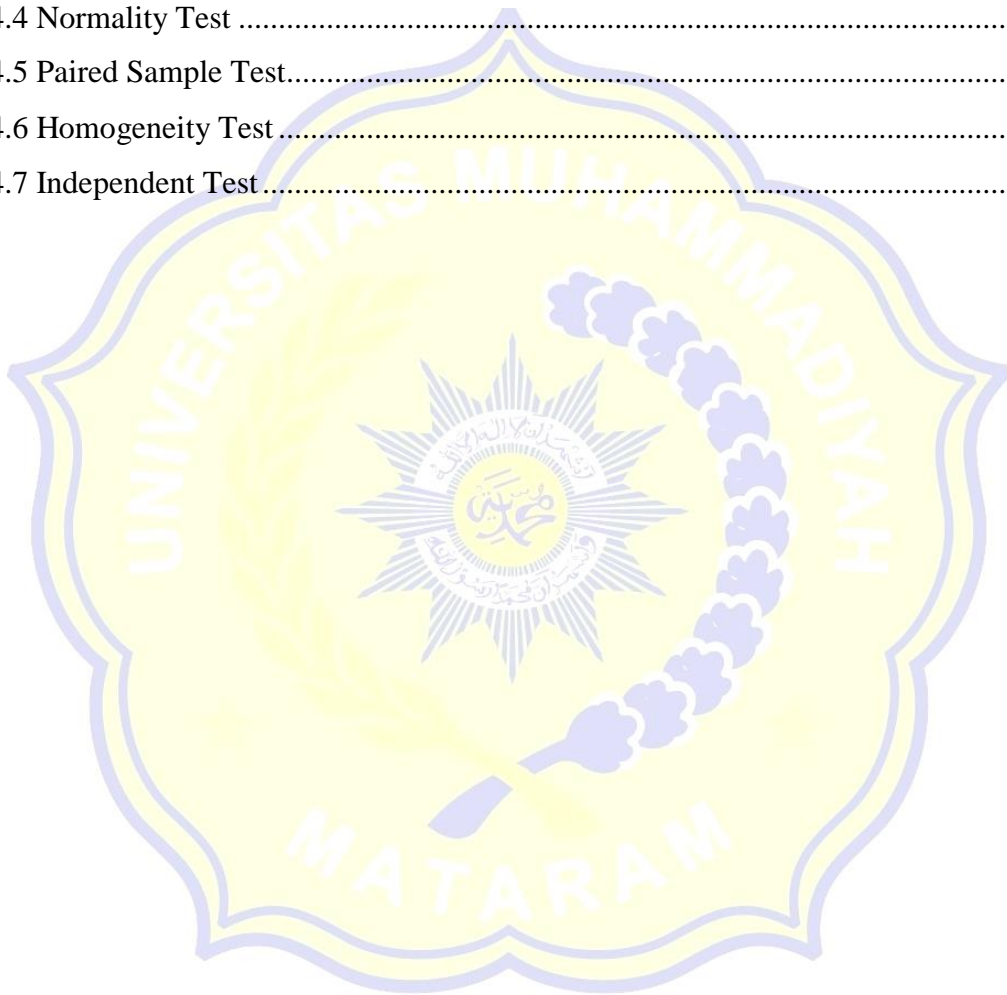Kata kunci: Pembelajaran membaca, metode OK5R

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is a person's ability to understand word, sentence or paragraph in reading the material or commonly called text. That is why reading as one of the important aspects that we should give more attention to this side. Reading is a skill to increase knowledge, productivity, subject or ability which can be utilized in our daily life. It is a crucial problem that we found for students on this day. Not all students aware of the importance of reading ability. Reading is the most useful and important skill for people. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Reading is the most important activity in any language class. Reading is not only a source of information and pleasurable activity but also as a means of consolidating and extending one's knowledge of the language (Patel, 2008:113).

Based on pre-observation the researcher found that the problem in SMAN 1 WOJA that the students difficulties in reading skill especially in reading narrative text Such as difficult to understand the text to get the main point of the text, to find general information and specific information on the narrative text. The impact of all students' difficulties are the low of students' scores in reading. Therefore, in order to make the students understand and are able to overcome their difficulties in reading, there are many effective strategy for teaching reading. One of them is OK5R (overview, key ideas, read, recite,

reflect, review) method. In OK5R method, students are focusing on remembering what they have read.

