

**IMPROVING THE STUDENTS' READING COMPREHENSION
COMPETENCE AND MOTIVATION BY USING "OK5R (OVERVIEW, KEY
IDEAS, READ, RECORD, RECITE, REVIEW AND REFLECT) "TECHNIQUE
(A Classroom Action Research in Grade XII Textile-1of SMKN 1 ROTA Bayat,
Klaten in Academic Year 2016/2017)**

A THESIS;

**Presented in Partial Fulfillment of the Requirements for the Magister Degree of
Language Education Programme**



By

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NIM 14PSC01605

**GRADUATE PROGRAMME
WIDYA DHARMA UNIVERSITY KLATEN**



2016

APPROVAL

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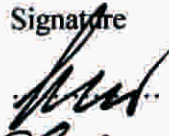
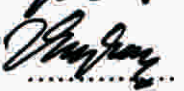
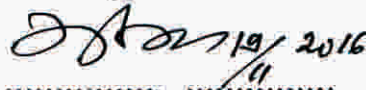
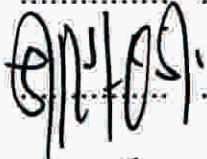

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COMPETENCE AND MOTIVATION BY USING "OK5R (OVERVIEW, KEY
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(A Classroom Action Research in Grade XII Textile-1of SMKN 1 ROTA Bayat,
Klaten in Academic Year 2016/2017)**


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(OVERVIEW, KEY IDEAS, READ, RECORD, RECITE,
REVIEW AND REFLECT)" TECHNIQUE (A Classroom Action
Research in Grade XII Textile-1 of SMKN 1 ROTA Bayat, Klaten
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If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, November, 8th 2016

The writer



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DEDICATION

To:

1. **Endarwati**, my beloved wife
2. **Wahyu Jati Triatmaja**, my beloved son
3. **Hanum Jati Rahmaningrum**, my beloved daughter
4. **Suwarni**, my beloved mother in law
5. The big family of **SMK Negeri 1 ROTA Bayat**, Klaten

MOTTO

“Allah meninggikan orang-orang yang beriman di antara kamu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat”

(QS. Al Mujadilah: 11)

“Barang siapa menempuh suatu jalan untuk mencari ilmu, Allah memudahkannya mendapatkan jalan ke syurga”

(H. R. Muslim)

“If one cannot enjoy reading a book over and over again, there is no use in reading it at all”

(Oscar Wilde)

“Never trust anyone who has not brought a book with them”

(Lemony Snicket)

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The writer

TABLE OF CONTENT

APPROVAL	ii
ACCEPTANCE	iii
PRONOUNCEMENT	iv
DEDICATION	v
MOTTO	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xii
LIST OF FIGURES.....	xiii
LIST OF APPENDICES	xiv
ABSTRACT.....	xvi
ABSTRAK.....	xvii
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Identification of the Problems	8
C. Limitation of the Problem.....	9
D. Problem Statement	9
E. Objective of the Study.....	10
F. Significance of the Study.....	10
CHAPTER II UNDERLYING THEORIES	11
A. Theoretical Description	11

1. Teaching English in SMK.....	11
2. Student's Reading Comprehension.....	14
3. OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect	28
B. Relevant Studies	31
C. Conceptual Framework	33
D. Action Hypothesis.....	36
CHAPTER III RESEARCH METHOD	37
A. Research Design	37
B. Setting of the Study	38
C. Subject and Object of the Study	39
D. Procedure of the Study	40
E. Performance Indicators	45
F. Technique of Collecting Data	47
G. Technique of Analyzing Data	61
H. Schedule of the Research	62
CHAPTER IV RESEARCH FINDING AND DISCUSSION	64
A. Description of the Pre-Condition	64
B. Description of Cycle 1	70
1. Planning.....	71
2. Acting	71
3. Observing ..	80
4. Reflecting	88

