IMPLEMENTION OF OVERVIEW, KEY IDEAS, READ, RECORD, RECITE, REVIEW AND REFLECT (OK5R) METHOD TO BOOST THE STUDENTS' ABILITY IN READING COMPREHENSION METHOD
(A Collaborative Classroom Action Research to the Second Year Student of SMP Negeri 1 Peusangan)

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ABSTRACT

The problems of this research are: 1) How does overview, key ideas, read, record, recite, review and reflect (OK5R) Method increased students' reading comprehension in descriptive text to the second-year students of SMP Negeri 1 Peusangan?. 2) How do the student respond toward overview, key ideas, read, record, recite, review and reflect (OK5R) Method in teaching learning process of reading comprehension to the second-year students of SMP Negeri 1 Peusangan?. The purposes of this research are: 1) To know the effectiveness of OK5R method to improve the students' ability in reading comprehension in descriptive text to the second-year students of SMP Negeri 1 Peusangan. 2) To know the students' response through OK5R method to the reading comprehension in descriptive text to the second-year students of SMP Negeri 1 Peusangan. The methodology of this research is collaborative action research; the setting of this research was SMP Negeri 1 Peusangan. The sample of this research was the second year Student of class VIII/6 which total Students were 28 students. The instruments were used in this research such as: test, observation sheet for the researcher and student, questionnaires, and field note.

Key Words: Reading Comprehension, OK5R Method

INTRODUCTION

Reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material [1]. It is the ability to understand a text to get detail information from text, as well as to analyze the text for more important information to get main ideas. Grellet defines reading comprehension as an understanding a written text means extracting to required information from it as efficiently as possible [2]. Teacher assumes that to be able to comprehend, students should do comprehension exercise in order to improve their speaking skill. Students tend not to read a text for overall meaning but rather to read in a point in the text

which a cue word in a question suggests the answer may be found [3]. Reading comprehension is one of more important things in learning English and it also helps the student to improve their ability in comprehending the text. In learning English the students must understand reading comprehension, cause reading also helps the students to improve their vocabulary because by reading and analyzing the students automatically remember a few words in a text. Dewi in her research stated that many studies have shown that reading is a big problem for students. Although students have spent many years studying English, they say that they still have a lot of reading comprehension problems [4]. Based on school curriculum (K-13) of SMP N 1 Peusangan, the students not only expected to understand a written text but also to be able to comprehend a given text, such as; descriptive text, narrative text, and recount text. On another word, the students should understand the meaning of the text, the main idea and supporting details, to identify the general structure, and language feature.

Based on the observation the researcher also found some problems faced by the students and teacher in learning reading comprehension in the classroom. Build upon the students problems, that the students have is the difficulties to find the important information from the text, the students could not identifying the main idea in the text, the students have difficulties in identifying the descriptive text in the text including the general structure of it, the students could not recall the important information what they have read, and the students also have low motivation in learning reading because the teacher does not implemented an effective technique in teaching learning reading comprehension in the classroom.

Based on observation above, the researcher then would use OK5R (Overview, Key Idea, Read, Record, Recite, Review and Reflect) as one of effective teaching method in reading comprehension. The researcher hopes that this method can help the students improve their reading comprehension so that the can achieve minimum score criteria of about 70% in learning reading comprehension. In this way the students are expected to be able to comprehend the components of descriptive text and understand the main idea of it as well.

Other study was conducted by Melati "*fostering reading comprehension ability in non-English department students' through OK5R activities and cooperative learning,(2018)*. The result of the research shows that by using OK5R the students are given the opportunity to make their time valuable while reading text. The students were not only getting the information, but also improving their reading comprehension. Another Study, Yusna "*increased the students' ability to find the main sentence by using OK5R strategy in Indonesian language lesson* (2013). It is shows that OK5R method can help student understand what they read and the student were more successful.

Based on the previous studies the researcher believes that OK5R method can help students to solve their problem in learning reading comprehension. So, the researcher chooses OK5R method as an alternative way to teach English of learning reading comprehension. The researcher chooses the tittle " The Implementation Of Overview, Key Ideas, Read, Record, Recite, Review, And Reflect (OK5R) method to boost the students' ability in reading comprehension. (A collaborative classroom action research to the second-year student of SMPN 1 Peusangan).