The use of OK5R to improve students reading skills (A classroom action research of the eleventh grade students of SMK An – Nur Ampel in Academic Year 2019/2020 by Rizqi Aqidatul Izza. The objectives of this research is to find out the implementation and to know the significant of using OK5R strategy to improve the students' reading skill of the eleventh grade of SMK An-Nur Ampel in the academic year 2019/2020. The method of this research was Classroom Action Research (CAR). It was conducted in two cycles. Each cycle consisted of four step, they were planning, action, observation, and reflection. The writer took role as observer who observed everything that happened in the class while the teacher performed Classroom Action Research (CAR) for the students. The number of students in this research was 21 students. The technique of collecting data was pre-test and post-test to find out the improvement of students' reading skill by using overview, key ideas, read, record, recite, review, and reflect (OK5R) strategy. From the result, the researcher concluded that the implementation using OK5R strategy was successful and the improvement of students' reading skills after using OK5R strategy is significant. It is indicated by the results of mean score in post-test were higher than pre-test. In the cycle I showed that pre-test score was 60 and the post-test is 69,61 and in the cycle II showed that pre-test score was 70,14 and the post-test are 80,38. The result of t-test in the cycle I is

3,92 and cycle II is 4,18. Moreover, the result of t-test in the cycle II is higher than the result of t-test in the cycle I.

There are some related researches done by some researchers, The Effectiveness of The Effectiveness Of Using OK5R (Overview, Key Ideas, Read, Record, Recite, Reflect, Review) to Teach Reading Narrative Text At The Seventh Grade Students of SMPN 31 Purworejo In The Academic Year Of 2012/2013 by Eko Yuniarti. The objective of this research is to describe whether the OK5R to improve the students' reading ability in narrative text is effective or not at the seventh grade students of SMP N 31 Purworejo in the academic year of 2012/2013.In order to collect the data, the researcher used pre-test and post-test. The population of this research is the seventhgrade students of SMP N 31 Purworejo in the Academic Year 2012/2013. The sample of this research is class VII E as experimental class and class VII F as control class. The result of the research showed that in computation above, alpha level used is 0.05. In the df was 62, t value was 3.93. T value was higher than t table (3.93>2.000). Therefore, it can be drawn as conclusion that the use of OK5R in teaching reading to the seventh grade students of SMP N 31 Purworejo is effective.

Based on the explanation above, the writer is interested in conducting a research entitled: "The Use of OK5R (Overview, Key Ideas, Read, Record, Recite, Review, Reflect) Method On Students Teaching Reading at tenth grade of SMAN 1 Woja"

1.2 The Research Questions

Based on the background of the study above, the problems of the study is as follow

1. Does the use OK5R has effect in teaching reading at the Tenth grade of sman 1 woja In Academic Year 2020/2021?

2. Are there any significant difference between the students who are taught by using OK5R and Those who are taught without using OK5R method ?

1.3 The Purposes of the Study

The specific purposes of the study based on research question is as follow

1. To investigate whether the use OK5R method has an effect or not in teaching reading skill at the tenth grade at SMAN 1 Woja in academic year 2020/2021.

2. To analyze the significant difference between the students who are taught using OK5R strategy and the students who are taught without using OK5R method in teaching reading at the tenth grade of SMAN 1 Woja in academic year 2020/2021.

1.4 The Significance of the Study

The result of this study is intended to give contribution in teaching English both theoretically and practically.

1. Theoretically

   a. As a teaching technique reference in teaching learning process

b. As a reference to the other researcher who wants study using OK5R method more intensively in teaching reading.

2. Practically

The result of this research can be used an input or method to learn English teaching and learning process in senior high school and the influence of this method when it apply in teaching reading. The positive impact of this research can support the English teacher to apply this method in teaching reading. Make students are enjoyable to comprehend the reading text.

1.5 The Scope and Limitation

This research focused on the student's teaching reading. Specific in narrative text using book English guidebook SMA class X. *Kementerian Pendidikan dan kebudayaan Republik Indonesia 2018, edisi revisi 2017, kurikulum 2013* at tenth grade of SMAN 1 WOJA in Academic Year 2020/2021 by using OK5R method.

