

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the writer wants to explain about conclusion and suggestion.

#### **5.1 Conclusion**

This research used the pre-test and post-test design for gathering data. The objective of the study is to investigate the effect of OK5R method in teaching reading especially narrative text at the tenth grade of SMA Negeri 1 woja in Academic Year 2020/2021.

1. Based on the result of previous chapter, the researcher concluded that using OK5R method in narrative text has effect on the students reading. The students reading achievement before being taught by using OK5R method in narrative text is generally low. It is shown from the score of the mean 47.50. the students' reading achievement after being taught by using OK5R method is better than before. It is shown from the score from the mean 65.00.
2. Based on the statistical analysis using paired sample t-test using SPSS V.26, it shown with  $t(0.05)$  the value of t-table is (2.093) and t-value or t-count (6.925). it is known that t-value or t-count is higher than t-table ( $6.925 > 2.093$ ). the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It means that there is significant difference

between the students' reading skill before and after being taught by using OK5R method on the students' achievement.

## **5.2 Suggestion**

Based on the result of this research positively indicates that there is a positive effect using OK5R method on narrative text in teaching reading. Some suggestions for teaching and learning English are proposed as follows:

### **1. To English Teacher**

In order to succeed in teaching English, the teacher should give the students' any treatment to make the students easy to understand the material. Based on the finding, the OK5R method on narrative text was effective in teaching reading at Senior High School. This strategy has an effect on teaching students reading narrative text. And the researcher suggested to the other teacher to use OK5R method on narrative text in teaching reading in order to make the students easier to understand the material.