C. Description of Cycle 2	90
1. Planning.....	91
2. Acting	91
3. Observing ..	100
4. Reflecting	107
D. Discussion.....	109
1. Acting.	110
2. Teaching and Learning Process.....	111
3. Result of Learning ..	115
E. Result of Acting	116
1. Result of Learning.	117
2. Teaching and Learning Process.....	118
 CHAPTER V CONCLUSION, IMPLICATION AND	
RECOMMENDATION	119
A. Conclusion	119
B. Implication.....	120
C. Recommendation.....	122
BIBLIOGRAPHY.....	123
APPENDICES... ..	125

LIST OF TABLES

Table 1	Table of Students' Activities in Teaching and Learning Process Using OK5R Technique	29
Table 2	The Average Marks of Pre Test 1 and 2 in the First Condition..	65
Table 3	The Mark of The Formative Test in Cycle 1	80
Table 4	The Result of Observation in Cycle 1.....	83
Table 5	The Mark of The Formative Test in Cycle 2	99
Table 6	The Result of Observation in Cycle 2.....	103
Table 7	The Scores of Pre-Condition to Final Condition.	117

LIST OF FIGURES

Figure 1	The Schema of Conceptual Framework of the Research.....	35
Figure 2	Kemmis model (Cited in Hopkins, 1985)	41
Figure 3	Chart of the Average Mark of Pre Test1 and 2.....	65
Figure 4	Chart of the Mark of the Formative Test in Cycle 1.....	80
Figure 5	Chart of the Result of Observation in Cycle 1.....	83
Figure 6	Chart of the Mark of the Formative Test in Cycle 2.....	100
Figure 7	Chart of the Result of Observation in Cycle 2.....	103
Figure 8	Chart of Scores of Pre-Condition to Final Condition... ..	117

LIST OF APPENDICES

Appendices	Page
1. Permission letter.....	125
2. Syllabus of SMK.....	126
3. The Marks of the Pre-Condition	130
4. Example of the Students' Answers of Pre Tes 1.....	133
5. Example of the Students' Answers of Pre Tes 2.....	138
6. Lesson Plan of Cycle 1	143
7. Reading Text Entitled " <i>Photographer</i> "	149
8. Observation Sheet of Cycle 1	150
8.a. Observation Sheet from Observer 1.....	150
8.b. Observation Sheet from Observer 2.....	152
9. Field Notes	154
9.a. Field Notes from Student 1..	154
9.b. Field Notes from Student 2..	155
9.c. Field Notes from Student 3...	156
9.d. Field Notes from Student 4...	157
9.e. Field Notes from Teacher 1	158
9.f. Field Notes from Teacher 2.....	159
10. The Framework of Formative Test of Cycle 1.....	160
11. Formative Test of Cycle 1.....	161
12. Answer Key of Formative Test of Cycle 1.....	163

13.	List of Marks of Formative Test of Cycle 1.....	164
14.	Example of the Students' Answers of Formative Test of Cycle 1.....	165
15.	Lesson Plan of Cycle 2	170
16.	Reading Text Entitled " <i>Chef</i> "	176
17.	Observation Sheet of Cycle 2	177
	17.a. Observation Sheet from Observer 1.....	177
	17.b. Observation Sheet from Observer 2.....	179
18.	Field Notes	181
	18.a. Field Notes from Student 1.....	181
	18.b. Field Notes from Student 2.....	182
	18.c. Field Notes from Student 3.....	183
	18.d. Field Notes from Student 4	184
	18.e. Field Notes from Teacher 1	185
	18.f. Field Notes from Teacher 2	186
19.	The Framework of Formative Test of Cycle 2	187
20.	Formative Test of Cycle 2.....	188
21.	Answer Key of Formative Test of Cycle 2.....	190
22.	List of Marks of Formative Test of Cycle 2.....	191
23.	Example of the Students' Answers of Formative Test of Cycle 2.....	192
24.	List of Marks of Formative Test of Cycle 1 and Cycle 2.. ..	197

ABSTRACT

Triyanta, NIM 14PSC01605. *Improving the Students' Reading Comprehension Competence and Motivation by Using "OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) "Technique* (a Classroom Action Research in Grade XII Textile-1 of SMKN 1 ROTA Bayat, Klaten in the Academic Year 2016/2017). Thesis. Language Education Programme, Graduate Programme, Widya Dharma University Klaten, 2016.