1.6 Hypothesis

The hypothesis of this research as follow

1. The Alternative hypothesis (HA)

a. Using OK5R method has effect in Teaching reading skills to the tenth grade of SMAN 1 Woja in the Academic Year 2020/2021.

b. Using OK5R method is significant differences in teaching reading skills at the tenth grade of SMAN 1 Woja in the Academic Year 2020/2021.

2. The null hypothesis (HO)

a. Using OK5R method has not effect in teaching reading skills to the tenth grade of SMAN 1Woja in Academic Year 2020/2021

b. Using OK5R method not significant differences in teaching reading skills at tenth grade of SMAN 1 Woja in Academic Year 2020/2021.

1.7 Definition of key terms

In order to avoid misunderstanding on the key terms used in this study, the researcher gives the definition as following key terms:

1. Tarigan (2008:7) said that reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader. Reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret in word.

2. Remini (2007: 32) said that narrative text is a form of conversation or writing that aims to convey or tell a series of events or human experience based on development over time.

CHAPTER II

REVIEW OF RELATED LITERATURE

In conducting the research, theories needed to explain some concept to applying the research. The theories must be classified to avoid confusion. The following theories used in this study.

2.1. The Definition of Reading

Reading is a thinking process. Effective readers know that when they read is supposed to make sense. They monitor their understanding and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy such as asking questions that will help them reconnect with the meaning of the text.

Referring to the definition of reading above, Nuttal (2002:2) defines reading as understanding the meaning of a text. The way of reader in building and understanding the meaning of text is different. It is influenced by their background knowledge. When the reader reads the text, there will be a process of transforming meaning from the writer to the reader. The process of transforming meaning is called as reading.

Reading is essential skill for learners of English as a second language since a can ensure success not only in learning English but also in any content class where reading in English is required Nunan (2003:69) From statement above, reading is an important skill to learners is who studies

English as a second language and it can help them to success not only in learning English but also where reading is required.

2.1.1. Types of Reading

According to Patel and Jain (2008: 117-123)

a. Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basic for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basic for writing exercises. Intensive reading is text reading or passage reading in this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

c. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, easy and fluency. It aids comprehension and expanse the student's vocabulary.

2.1.2. Teaching Reading

The aim of teaching is to develop the students reading skills so that they can read English test effectively and efficiently. To be able to read effectively and efficiently readers should have a particular purpose in their mind before they interact with the text. Thus, effective reading is always purposeful. As Mc Donough and Shaw (1993: 12) claim that "much of the current thinking of reading tends to focus primarily on the purpose of the current of the activities even if the reading is done for pleasure it is still purposeful.

The purpose of reading is generally classified into:

1. Getting general information from the text

2. Getting the specific information from the text

3. Reading for pleasure or for interest

(William: 1984)

2.1.3. Aspects of Teaching Reading

There are three aspects of reading which help the students to comprehend the English text, such as: main idea, inference, and vocabulary.

a. Identifying Main Idea

Main idea is the central thought of paragraph and what paragraph is about. To find the main idea of paragraph the reader must find what general element the sentence shared. Some textbook the writers' place the main idea at the beginning of the paragraph.

b. Making inference

Inference is an educational guess or prediction about something unknown based on available facts and information. Inference is defined as understanding that is derived from an indirect suggestion of what is stated.

c. Understanding Difficult Vocabulary

Understanding difficult vocabulary is understood the words meaning and their use.

2.1.4 Text

Text refers to any written record of a communicative event. The event itself may involve oral language (for example, a sermon, a casual conversation, a shopping transaction) or written language (for example, a poem, a newspaper, advertisement, a wall poster, a shopping list, a novel). Text consists of more than one sentence and the sentences

combine to form a meaningful whole that is convey a complete message.

Mario Klarer (1991:1) stated that the word text is related to "textile" and can be translated as "fabric" just as single threads form a fabric, so words and sentences form a meaningful and coherent text. According to statement of Klarer it means the text is coherent for the readers and language perceived to be meaningful, it is a discourse. Discourse brings together language, the individuals producing the language, and the context within which the language is used. Our purpose and our context will be shown from our choice of word. There are two main categories of texts which called literary and factual. Every category has various text types and each text types have different purposes. Each text types have a common way of using language.