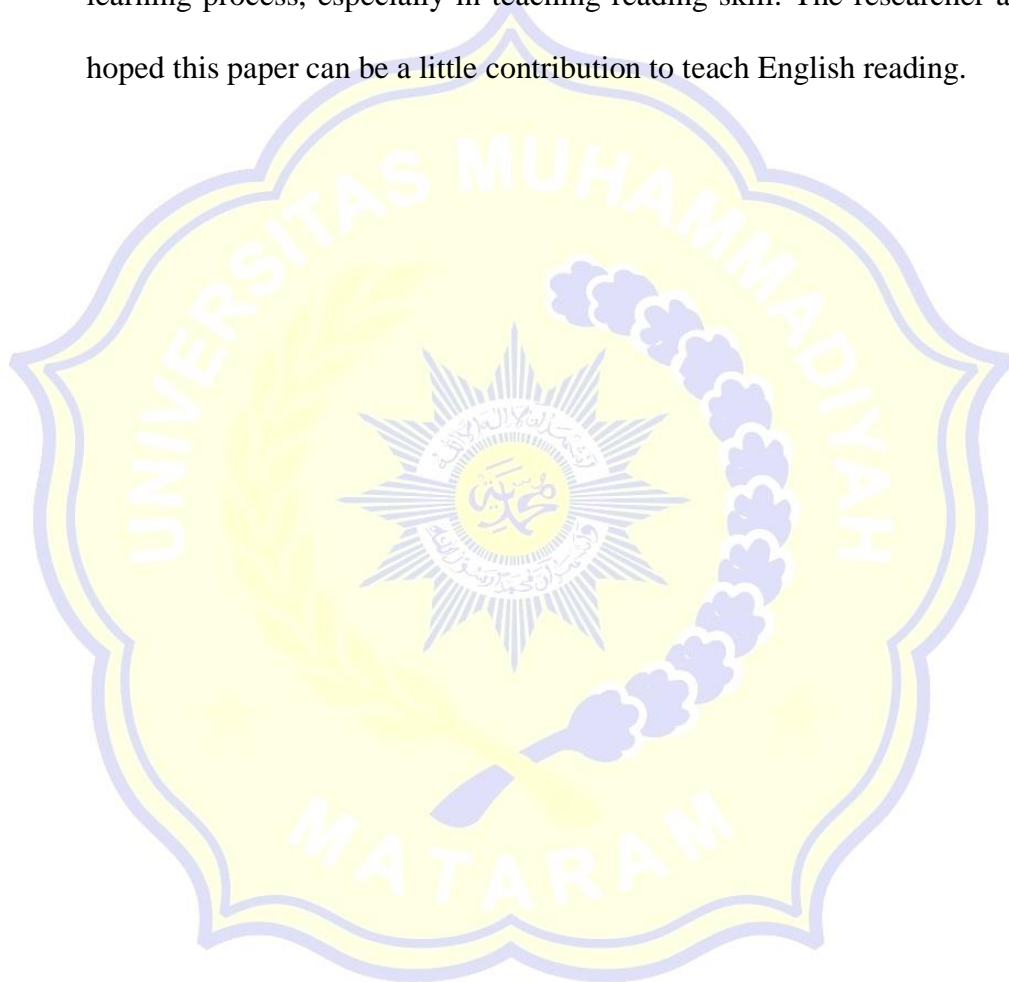
### **2. To the Students**

The students have to stay focus on the teacher's direction to be able to practice and apply the partner discussion used by the teacher. The students must have high motivation to follow the English lesson, especially in reading skill. Students are advised to read the narrative texts carefully to find unknown words to understand the text. Students should help each

other to finish the reading task so each member can understand how to do the task.

3. To the Researcher

The researcher is hoped that will be more experience in the teaching-learning process, especially in teaching reading skill. The researcher also hoped this paper can be a little contribution to teach English reading.



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MATARAM

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Nama Sekolah** : SMA Negeri 1 Woja  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/ semester** : X  
**Materi Pokok** : Teks narrative lisan dan tulis berbentuk legenda sederhana  
**Skill** : Reading  
**Pertemuan** : 2 x Pertemuan  
**Alokasi Waktu** : 45 x 2

### A. Kompetensi Inti

- KI 1** Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2** Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsive, dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3** Ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.  
Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan
- KI 4** Mampu menguasai metode sesuai kaidah keilmuan.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Mengungkapkan rasa syukur karena masih diberi kesempatan dapat belajar bahasa Inggris.
2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam	Menyapa guru dan teman dengan rasa santun.



	melaksanakan komunikasi transaksional dengan guru dan teman.	
3	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat ( <i>tips</i> ), sesuai dengan konteks penggunaannya.	Mampu mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan dalam teks prosedur secara tertulis.
4	Mengungkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat ( <i>tips</i> ).	Mampu mengidentifikasi gagasan utama atau pesan dalam teks prosedur secara tertulis.
5	Menyunting teks prosedur berbentuk manual dan kiat-kiat ( <i>tips</i> ), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai.	Mampu menuliskan tentang teks prosedur dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai.

### C. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi tujuan, fungsi sosial, struktur generik dan fitur bahasa teks.
2. Siswa dapat menyelesaikan kalimat teks fungsional pendek.
3. Siswa dapat membuat kalimat sederhana berdasarkan tujuan, fungsi sosial, struktur generik dan fitur bahasa teks.
4. Siswa dapat membuat teks fungsional pendek berdasarkan tujuan, fungsi sosial, struktur generik dan bahasa.

### D. Materi Pembelajaran

#### Narrative Text

#### 1. Definition of 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.*

#### 2. The Generic Structure of Procedure Text

The generic structure of procedure text is:

**Orientation** : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

**Complication** : Where the problems in the story developed.



(Permasalahan muncul / mulai terjadi dan berkembang)

**Resolution** : Where the problems in the story is solved. Masalah selesai, secara baik “happy ending” ataupun buruk “bad ending”.

Coda / reorientation (optional) – lesson from the story

### 3. Language Features of Procedure Text

In the narrative text, we use:

- a. Past tense (killed, drunk, etc)
- b. Adverb of time (Once upon a time, one day, etc)
- c. Time conjunction (when, then, suddenly, etc)
- d. Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- e. Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- f. Direct speech. It is to make the story lively. (Snow White said, “My name is Snow White”). The direct speech uses present tense.

#### E. Metode Pembelajaran Model : inquiry

Pendekatan : Metode Ilmiah (Scientific Approach)

#### F. Media, Alat, dan Sumber Pembelajaran

Media : Laptop, kertas dan kertas karton

Sumber : internet, sumber yang relevan

#### G. Langkah- langkah Kegiatan Pembelajaran Kegiatan Inti

##### Eksplorasi

- **Overview** : teacher would be ordered the students to read the first and the last paragraph, read the heading and skim the reading material.
- **Key ideas** : teacher order the students to skim the reading material to get key ideas in every paragraph.
- **Read** : teacher order the student read to read the whole reading material and underline the difficult word.
- **Recite** : teacher would be ordered the students to close the reading material and instruct them to say or write down the points that they get while reading.
- **Review** : teacher and students will reviewing the text together. Teacher would be asked the students what is about the text, students will mention the difficult words and try to find the meaning of difficult words together.