The problem of this research is: How can OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) technique improve the students' reading comprehension competence and motivation in grade XII Textile-1 of SMKN 1 ROTA Bayat, Klaten in Academic Year 2016/2017? Meanwhile, the aim of this research is to increase or improve the students' reading comprehension competence and motivation by using OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) at grade XII Textile 1 of SMKN 1 ROTA Bayat, Klaten in Academic Year 2016/2017.

This kind of research is Classroom Action Research (CAR) involving one teacher and twenty five students. This research was held during four months, namely July to October 2016. This classroom action research consists of 2 cycles in which each cycle includes four steps, namely: planning, acting, observing, and reflecting. Collecting data is held by using test, observation, field notes, photos, and video. The data are analyzed by descriptive analysis. The analysis of quantitative data use descriptive comparative analysis, namely by comparing among pre test scores of early condition, cycle 1 scores, and cycle 2 scores. The qualitative data of observing research, interview (field notes), photos, and video are analyzed by using qualitative descriptive analysis of each cycle.

The results of this research which are obtained referred to the applying the OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) technique. This technique can increase or improve the students' competence and motivation in studying reading text (report text). These are observed from early condition score mean 61,80 to 83,75 in cycle 1 and 85 in cycle 2. Meanwhile, the result of the research of teaching process refers to the increasing the activeness, creativities and positive attitude toward English subject. These are observed from score mean observation result, 74 in cycle 1 which means *enough*, and 89 in cycle 2 which means *strong*. Whereas the results of field notes, photos and video refer to positive accepting of the students at grade XII Textile 1 towards the use of OK5R (Overview, Key ideas, Read, Record, Recite, Review and Reflect) technique in teaching reading text (report text).

Key words: The Students' Competence, Reading Text, OK5R Technique.

ABSTRAK

Triyanta, NIM 14PSC01605. *Meningkatkan Kemampuan Pemahaman Membaca dan Motivasi Para Siswa dengan Menggunakan Teknik “OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect)”* (Penelitian Tindakan Kelas di Kelas XII Tekstil-1 SMKN 1 ROTA Bayat, Klaten pada Tahun Pelajaran 2016/2017). Tesis. Program Pendidikan Bahasa, Program Magister, Universitas Widya Dharma Klaten, 2016.

Masalah penelitian ini adalah: Bagaimana Teknik OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) bisa meningkatkan kemampuan pemahaman membaca dan motivasi para siswa di kelas XII Tekstil-1 SMKN 1 ROTA Bayat, Klaten pada Tahun Pelajaran 2016/2017? Sedangkan tujuan penelitian ini adalah untuk meningkatkan kemampuan pemahaman membaca dan motivasi para siswa di kelas XII Tekstil-1 SMKN 1 ROTA Bayat, Klaten pada Tahun Pelajaran 2016/2017.

Jenis penelitian ini adalah Penelitian Tindakan Kelas yang melibatkan satu orang guru dan dua puluh orang siswa. Penelitian ini dilaksanakan selama 4 bulan, yaitu mulai bulan Juli sampai dengan Oktober 2016. Penelitian Tindakan Kelas ini terdiri dari 2 siklus yang mana setiap siklus terdiri dari empat tahap, yaitu: perencanaan, tindakan, pengamatan dan refleksi. Pengumpulan data dilaksanakan dengan menggunakan tes, observasi, interview (catatan lapangan), foto dan video. Data-datanya dianalisa dengan analisa diskriptif. Analisis data-data kuantitatif menggunakan analisis komparatif diskriptif, yaitu dengan membandingkan antara nilai pre tes di kondisi awal, nilai di siklus 1 dan nilai di siklus 2. Data-data dari pengamatan, catatan lapangan, foto-foto dan video dianalisa dengan menggunakan analisa diskriptif kualitatif di setiap siklus.