2.1.5 Kinds of Text

1. Procedure

   Procedure According to Experts Ismail masya (1994: 74), Procedure is a series of interconnected tasks that are sequences according to time and certain procedures for carrying out a job that is carried out repeatedly.

   Aim: Helps the reader or listener to understand how to do or make something right.

   a) Generic Structure:

      1. Purpose

2. Materials / equipment

3. Steps / methods

b) Dominant Language Features:

1. Use of imperative sentences

2. The use of series adverbs such as, first, second, then, etc.

3.Use of special terminology.

2. Descriptive

According to Tompkins (1994) and Stanley (1988), descriptive text is as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

Aim: To describe a person, place or object in detail.

a) Generic Structure:

1. Identification

2. Decryption

b) Dominant Language Features:

1. Use of nouns and pronouns

2. Use of action verbs

3. Use of adjectives and adverbs

4. The use of technical terminology

3. Recount text

Recount is a text that renegotiates past events or experiences. The aim is to inform or entertain the audience. There were no complications among the participants and that differentiated it from the narrative.

Aim: To tell an event or series of events that happened in the past,

a) Generic Structure:

1. Orientation

2. Events (s)

3. Reorientation

b) Dominant Language Features:

1. Use of definite time information; yesterday, the day after tomorrow, last year

2. The use of personal participants; me, us, my team, etc.

3. The use of chronological connectors such as; first, then, etc.

4. Use of action verbs

5. Use of adjectives

4. Narrative.

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story

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which is why it is so often used in phrases such as "written narrative," "oral narrative," etc. While a story just is a sequence of events, a narrative recounts those events.

Aim: To captivate or entertain readers / listeners through stories.

a) Generic Structure:

    1. Orientation

    2. Complications

    3. Climax

    4. Resolution

    5. Reorientation

    6. Code / Mandate (May be express or not)

b) Dominant Language Features:

    1. Use the opening sentence "long ago," "one day"

    2. make it possible for the words to budge and archaic

    3. Action verbs

    4. Organized in chronological terms.

2.1.6 Narrative Text

Narrative is a text based on someone's imagination that express like an event that was happened. The narrative text is written in such way to influence the readers' thinking that the fiction stories have ever happened in real life, because when the reader read the story they feel like can hear, touch and tasted the event in details and real. Narrative

text can be in the form of tales, horror stories, romantic stories and etcetera.

information about the situation of the characters, what they want, the time and place the story happened. In other words, it answers the questions who, what, when and where. Usually, an atmosphere that makes readers or listeners wants to know more is created here.

The second part is complication; it is the stage where a crisis arises. It is usually in the middle of the story to make the story more interesting, as the main character faces problems.

Resolution is the third part of a narrative; a satisfying narrative will give resolution to the complication. However, sometimes some narratives let the readers or listeners curious about how the stories end. At the end of narrative reorientation is the stage which returns the listener or readers to the present and provides a kind of magic summation of the events, rather like the moral value at the end of fables. This stage is more common in spoken narratives, and is optional.

2.1.7 Method

1. **Method**

According to Asher and James (1982), Methods are the combination of techniques that are used and plasticized by the teachers in the classrooms in order to teach their students and approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different

techniques of language teaching. For example, if a teacher has an approach that language is the communication and learning a language is in fact learning the meanings, functions and uses of language. So the techniques will be based on the communicative language teaching and task based methods.

According to Freeman (2000), Methods which are taught to the teachers make a base and give them thinking about the applicable techniques and principles according to the situation where they stand. They are clear about their attraction towards certain methods and also think that why have they repelled certain method. The knowledge of method is very necessary because their knowledge is base of teaching.

2.1.8 Kinds of method in teaching reading

a. The Direct Method

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

b. Grammar-translation

Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability.

c. Audio-lingual

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form.

d. The structural approach

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practised before the present continuous tense which uses "to be" as an auxiliary.

e. Total Physical Response (TPR)

TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension.

f. Communicative language teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

g. The Silent Way

This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.

h. Community Language Learning

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

i. The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

Willis, D. (1990) The Lexical Syllabus. Collins Cobuild.

j. OK5R Method

This method helps students how to read in a right way, so the material or information that has been read can be remembered correctly without changing the meaning.