- **Reflect** : teacher order the students to connect the topic of the reading material on their daily life or experience.

#### Elaborasi

- Students would be look the heading and the first sentence of the paragraph.
- Students skim the text to find the key ideas in each paragraph
- Students read slowly to understand the text and finding the difficult words.
- Students would be closed the reading material and try to write down or say the points of the material.
- Students would be connected the topic to their daily life or experience.

#### Konfirmasi

- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
- Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.
- Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

#### **Kegiatan Penutup**

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah
3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
4. Guru menyampaikan rencana pembelajaran yang akan datang.

#### **H. Penilaian**

Form : Pilihan Ganda

Pedoman Penilaian:

Pedoman penskoraaan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 5.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

Skor Perolehan

Nilai Akhir: ----- X 100

Skor maksimal

Untuk pensekoran tugas pembuatan narrative text, perhitungannya sebagai berikut:

90 :Jika penggunaan kalimat benar, tanda baca benar, tulisan benar, penggunaan ungkapan waktu benar, dan coheren.

80 :Jika penggunaan kalimat benar, tanda baca benar, tulisan benar, penggunaan ungkapan kurang tepat, kurang coheren.

70 : Jika penggunaan kalimat kurang tepat, tanda baca kurang tepat, tulisan kurang tepat, penggunaan ungkapan waktu kurang tepat, kurang coheren.

Dompu / / 2020

**Mengetahui**



Pengkaji

Nurul Aiman  
NIM: 116120011

## PRE-TEST

Nama :

Kelas :

**Choose the best answer based on the following question!**

**The following text is for question 1 to 3.**

### Cindrella

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach (kereta), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight. At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night. The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after. Adapted from kumpulan soal Bahasa Inggris.

1. What is the purpose of the text above?
  - a. To entertain readers with an actual, or vicarious experience
  - b. To inform what happened in the past
  - c. To give a description of a beautiful girl
  - d. To retell about Cindrella's experience/memory
2. What was there at the palace one day?
  - a. A game
  - b. A ball
  - c. A birthday party
  - d. Crown part
3. Why did the king hold the event at his palace?
  - a. To celebrate his birthday
  - b. To celebrate his wedding
  - c. To find his crown prince a wife
  - d. To entertain his people

**The following text is for question 4 to 9.**

### A STUPID MAN AND HIS COWS

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. One the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife. His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was careful. Then, his wife asked him how many cows he bought. The



stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more. Adapted from kumpulan soal Bahasa Inggris Choose the correct answer by crossing a, b, c, or d!

4. How many cows did the stupid man buy?

- a. One
- b. Four
- c. Five
- d. Six

5. On his way home, how many cows did he see?

- a. One
- b. Four
- c. Five
- d. Six

6. Which of the following statements is true according to the text?

- a. The stupid man spent much money on cows
- b. The stupid man was scolded by his wife
- c. The stupid man thought that he had lost one of his cows
- d. The stupid man lost one cow on his way home

7. What does the word “them” in paragraph 1 line 3 refer to?

- a. The other
- b. The cows
- c. The home
- d. The lost cows

8. Which of the following words is the synonym of “stupid”?

- a. Unlucky
- b. Dilligent
- c. Clever
- d. Dull

9. Which of the following words is the antonym of “certain”?

- a. Sure
- b. Unsure
- c. Of course
- d. Positive

**The following text is for question 10 to 13.**

#### THE THIRSTY CROW

One hot day, a thirsty crow flew all over the fields looking for water. For a long time, she could not find anything. She felt very weak, almost giving up hope. Suddenly, she saw a water jug below her. She flew straight down to see if there was any water inside. Yes, she could see some water inside the jug! The crow tried to push her head into the jug. Sadly she found that the neck of the jug was too narrow. Then she tried to push the jug down for the water to flow out. She found that the jug was too heavy. The crow thought hard for a while. Then looking around her, she saw some pebbles. She suddenly had a good idea. She started picking up the pebbles one by one, dropping each into the jug. As more and more pebbles filled the jug, the water kept rising. Soon it was high enough for the crow to drink. Her plan had worked. Adapted from kumpulan soal bahasa Inggris