Hasil penelitian ini diperoleh dengan mengacu pada penerapan teknik OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect). Teknik ini dapat meningkatkan kemampuan para siswa dalam membaca teks bacaan (teks report). Hasil penelitian ini diamati dari nilai rata-rata kondisi awal sebesar 61,80 dan meningkat menjadi 83,75 di siklus 1 dan meningkat lagi menjadi 85 di siklus 2. Sedangkan hasil penelitian pada proses pembelajaran mengacu pada peningkatan keaktifan, kreatifitas dan sikap positif terhadap mata pelajaran Bahasa Inggris. Hasil penelitian ini diamati dari rata-rata nilai hasil observasi sebesar 74 di siklus 1 yang berarti *cukup* dan nilai sebesar 89 di siklus 2 yang berarti *kuat*. Sementara hasil catatan lapangan, foto dan video mengacu pada penerimaan para siswa kelas XII Tekstil-1 yang positif terhadap penggunaan teknik OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) dalam pengajaran teks reading (teks report).

Kata Kunci: Kemampuan Para Siswa, Teks Bacaan, Teknik OK5R.

CHAPTER I

INTRODUCTION

A. Background of the Study

According to the data obtained from the grade XI Textile-1 of SMKN 1 ROTA Bayat, Klaten, in Semester II of the Academic Year 2015-2016 there were 19 of 25 students (76 %) who did not pass from the item tests related with reading comprehension. The average mark the students got was only 65. This mark is as a poor category. In this research the aim is to solve this problem until the students had a good score, while the minimal mastery criteria standard is 75. The researcher wants to achieve the score more than 75 in doing the reading comprehension test.

The researcher observes that most students get difficulties when doing the tasks and answering the questions that are related to the reading text. Therefore, they cannot search general and detail information about the content. Besides, Mrs. Dani Setyani as English teacher says that the students usually get difficulties to comprehend the reading materials because they are lack of vocabulary. Students find some unfamiliar words in the text. Therefore, they do not know the meaning in the reading passage. These facts challenge the teacher to make innovations in planning and implementing a better learning program. The first challenge, therefore, is to reform the teaching design and its implementation so that it makes that the boring materials become more

interesting for the students, more empowering and more meaningful for their study. Many attempts have actually been made by teachers to figure out these problems. One of them is conducted by changing the learning paradigm from mechanical to the more meaningful or communicative language learning. There has been an attempt to replace not only the methods and strategies but also the learning sources. The textbooks that consist of mechanical drills have been abandoned and replaced by the ones that provide more meaningful and contextualized exercises.

The second challenge that the teachers commonly encounter, therefore, is the need to shift from the content-based to process-based learning, from broad content knowledge to learning processes. It is very important to lead the learners to deep comprehension of the subject matters, and finally it brings about more learning significance for the future. The shift from developing the broad content of learning to focusing on the students' deep understanding also requires the teachers' revolutionary decision to shift from content-based to learner-centered instructional planning and implementation. In learner-centered learning, students are considered as active organisms that are able to construct meaning rather than become just passive receivers of knowledge. Therefore, the students of grade XII Textile-1 need to engage more in active thinking processes. Instead of focusing on the broad coverage of learning content, learner-centered learning should emphasize on processes in which learners are required to find things themselves and to explore what they have just found out in order to find other new things.

Learner-centered learning also assumes that the instructional development must be process-based. The goals of learning are not defined in terms of particular ends, or products, but in terms of the processes and procedures by which the individual develops understanding and awareness and creates possibilities for future learning. (Richard, Jack C and Willy A Renandya, 2002:71-74).

In relation with this, the third challenge is how teachers need to depart from dominant tutorial classroom activities to learning processes that empower the students in order to improve their learning motivation and autonomy. The ultimate goal is that the students become self-regulated learners. So far in common practices, the learning process has created an atmosphere in which the students of grade XII Textile-1 perceive that learning only starts after the teachers determine and elaborate the knowledge they should learn. The students commonly come to class without proper preparations. It eventually happens as a consequence of the old learning paradigm in which learning is perceived as a process of transferring knowledge from the more to less knowledgeable people. In this atmosphere, students are always positioned and conditioned to be passive and receptive individuals.