METHOD

This research was a classroom action research (CAR) with a collaborative Classroom Action Research through overview, key ideas, read, record, recite, review and reflect (OK5R) method. Arikunto states that classroom action research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationally and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out. It consists of planning, implementing. Observing, and reflecting [5].

Research Procedure

In this research, the researcher used a procedure of the classroom action research (CAR) refers to Kemmis and McTaggart model that consist of five steps namely, preliminary study, planning, implementing, observing, and reflection [6].

Procedure of Data Collection

Observation Sheet

The observation checklist was a list of things that an observer looked at when observing in the class. It was used to obtain the information on how the teacher implemented the action. It was also used to gather data about the students activities during the teaching and learning process, there were two types of observation in this research, the observation sheets for the students and observation checklist for the teacher.

Questionaire

Questionaire was a list a research survey questions that was asked to the respondents (the students) and designed to extract specific information [7]. In this research, questionaire was administered to the students to complete the information that could not be attained from observation checlist.

Test

Test is done to measure the development of the students performance in learning reading skill. In this research, the researcher used reading test to measure the students reading ability after the students received some information.

Field Notes

Field notes was the instrument that contained the record of the facts related to the implementation of OK5R method in teaching during the teaching and learning activity that was made by the researcher. It was utilized as a mean of recording the facts, which could notbe put in the observation form.

Technique of Data Analysis

Data analysis is an essential part of the study. It is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that the researcher accumulate to increase the researcher understanding [8]. Technique of data analysis was the continuation of data collecting phase. Therefore, the researcher assured her-self to be careful in analyzing the data in order to get reliable and scientific result. There were two kinds of data collected and analyzed in this research namely qualitative and quantitative data.

Qualitative data is form of students score and it is analyzed descriptively for example collecting data from questionaire, observation forms, and field notes. To measure the students by using quantitative data, the researcher used a formula to search the students means score and to find this all, the researcher used the formula introduced by Winarsunu [9]. Meanwhile, to measure the students mean score, the researcher uses the scoring rubric introduced by Thomas E Brown.

FINDINGS AND DISCUSSION

Cycle 1

The test in cycle 1 was done to find the mean score of the students' reading comprehension in teaching and learning process to the second year students of SMP Negeri 1 Peusangan class VIII.6 after implemented OK5R (Overview, Key Ideas, Read, Record,recite,review, and reflect) method. The teacher measured the students' reading comprehension score based on the students result test of cycle 1.

Based on the result of the test in the first cycle, the researcher explained that there were one students got 20, four students got 60, ten students got 70, nine students got 80, two students got 90.

An aspect of the criteria of success was result of the students' test, the average score of the students task in cycle 1 was 66. The students felt relieved becaused their had finish their task. But they did not satisfied and sad because the score was not enough. They must to follow the next test.

Meanwhile, the average presentage of the researchers' performance in teaching reading comprehension through OK5R method in cycle 1 was 60% or enough categories. The completed data for the researcher average in performance. And also the average percentage of students' activities in learning reading through OK5R method in cycle was 60% or enough categories. The completed data for the students average score in performance.

Reflection on Cycle 1

Based on the result in cycle 1, the researcher found some fact with the result of teaching learning process. There were some process have not bet achieved yet in teaching and learning process through. OK5R method in comprehend the descriptive text. Based on the data analysis in cycle 1, the researcher concluded that the teaching and learning process were still not succesfull enough. The students knowledge about the descriptive text still low and the students still low to found the main ideas in the text.

Based on the result above, it indicated that the students were not able to reading comprehension and it made the implementation of OK5R method in cycel 1 was not successful yet. Therefore, the researcher had to make a new paln to the second year students of SMP Negeri 1 Peusangan. So, the researcher had to revise the plan became more active to get the maximal result and continue to the next cycle.

Cycle 2

The test in cycle 2 was done to find the mean score of the students' reading comprehension in teaching and reading process. The result of measurement on the students' reading comprehension in cycle 2 was gradually increased, ten students got 70, twelfth students got 80, six students got 90. No one got below sixty. After the researcher mentioned the result of the students' test in cycle 2.

As done in the first cycle, data analysis on the result of learning was focused on the students' reading comprehension. The researcher analyzed the result of the students' reading comprehension through the OK5R method was 78 The mean score of students' reading comprehension was increas from 66 in cycle 1 and became 78 in cycle 2. It means that the criteria of successs for the product had already been achieved. Therefore, it was not continued to the next cycle.