10. The thirsty crow flew all over the field because...

- a. She felt very weak
- b. She couldn't find any water
- c. She couldn't find anything
- d. She was looking for water

11. She saw some pebbles (last paragraph) The underlined word means...

- a. Little animal's
- b. Big rocks
- c. Little leaves
- d. Little stones

12. The complications of the text are found in...

- a. Paragraph 1 and 2
- b. Paragraph 2 and 3
- c. Paragraph 2 and 4
- d. Paragraph 3 and 4

13. What is the moral value of the text above?

- a. If someone has a problem we must try hard to help him
- b. Don't be afraid to do something although it is very dangerous
- c. If you want something you must do it by yourself
- d. If you try hard enough you may soon find the answer to your problem

**The following text is for question 14 to 16.**

#### THE RABBIT AND CROCODILE

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked. "All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river. Adapted from Kumpulan soal Bahasa Inggris

14. The story mainly tells us about...

- a. Twenty crocodiles
- b. The boss of the crocodile
- c. A rabbit and twenty crocodiles
- d. A rabbit and the boss of crocodile

15. We know from the first paragraph that the rabbit actually wanted...

- a. To cross the river
- b. To swim across the river
- c. To meet the boss of crocodile
- d. To know where the crocodiles are

16. "All of you are good, nice, gentle, and kind ..." (Paragraph 2) The underlined word is synonymous with...

- a. Wild
- b. Diligent
- c. Cheerful
- d. Easy going

**The following text is for question 17 to 20.**

#### A FISHERMAN AND A FISH

A long time ago, there lived fisherman. One day he had been fishing all day, but he did not catch anything. In the evening, he caught a very small fish. The fish said, "Please don't eat me. Please, I am too small to make you good dinner. Please, throw me back to the water. Later, when I grow bigger, you come back and catch me again." "No" said the fisherman. "I am to keep you. If you get back into the water, you take very good care, and you will never come near me again." Then the fisherman put the poor little fish and his pond at the backyard. When the fish grew bigger, it becomes a good friend of the fisherman. He never wanted to eat the fish. Adapted from kumpulan soal bahasa Inggris

17. What is the purpose of the text?

- a. To tell how to do something step by step
- b. To entertain the readers
- c. To tell past events
- d. To describe a person or place

18. Below is what the fish asked the fisherman to do, except...

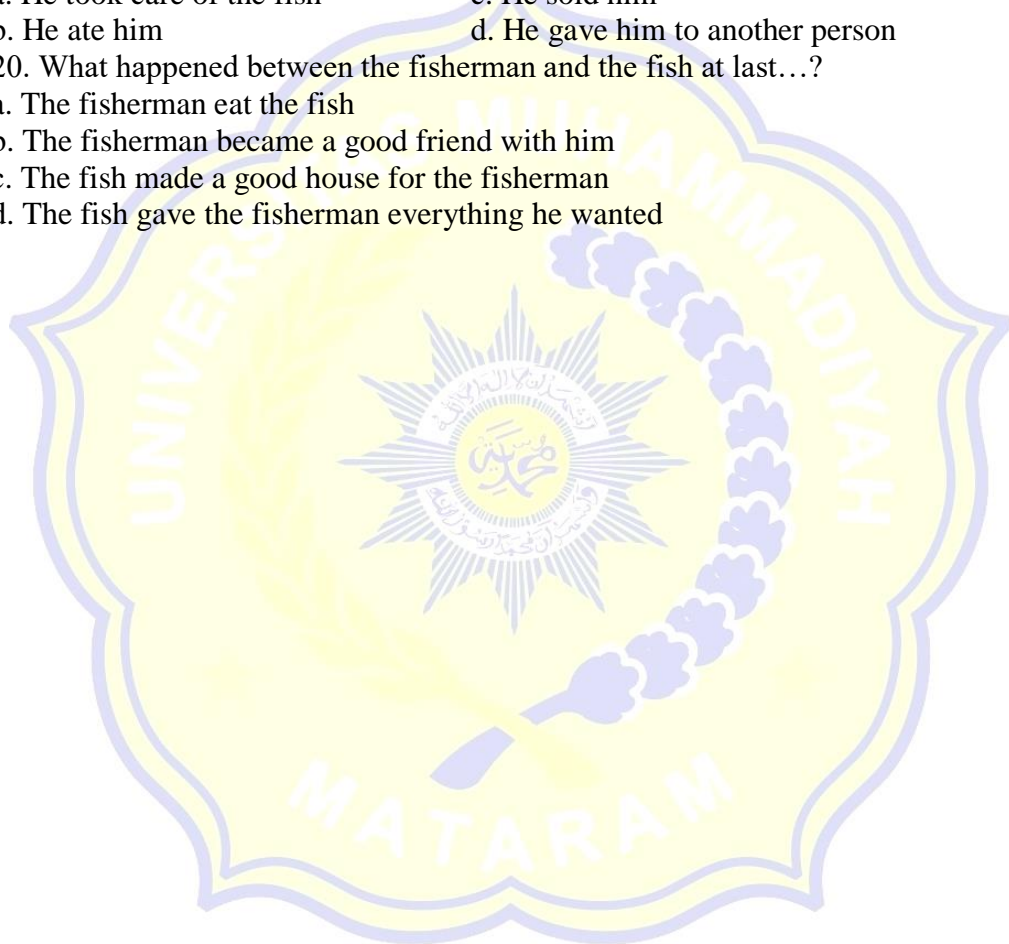
- a. Not to eat him
- b. To throw him back to the water
- c. To come back and catch him again when he grew bigger
- d. To make him a good dinner