Reading is an important skill in learning English especially in countries where English is as a foreign or second language (EFL/ESL). Browton in Nursucianty (2007:1) states that reading is very important to the students because reading helps to solidify the students' grasp of vocabulary, structure, and complements of other language skills. Reading is necessary when students

continue their study, especially at the university level. They need good reading skill for acquiring knowledge and learning new information.

Nowdays, the existence of the importance of reading will hopefully continue to increase our knowledge in the future (Fitriyaningsih, 2009:1). Nevertheless, there are still many people who never interest to read the books. So, they rarely do reading activities. Reading activities may help students develop other their language skills.

In addition, people or students must be able to master English language and they need a competence in understanding the English text. It means that reading is very important skill in learning English. It is supported by Saukah (2002:17) who says that” Reading is the most important language skill to be devoted in the teaching and learning process”. Furthermore, Krashen and Carrel (1983:131) states that reading is one of English language skills which can serve as an important source of comprehensible input and may take a significant contribution to the development of overall proficiencies.

In Indonesia education field, teaching reading is one important thing. Reading is the most emphasized in teaching and learning process. The main goal of teaching English is to make students able to read. It means that the main goal of English teaching and learning for Indonesian students is to comprehend the text that they must understand the written or printed information. Furthermore, considering the needs of mastering reading is as one of the ways for mastering English. Reading skill is always given the main emphasis. Huda (1997:149) states that reading becomes the main point in curriculum 1994 in Indonesia that

has to be mastered by students. For the realization, the 1994 curriculum, 2004 curriculum, and Competency Based Curriculum, emphasize that the students should master four components of language skill, namely: listening, speaking, reading, and writing, where puts the reading skill first to be presented. Thus, reading skill is still given as the first priority.

Based on the KTSP or syllabus of English in SMKN 1 ROTA Bayat, Klaten there are some kinds of genres of text namely: descriptive, report, procedure, recount and also the materials of short functional texts. In this research the researcher focusses on the report text taught in the first semester in the academic year 2016/2017. The students usually cannot understand how to identify the social function or communicative purpose, generic structure and language feature of report text. Based on the daily experiences from the teacher, the students cannot determine well those terms/features of the text. The students who are poor in vocabulary cannot read well and they cannot get the important ideas from the reading passage. The larger vocabulary the students have the more accurately they understand what they have read. When the teacher asks about the features of reading text, most of the students just keep silent. So the learners need to have more vocabulary aspects in order that they are able to read well and get information from the reading text. Besides, grammatical aspect is also closely related with reading comprehension for both authors/writers and the readers. Grammar in reading skill can help the readers to easily understand the information in the text.

From some students of grade XII Textile-1, the researcher has got information that they do not have enough background knowledge about the texts because they are adopted from media and they never hear or read before. Therefore, students are confused to the material because they are lack of experience or poor prior knowledge about the reading text. The good readers combine the knowledge of the language (grammar and vocabulary) and knowledge of the world (background knowledge) through the use of reading strategies (Eskey, 1988; Carrell, 1988).

The technique of teaching English is to develop especially to improve reading comprehension competence, because the technique of teaching influences the students' success. So, the teacher of English should select the suitable method or technique to teach and material to teach. There are many methods or techniques that have been applied in the English curriculum. In general the techniques in reading found at vocational schools are comprehension question answering exercises.

Davies (1984:2) confirms that successful learning in English requires knowledge of words. One who wants to do well in English must learn the words to pay attention to the new words. The students should recognize and know the meaning of words or lexical as soon as they see them in reading passage. The students tend to read word by word, stop, thinking, and look up the dictionary and then move on the next sentences, by the time they reach the end of the sentences, they might lose sight of its meaning. They are not aware that certain words may come from other words, through lexical simplification process. The

students can be easy of in order to make reading as a fun activity, teacher should attempt to find any methods. At this moment, the researcher wants to offer a technique or method.