2.2. Overview, Key Ideas, Read, Record, Recite, Review, Reflect (OK5R) Method

OK5R is a suitable method for reading skill. Robinson (2010 : 10) said OK5R is a method that can help the students to focus on studying and prioritizing the information in a way that relates directly to how they will be ask to use the information in an exam. It is mean that this method can help the students to remember the lessons they have learned before. Because this method just focused only on the core of the teaching material that has been learned.

According to Peterson (London 2006) OK5R strategy is instead of just starting at the beginning and reading through to the end, the students will do assignment a lot and remember a lot more if students take the time to follow it. This strategy as the students to focus about the topic. It is mean by using this learning method students can remember the lessons not only through reading but also by doing assignments.

When doing this method student are expected to be able to remember their lessons because they have done many tasks beside by reading the material. Clemens said OK5R is a method that is suitable for teaching reading comprehension and can improve students' abilities in reading comprehension. There are several steps that must be taken to apply the OK5R method, such as:

2.2.1. Overview

First, students read the title, the introductory and summarizing paragraphs and all the heading included in the reading material. Then you will have a general idea of what topics will be discussed. Do the chapter by chapter in a book or paragraph by paragraph in a text.

2.2.2. Key Ideas

The second step is go over the text again and look for key idea. These are usually located in the first or the last 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 saying about his topic.

2.2.3. Read

After students do the overview and you get key ideas which has prepared to read carefully. 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 read or the material this is frequently the only step that students perform.

2.2.4. Record

Write difficult word form the text. Make side note and underline the word.

2.2.5. Recite (Recall)

In this step, close the book and immediately try to recall the main points of what you have read. This will have solidified the information in your mind. Put aside 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 word 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 Pauks' says that one minute spent in immediate read nearly doubles retention of that piece of data.

2.2.6. 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 parts again. It should be done for the next short quiz, and then again for later test throughout the term. Several reviews will make that knowledge.

2.2.7. Reflect

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 to relate the material to prior knowledge.

2.3. The Use of Overview, Key Ideas, Read, Recite, Reflect, Review (OK5R) Method in Teaching Reading

There are some steps to applying OK5R:

2.3.1. Overview

Teacher order the students to read the title, introduction of the paragraph (heading of the reading material). After that the students will get general idea of the text.

2.3.2. Key Ideas

Students go to the reading material again and students doing skim to the text for the key ideas. Students read the reading material carefully (do this activity repeatedly to get authors' idea.

2.3.3. Read

Student read the text and find the main sentence of each paragraph

2.3.4. Record

Student write down words that they find is difficult

2.3.5. Recite

Students close their book and trying to say or write what they have read.

2.3.6. Review

The students go over the material again to review and refresh their memory.

2.3.7. Reflect

Students try to relate what they have read (things that they already know). After that students should reflect on the text and trying to understand it and trying to find the example.

2.4. The Advantages of OK5R Method

2.4.1   Making the process of reading more effective and efficient.

2.4.2   Making the process of reading are well-organized.

2.4.3   Making the students remember the material longer.

2.4.4   Making the students easy to understand the text.

2.5. The Disadvantages of OK5R Method

The disadvantages of this method is the students need much time in key ideas time and sometimes they feel difficult in the reflect stage because the students low experience.

2.6. Previous Studies

There are some related researcher done by some researcher: The use of OK5R to improve students reading skills (A classroom action research of the eleventh grade students of SMK An – Nur Ampel in Academic Year 2019/2020 by Rizqi Aqidatul Izza. The objectives of this research is to find out the implementation and to know the significant of using OK5R strategy to improve the students' reading skill of the eleventh grade of SMK An-Nur

Ampel in the academic year 2019/2020. The method of this research was Classroom Action Research (CAR). It was conducted in two cycles. Each cycle consisted of four step, they were planning, action, observation, and reflection. The writer took role as observer who observed everything that happened in the class while the teacher performed Classroom Action Research (CAR) for the students. The number of students in this research was 21 students. The technique of collecting data was pre-test and post-test to find out the improvement of students' reading skill by using overview, key ideas, read, record, recite, review, and reflect (OK5R) strategy. From the result, the researcher concluded that the implementation using OK5R strategy was successful and the improvement of students' reading skills after using OK5R strategy is significant. It is indicated by the results of mean score in post-test were higher than pre-test. In the cycle I showed that pre-test score was 60 and the post-test is 69,61 and in the cycle II showed that pre-test score was 70,14 and the post-test are 80,38. The result of t-test in the cycle I is 3,92 and cycle II is 4,18. Moreover, the result of t-test in the cycle II is higher than the result of t-test in the cycle I.