19. What did the fisherman do to the fish?

- a. He took care of the fish
- b. He ate him
- c. He sold him
- d. He gave him to another person

20. What happened between the fisherman and the fish at last...?

- a. The fisherman eat the fish
- b. The fisherman became a good friend with him
- c. The fish made a good house for the fisherman
- d. The fish gave the fisherman everything he wanted



## POST-TEST

Nama :

Kelas :

**Choose the best answer based on the following question!**

**The following text is for question 1 to 3.**

### THE RABBIT AND CROCODILE

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked. "All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river. Adapted from kumpulan soal Bahasa Inggris

1. The story mainly tells us about...

- |                              |                                       |
|------------------------------|---------------------------------------|
| a. Twenty crocodiles         | c. A rabbit and twenty crocodiles     |
| b. The boss of the crocodile | d. A rabbit and the boss of crocodile |

2. We know from the first paragraph that the rabbit actually wanted...

- |                             |                                     |
|-----------------------------|-------------------------------------|
| a. To cross the river       | c. To meet the boss of crocodile    |
| b. To swim across the river | d. To know where the crocodiles are |

3. "All of you are good, nice, gentle, and kind ..." (Paragraph 2) The underlined word is synonymous with...

- |             |               |
|-------------|---------------|
| a. Wild     | c. Cheerful   |
| b. Diligent | d. Easy going |

**The following text is for question 4 to 6.**

### Cinderella

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach (kereta), two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight. At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night. The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very



happy to find Cinderella again. They got married and lived ever after. Adapted from kumpulan soal Bahasa Inggris

4. What is the purpose of the text above?

- a. To entertain readers with an actual, or vicarious experience
- b. To inform what happened in the past
- c. To give a description of a beautiful girl
- d. To retell about Cinderella's experience/memory

5. What was there at the palace one day?

- a. A game
- b. A ball
- c. A birthday party
- d. Crown part

6. Why did the king hold the event at his palace?

- a. To celebrate his birthday
- b. To celebrate his wedding
- c. To find his crown prince a wife
- d. To entertain his people

**The following text is for question 7 to 10.**

#### THE THIRSTY CROW

One hot day, a thirsty crow flew all over the fields looking for water. For a long time, she could not find anything. She felt very weak, almost giving up hope. Suddenly, she saw a water jug below her. She flew straight down to see if there was any water inside. Yes, she could see some water inside the jug! The crow tried to push her head into the jug. Sadly she found that the neck of the jug was too narrow. Then she tried to push the jug down for the water to flow out. She found that the jug was too heavy. The crow thought hard for a while. Then looking around her, she saw some pebbles. She suddenly had a good idea. She started picking up the pebbles one by one, dropping each into the jug. As more and more pebbles filled the jug, the water kept rising. Soon it was high enough for the crow to drink. Her plan had worked. Adapted from kumpulan soal bahasa Inggris