Previous research conducted by Muhammad Amin (2007) from SMPN 1 Mangarabombang, Takalar Regency showed that one of active learning techniques, namely OK5R had good contribution in developing the students' interpretative and literal comprehension. He investigated the effect of OK5R technique on the reading comprehension. The result was that the technique could improve the students' mark of the test.

The research conducted by Eko Yuniarti from SMPN 31 Purworejo, Purworejo Regency who investigated The Effectiveness of Using OK5R (*Overview, Key Ideas, Read, Record, Recite, Review, and Reflect*) to Teach Reading Narrative Text at the Seventh Grade Students of SMPN 31 Purworejo, in the Academic Year of 2012/2013.

The result of the research showed that in computation, alpha level used was 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 could be drawn as conclusion that the use of OK5R in teaching reading to the seventh grade students of SMPN 31 Purworejo was effective.

And also the research conducted by Rosida Hamdi (2014) from MTs Attaqwa Pusat Putra Bekasi, East Jakarta with the tile 'The effect of OK5R method to the improvement of Short Story Reading Comprehension Skill in

Grade VII-3 MTs Attaqwa Pusat Bekasi, East Jakarta in Academic Year 2012/2013'.

After the data analyzed, the result is that (Ho) is rejected and (H1) is received, so there is a significant difference between the result of post-test of experiment group and control group. Finally it can be drawn a conclusion that there is a positive effect of applying OK5R method to the improvement of Short Story Reading Comprehension Skill in Grade VII-3 MTs Attaqwa Pusat Bekasi, East Jakarta in Academic Year 2012/2013.

Based on the statements above, the researcher would like to find a good technique that can be used by the teacher to facilitate their teaching activity in teaching reading comprehension, especially a report text and help the students to have better understanding in learning Reading Comprehension. This technique is OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect).

B. Identification of the Problem

The English reading comprehension is a difficult and boring material for the students. It is because the students usually get difficulties to comprehend the reading materials because they are lack of vocabulary. Students usually find some unfamiliar words in the text. Therefore, they do not know the meaning in the reading passage. The most common problem that the teachers cope with is that the students often perceive that English reading comprehension is as a difficult and boring material. It is because of some reasons, namely:

1. The teacher does not make innovations in planning and implementing a better learning program.
2. The teacher does not change from the content-based to process-based learning.
3. The teacher does not lead the students to the comprehensive understanding of English reading comprehension.
4. The teacher does not depart from dominant tutorial classroom activities to learning processes that empower their learning motivation and autonomy.
5. The teacher does not apply a good technique in teaching English to improve the reading comprehension competence.

C. Limitation of the Problem

The scope of this study focuses on students' reading comprehension competence and motivation, particularly in report text and how to improve it by using a good technique. The report text includes determining social function or communicative purpose, generic structure, language features, general information and detailed information. The reading text is taken from teaching learning materials in the first semester in the academic year 2016/2017 in Grade XII Textile-1 of SMKN 1 ROTA Bayat, Klaten.

D. Problem Statement

The research question of this study is "How can OK5R (Overview, Key ideas, Read, Record, Recite, Review and Reflect) technique improve the

students' reading comprehension competence and motivation in grade XII Textile-1 of SMKN 1 ROTA Bayat, Klaten?"

E. Objective of the Study

The objective of this study is to improve students' reading comprehension competence and motivation in grade XII Textile-1 of SMKN 1 ROTA Bayat, Klaten by using OK5R (Overview, Key ideas, Read, Record, Recite, Review and Reflect) technique.

F. Significance of the study

This study is valuable and useful for the English teachers, the headmasters and other researchers. The significances are as follows:

1. To provide useful information for the English teachers about the alternative technique on teaching reading comprehension.
2. To provide useful information for the headmaster about the alternative technique on teaching reading comprehension, so he or she is able to supervise his/her English teacher's activities in teaching and learning process in the classroom.

3. To provide useful information for other researcher about the alternative technique on teaching reading comprehension, so it could be used as a reference and other considerations to investigate problems in futher research.