The objective of the research conducted by Rizqi Aqidatul Izza this research is to find out the implementation and to know the significant of using OK5R strategy to improve the students' reading skill of SMK An-Nur Ampel in the academic year 2019/2020. Meanwhile, this research proposal aims to investigate the use of OK5R Method in tenth grade of SMAN 1 Woja in Academic Year 2020/2021. The research method used in research above is

classroom action research whereas in this research used quasi-experimental. The research above conducted in senior high school at the eleventh grade, while this research conducted in senior high school at the tenth grade.

There are some related researches done by some researchers, The Effectiveness of The Effectiveness Of Using Ok5r (Overview, Key Ideas, Read, Record, Recite, Reflect, Review) To Teach Reading Narrative Text At The Seventh Grade Students Of Smp N 31 Purworejo In The Academic Year Of 2012/2013 by Eko Yuniarti. The objective of this research is to describe whether the OK5R to improve the students' reading ability in narrative text is effective or not at the seventh grade students of SMP N 31 Purworejo in the academic year of 2012/2013.In order to collect the data, the researcher used pre-test and post-test. The population of this research is the seventhgrade students of SMP N 31 Purworejo in the Academic Year 2012/2013. The sample of this research is class VII E as experimental class and class VII F as control class. The result of the research showed that in computation above, alpha level used is 0.05. In the df was 62, t value was 3.93. T value was higher than t table (3.93>2.000). Therefore, it can be drawn as conclusion that the use of OK5R in teaching reading to the seventh grade students of SMP N 31 Purworejo is effective.

The objective of the research conducted by to improve the students' reading ability in narrative text is effective or not at the seventh grade students of SMP N 31 Purworejo in the academic year of 2012/2013. Meanwhile, this research proposal aims to investigate the use of OK5R

Method in reading skill at tenth grade of SMAN 1 Woja in Academic Year 2020/2021. The research above conducted in junior high school at the seventh grade, while this research conducted in senior high school at the tenth grade.

CHAPTER III

RESEARCH METHODOLOGY

This part present an overview of the methodology of the study. It describes the research questions, research design, research site and participants, data collecting techniques, data analysis technique.

3.1 Research Design

This study until employ quasi-experimental design. According to Sugiyono (2013:111) in quasi-experimental research, researchers manipulate independent variables and are interested in showing effects. This study consisted of two classes, namely the experimental class and the control class. They are teach with different treatments. Then the difference is that the experimental class teaching by using the text reading process in narrative text learning. Meanwhile, the control group teaching without using the text reading process.

3.2 Population and Sample

3.2.1 Population

Population refers to all of elements or the whole group that would be examined. Arikunto (2014: 173) stated Population is the subject of research. The population of this research includes all the tenth grade students of SMA Negri 1 Woja in Academic Year 2020/2021, consist of 3 classes. Each of class is 20 students. Total population is 60 students

3.2.2 Sample

Arikunto, (2014:174) stated," sample is the part or representative of population under study". The researcher take sample using cluster random sampling. Cluster random sampling is a sampling in which groups, not individual, are randomly selected, so researcher using two classes as sample of this research is X IPS (20 Students) and X MIPA (20 Students) of Sman 1 Woja in Academic Year 2020/2021.

3.3 Research Instrument

Instrument is tool employed to collect their study is an ability test Arikunto (2013: 215). In this study, the researcher using a test as an instrument. In this study, the researcher give reading text for the students before and after giving treatment. The Pre and Post test in the form of multiple choices 20 items. In this study aimed to knowing the students achievement, the researcher give the students pre and post-test after treating by using OK5R Method.