7. The thirsty crow flew all over the field because...

- a. She felt very weak
- b. She couldn't find any water
- c. She couldn't find anything
- d. She was looking for water

8. She saw some pebbles (last paragraph) The underlined word means...

- a. Little animal's
- b. Big rocks
- c. Little leaves
- d. Little stones

9. The complications of the text are found in...

- a. Paragraph 1 and 2
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- d. Paragraph 3 and 4

10. What is the moral value of the text above?

- a. If someone has a problem we must try hard to help him
- b. Don't be afraid to do something although it is very dangerous
- c. If you want something you must do it by yourself
- d. If you try hard enough you may soon find the answer to your problem

**The following text is for question 11 to 14.**

**A FISHERMAN AND A FISH**

A long time ago, there lived fisherman. One day he had been fishing all day, but he did not catch anything. In the evening, he caught a very small fish. The fish said, "Please don't eat me. Please, I am too small to make you good dinner. Please, throw me back to the water. Later, when I grow bigger, you come back and catch me again." "No" said the fisherman. "I am to keep you. If you get back into the water, you take very good care, and you will never come near me again." Then the fisherman put the poor little fish and his pond at the backyard. When the fish grew bigger, it becomes a good friend of the fisherman. He never wanted to eat the fish. Adapted from kumpulan soal bahasa Inggris

11. What is the purpose of the text?

- a. To tell how to do something step by step
- b. To entertain the readers
- c. To tell past events
- d. To describe a person or place

12. Below is what the fish asked the fisherman to do, except...

- a. Not to eat him
- b. To throw him back to the water
- c. To come back and catch him again when he grew bigger
- d. To make him a good dinner

13. What did the fisherman do to the fish?

- a. He took care of the fish
- b. He ate him
- c. He sold him
- d. He gave him to another person

14. What happened between the fisherman and the fish at last...?

- a. The fisherman eat the fish
- b. The fisherman became a good friend with him
- c. The fish made a good house for the fisherman
- d. The fish gave the fisherman everything he wanted

**The following text is for question 15 to 20.**

**A STUPID MAN AND HIS COWS**

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. One the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife. His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was careful. Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more. Adapted from <http://www.pitt.edu> Choose the correct answer by crossing a, b, c, or d!

15. How many cows did the stupid man buy?

- a. One
- b. Four
- c. Five
- d. Six

16. On his way home, how many cows did he see?

- a. One
- b. Four
- c. Five
- d. Six

17. Which of the following statements is true according to the text?

- a. The stupid man spent much money on cows
- b. The stupid man was scolded by his wife
- c. The stupid man thought that he had lost one of his cows
- d. The stupid man lost one cow on his way home