CHAPTER II

UNDERLYING THEORIES, RELEVANT STUDIES, CONCEPTUAL FRAMEWORK AND ACTION HYPOTHESIS

A. Theoretical Description

In the beginning of this chapter, it is necessary to define some important terms related to the research title in order to make them easier to understand, and to avoid biased meaning or misinterpretations. Terms that are considered necessary to define are:

1. Teaching English in ‘SMK’

It is unavoidable that curriculum is considered to play an important role in education. It means that a curriculum takes part as a guiding instruction. Vocational high schools (SMK) are one level of education to prepare students to

CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

In this chapter it describes some cases related with conclusion, implication, and recommendation from the result of data analysis, the findings and implementation of OK5R (Overview, Key ideas, Read, Record, Recite, Review and Reflect) technique dealing with increasing or improving the students' capability in studying reading text (report text) at grade XII Textile 1 of SMKN 1 ROTA Bayat, Klaten in the Academic Year 2016/2017.

A. Conclusion

The research having been done in two cycles which each cycle consists four phases in learning reading text (report text) by using OK5R (Overview, Key ideas, Read, Record, Recite, Review and Reflect) technique can be drawn a conclusion, as follows:

1. There is a significant improvement in doing the test of reading text. It can be seen from the result of pre test, formative test in cycle 1 and formative test in cycle 2. The average mark in pre test was 61,80, formative test of cycle one 83,75 and formative test of cycle two 85,25 whereas the minimal mastery criteria of English in grade XII is 75. The students' competence in learning reading text

can improve namely: more than 85% students in grade XII Textile 1 could get marks more than minimal mastery criteria (75).

2. By using OK5R (Overview, Key ideas, Read, Record, Recite, Review and Reflect) technique, teacher can encourage the students' spirit to study English especially how to comprehend reading text. It can be seen in teaching and learning process that students are willing to do some activities, namely: (1) the students have a custom to read English texts. (2) the students like to find the English reading texts to read. (3) the students are motivated to ask some questions to their teacher dealing with the difficult words and/or content of the text. (4) the students' reading frequency improve significantly. (5) the students are motivated to borrow English books from the library. Shortly, it can be said that in teaching reading text especially report text by using OK5R technique can improve the students' motivation.

B. Implication

Based on the good result of the classroom action research related with the use of OK5R (Overview, Key ideas, Read, Record, Recite, Review and Reflect) technique in teaching reading text especially report text in grade XII Textile 1, a few implications are claimed to the result of the research as stated as follows:

1. The result of this research is a source of information for the decision makers of education, especially the information related to the implementation of the technique of teaching English reading text.

2. The result of this research is a source of information for the headmasters of any schools, especially the information related to the implementation of the technique of teaching English reading text.
3. The result of this research is a source of information for the English teachers, especially the information related to the implementation of the technique of teaching English reading text.
4. The result of this research can be used as additional information dealing with the strengths and the weaknesses of the implementation of technique in teaching English SMKN 1 ROTA Bayat. Furthermore, by knowing the result of the research, the teachers may maximize the strengths for teaching improvement and minimize the weaknesses for better teaching.
5. From the description and explanation provided by the research, SMKN 1 Bayat obtains considerable insights about the implementation of technique of teaching reading text in the institution. Therefore, evidence based decisions can be made in order to improve the teaching and learning process.
6. This research gives a clear description about the implementation of technique of teaching reading text and some problems encountered by the teachers in implementing the technique in teaching English, and it is expected that the institution could find the solution.

C. Recommendation

Based on the result of research, conclusions and also implications described above, it can be conveyed some suggestions, namely:

1. Students; they can use this technique in learning or studying other kinds of texts, not only report. They can learn the texts like: procedures, descriptions, and recount.
2. Teachers; they can improve the students' creativities, activeness and motivation in learning reading text so the students are interested in learning English. The teacher should be able to make the teaching and learning process comfortable and interesting for the students.
3. The headmaster; he/she can inform the other teachers how to use this technique to improve the students' capability in studying reading text. The headmaster can also give assessment to the teachers who teach English reading texts.

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