3.4 The Techniques of Data Collection

The procedures that used in this study can be represented by the following steps:

3.4.1 Pre-test

The researcher begins with the pre-test, a pre-test given to all students in the reading test in multiple choices item which consist 20 items of narrative text.

3.4.2 Treatment

The research treated the students by using OK5R method. There are two groups that are control group and experimental group, and one of the groups gave treatment that is experimental group and the other is not that is control group. So the researcher use OK5R method in the experimental class while the control class not use OK5R method.

3.4.3 Post-test

Post-test to know if treatment give the effect or not on students reading. It can be seen from the differences between post-test scores experimental group and control groups. The post-test in the form of multiple choices of 20 items.

The score students achievement can be calculated by using arikunto Formula (2017; 236):

$$score = \frac{R}{T} x \ 100$$

Notes :

R = Number of right answer

T = Total number of item on test

Classified the students' ability in teaching reading

Table 3.1 Classification of students' ability in reading

No	Degree	Qualification	Qualitative
1	90 – 100	Excellent	A
2	70 – 89	Good	B
3	50 – 69	Average	C
4	30 – 49	Fair	D
5	10 – 29	Poor	E

Browns standard (2013; 215)

3.5 Technique of Data Analysis

To analyze the data the researcher used SPSS 17.00, the data collecting from pre-test and post-test. To investigate the effective of make a match the researcher used Normality Test, and if the data is normally the researcher used Paired Test, while the data is not normally the researcher will use Wilcoxon test. To analyze the student who is taught by using make a match than without using make a match the researcher used Homogenity Test, if the data is Homogeny the researcher will use Independent test, while the data is not Homogeny the researcher will use Mann Whitney Test:

3.5.1. Descriptive data

Descriptive statistical data is useful for explaining and describing research data including the amount of data, maximum score, minimum score, average score and other.

3.5.2. Normality test

a. Normality test is done to find out whether the research data is normally distributed or not.

b. Normal data is an absolute requirement before we do parametric statistical analysis.

c. In parametric statistics, there are two types of normality test that are often used, namely Kolmogorov-Smirnov test and Sharpio-Wilk test.

    According to Singgih Santoso (2014: 191), the data is said to be normally distributed (symmetrical) in the Kolmogorov - Smirnov test and Sharpio - Wilk test, if the Sig. greater than 0.05.

3.5.3. Paired Test

a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs.

b. Requirements in the paired sample t-test are normal distribution data.

c. For homogeneous variant data, it is not a requirement in the paired sample t-test.

d. The paired sample t-test in this research is used to answer the problem statement.

e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with

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post-test experimental class, then the pre-test control class data with the control class post-test data.

Guidelines for decision making in the Paired Sample Test. According to Singgih Santoso (2014: 265), guidelines for decision making in the Paired sample test based on significance values (sig). SPSS output results are as follows:

1. If the value is sig. (2-tailed) < 0.05, then H0 is rejected and Ha is accepted.

2. Otherwise, if the value is sig. (2-tailed) > 0.05, then H0 is accepted and Ha is rejected.

3.5.4. Wilcoxon Test

a. Wilcoxon test aims to determine whether there is a difference in average of two samples paired in pairs.

b. The research data used in the Wilcoxon test is ideally ordinal or interval data.

c. Wilcoxon test is part of non-parametric statistic, so in the Wilcoxon test there is not needed for research data that. are normally distribute.

d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed

3.5.5. Homogeneity Test

1. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous.

2. Homogeneous data is one of the requirements in the independent sample t-test.

3. In this research, the homogeneity test used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not.

   If significance (Sig) score based on mean > 0,05 then the data variant is HOMOGEN, while is significance (Sig) score based on mean < 0,05 then the data variant is NOT HOMOGEN.

3.5.6. Independent Test

a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.

b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.

c. The independent sample t-test in this research is used to answer the problem formulation.

d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

3.5.7. Mann Whitney Test

a. Mann Whitney test aims to determine whether there are a difference in the average of two unpaired samples.

b. The number of samples used does not have to be the same.

c. Mann Whitney test is part of non-parametric statistic, so in man Whitney test there is not needed for research data that is normally distributed and homogenous.

d. Mann Whitney test is used as an alternative to independent sample t-test, if the research data is not normally distributed and not homogeneous.