18. What does the word “them” in paragraph 1 line 3 refer to?

- a. The other
- b. The cows
- c. The home
- d. The lost cows

19. Which of the following words is the synonym of “stupid”?

- a. Unlucky
- b. Dilligent
- c. Clever
- d. Dull

20. Which of the following words is the antonym of “certain”?

- a. Sure
- b. Unsure
- c. Of course
- d. Positive

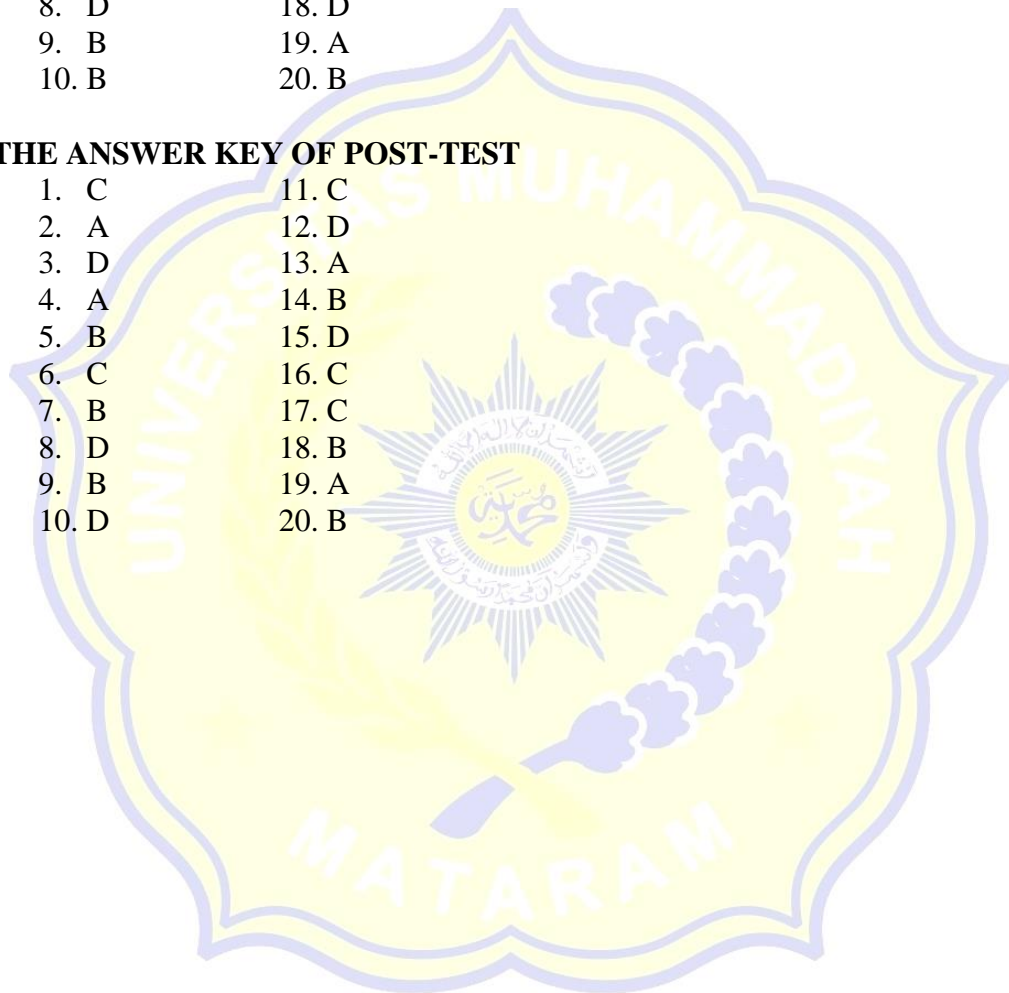
**\*GOOD LUCK\***

### THE ANSWER KEY OF PRE-TEST

- |       |       |
|-------|-------|
| 1. A  | 11. D |
| 2. B  | 12. B |
| 3. C  | 13. D |
| 4. D  | 14. C |
| 5. C  | 15. A |
| 6. C  | 16. D |
| 7. B  | 17. C |
| 8. D  | 18. D |
| 9. B  | 19. A |
| 10. B | 20. B |

### THE ANSWER KEY OF POST-TEST

- |       |       |
|-------|-------|
| 1. C  | 11. C |
| 2. A  | 12. D |
| 3. D  | 13. A |
| 4. A  | 14. B |
| 5. B  | 15. D |
| 6. C  | 16. C |
| 7. B  | 17. C |
| 8. D  | 18. B |
| 9. B  | 19. A |
| 10. D | 20. B |







**UNIVERSITAS MUHAMMADIYAH MATARAM**  
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Nomor : 0187/IL3.AU/FKIP-UMMat/T/XII/2020  
Lamp. : 1 (Satu) Eksemplar  
Perihal : **Permohonan Izin Penelitian**

Kepada  
Yth. Kepala Sekolah SMAN 1 Woja  
di  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, mohon kiranya mahasiswa yang tersebut namanya di bawah ini dapat diberikan izin penelitian dalam rangka penulisan Skripsinya dengan penjelasan sebagai berikut:

Nama : Nurul Aiman  
NIM : 116120011  
Jurusan/ Program Studi : Pendidikan / Pend. Bahasa Inggris  
Judul : **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**  
Tempat Penelitian : SMAN 1 Woja

Demikian untuk maklum dan atas kerjasama yang baik diucapkan terima kasih.