The average persentage of the researchers' performance in teaching reading comprehension through OK5R method in cycle 2 was 79% or good categories. The completed data for the researcher average in performance. Meanwhile, The average percentage of the students' activities in learning reading through OK5R method in cycle 2 was 80% or good categories. The complete data for the students average score in performance.

Reflection on Cycle 2

Based on analysis the result of cycle 2.The researcher made reflection based on the criteria of success. The researcher did reflection through observation sheet form., field note, test, and questionnaire. The analysis was done on both the learning and the learning outcome. The evaluation of the learning process was focused on the students' activities during the implementation method in teaching and learning process in three phases; pre-teaching, main-teaching, and post-teaching. The avaluation of the learning product was focused on the students' reading comprehension.

Based on the result of the analysis, the researcher were drawn some findings. In accordance with the result of the analysis of teaching and learning process, the students' motivation in teaching learning process was very good. In the first and the second meeting most of the students were participacing actively in teaching and learning process. From the result of the test in both cycle, the students' reading comprehension was significantly increased. The students' reading comprehension was increased from 66 in cycle I and became 76 in the cycle 2.

In conclusion, based on the findings above, the students' achievement in improving their reading comprehension through OK5R method and the process of teaching and learning have met the criteria of success. Therefore, the action was completed for the reason.

The Result of the Questionnaire

The questionnaire is the data retrieval through the question to strategy in teaching learning process. After the researcher implementing the research for two cycles which consisted of 6 meeting. The researcher administered questionnaire for the students to know their perception of the method applied. The researcher gave questionnaire that consisted of 15 questions list. The students directed to cross the choice (a, b, c and d) in the provided options that the questions related to the learned method. The choice was made in four forms, strongly agree, agree, disagree, and strongly disagree statement about the activities and test in finding out the students to be active teaching and learning process.

No	Variable Measured	Questionnaire Number	Total Score	Mean Score
1	Studying happily in English class	2 and 8	7,22	3,61
2	Easy to comprehend the lesson	1,3,4,6,7,9,10,13	28,88	3.61
3	Interested to the activities	5,8, 13	10,83	3.61
4	Respected and brave to give opinion	11,12,14	10,83	3.61
	Total Score		57,76	14,44
	Average		14,44	3,61

The Mean Score of the Students' Response Toward the Implementation of OK5R Method

There were two cycles were done in this research. In the first cycle, the students were actively in teaching and learning process by responding questioning. In the result of observation sheet showed that the students were not motivated yet. The students did not give various kinds of response in teaching and learning process, and the students mean score was not reach predetermined the criteria of success, so the implementation OK5R method in reading comprehension should be continued to cycle 2.

In cycle 2, the result was increased than the result of cycle 1. Moreover, the result of observation sheet showed that the students showed their interesting more than in cycle 1. It could be seen from the away of the students did responding and questioning in cycle 2 and the students were using the various kinds of response in teaching and learning process. The result of post-test also increased to the good level. Furthermore, OK5R method to the second-year students of learning reading skill of SMP Negeri 1 Peusangan, has successfully improved. It can be seen from the students mean score in post-test in cycle 2 was about 76, it was higher than the mean score of post-test in cycle 1 was about 66.

So, based on the data found from the first and the second cycle of the research, it was obvious that teaching reading could improve students reading comprehension by using OK5R method and could motivation the students in teaching and learning process because this activities encourage the students to be active in learning reading comprehension in the classroom.

CONCLUSION

Reading comprehension is an activity to understand a written text by the reader and also to get the information from reading text.in this chapter, the researcher needs to apply the conclusion the whole of research, and the conclusion of this research showed that the

implementation of OK5R (Overview, Key Ideas, Read, Record, Recite, Review, Dan Reflect) method in teaching reading comprehension was conducted in two cycle. The first cycle, consisted of three meetings and the second cycle consisted of three meetings. The result of the students' test in the first cycle was 67%. which categories good but it was not reached the criteria of success. While in the second cycle the result of the students' test was 76%. It was categorized very good and reached the criteria of success. The researcher concluded that students' reading comprehension have been improved through OK5R method.

Based on the result of questionnaires' percentage about the students' improvement and respond toward the implementation of OK5R method in learning reading comprehension was about 3,61%. The observation checklist of the researcher showed the researcher was active, creative, and fluently while teaching reading comprehension through OK5R method. The average score for the researcher performance in cycle 1 was 70% and become 81% in cycle 2. It was reached categorized very good.

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