*Wabillahirtaufiq Walhidayah*  
*Wassalamu'alaikum Wr. Wb.*

Mataram, 01 Desember 2020

An. Dekan,  
Wakil Dekan II

  
**Agus Heryanto, S.Pd., M.Pd.**  
FKIPN 0831128220

Tembusan:

1. Rektor UM Mataram (sebagai laporan)
2. Ketua Jurusan/ Program Studi
3. Yang bersangkutan
4. Arsip



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**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

No: 425.13 /573 / SMA 1 Woja / 2020

Yang bertanda di bawah ini Kepala SMA Negeri 1 Woja Kecamatan Woja Kabupaten Dompu Propinsi Nusa Tenggara Barat menerangkan kepada:

\* Nama : NURUL AIMAN  
\* NIM : 116120011  
\* Jurusan : Pendidikan Bahasa Inggris  
\* Alamat : Kelurahan Kanda Dua Kec. Woja Kabupaten Dompu

Kami di SMA Negeri 1 Woja menyatakan dengan sebenar – benarnya bahwa yang bersangkutan tersebut diatas telah melakukan penelitian di SMA Negeri 1 Woja selama 1 ( satu ) bulan dengan judul " *The Use OKSR ( 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 .* "

Demikian Surat Keterangan ini kami buat untuk maklum dan dipergunakan seperlunya.



Woja, 21 April 2021  
Kepala SMA Negeri 1 Woja

**Eva Patriani, S. Pd. M.Pd**  
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Tahun Angkatan : 2016

Pembimbing 1 : Dr. Etika Aryani, M.Pd

Pembimbing 2 : Rima Rahmaniah, M.Pd

**TITLE**

**THE USE OF 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**

No	Date	Guidance	Consultants		Expl
			1	2	
1.		Analisis Data			
		Use simple past			Revise
2.		chapter w ( Discussion)			Revise
3.		chapter v			Revise
		conclusion and suggestion			Revise
4.		Abstract			Revise
		Appendices			Acc.
5.		Ace			

Mataram.....,20  
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Hidayati, M.Hum  
NIDN. 0820047301



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No	Date	Guidance	Consultants		Expl
			1	2	
I	10/1 2020	Chapter IV			Revised
II	12/1 2020	Data finding			Revised
III	15/1 2020	Data analysis			Revised
IV	20/1 2020	Conclusion 1 - II			Revised
V	29/1 2020	I - II			Acc

Mataram.....,20  
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Alamat: Jln. K.H. Ahmad Dahlan Nomor 1 Mataram Tel.(0370) 630775

KARTU KONTROL SEMINAR PROPOSAL SKRIPSI

NO	NAMA / NIM PRESENTER	JUDUL PROPOSAL	TGL SEMINAR	PARAF DOSEN
1	Nasrah	The use of observe and remember game teaching english vocabulary at the seven grade	11 Agustus 2020	
2	M. Furqan	The use telephone conversation method in learning speaking at second grade of MTs Nurul Jannah	11 Agustus 2020	
3	ahyar mudeh	Using. random text strategy in teaching reading comprehension student at the second	11 Agustus 2020	
4	Nurul armi H.	an analysis types of Deixis in novel Catharsis by Anastasia America	20 feb 2020	
5	Tti wulandari	Student reading comprehension on narrative text at the first semester student of ESA	20 feb 2020	
6	Zauqun	an analysis of student Diction on speaking english by the third semester of ummat	20 feb 2020	
7	Geizha	The use of cooking instruction on food packaging as media in teaching writing ability in procedure	8 oktober 2020	
8	Uhran	The use of make a map technique in teaching vocabulary at eight grade student	18 Juli 2020	
9				
10				

Ketentuan:

1. Mahasiswa wajib melakukan seminar proposal sebagai salah satu syarat ujian skripsi
2. Mahasiswa wajib mengikuti seminar proposal teman sejawat minimal 10 kali (10 presenter) sebagai salah satu syarat mengajukan ujian skripsi
3. Mahasiswa wajib mengundang peserta seminar (teman sejawat) minimal 10 orang sesuai jadwal yang ditentukan oleh prodi
4. Mahasiswa yang akan melakukan presentasi membuat ringkasan lengkap proposal untuk dibagikan kepada peserta seminar
5. Proposal yang sudah lengkap dijilid rangkap 2 untuk dosen pembimbing saat seminar
6. Kartu kendali seminar difoto copy dan disimpan mahasiswa sebagai syarat mendaftar ujian skripsi
7. Kartu kendali asli diserahkan kepada prodi untuk arsip

Mengetahui,  
Ketua Prodi

HIDAYATI, M. Hum  
NIDN. 0820047301