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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of the language skills that can determine the student's success in teaching and learning process. By reading readers can get many things especially getting information and knowledge. Reading has interaction between the reader and the text. According to Richards (2002), reading is to understand the contents of a text so that the reader can conclude one thing he knows. Regarding this idea, reading is accepting and concluding written text to get understanding. Linse and Nunan (2005, p.69) state that reading is a set of skills that involves making sense and driving meaning from the printed word. In order to understand the text, the reader must be able to decode (sound out) the printed word and also comprehend what they read.

Furthermore, Reading text without comprehension is useless. Good readers should have a purpose for reading and use their knowledge to make sense of the text. As defined by Snow (2002, p.11) reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. According to (Murcia, Marianne Celce : 1991) Comprehension is one of the keys to get successful in reading. Without comprehension, reading will be useless. Because the goal of reading is to comprehend what we read. Clara Wong Kee states that reading

comprehension is a process of making sense of a written text. It means students are required to have good interaction with the texts in order to get exact or close meaning of the text. So, reading comprehension can be told as the core of reading it self.

State Senior High School 1 Siak Kecil is one of the State Senior High Schools in Bengkalis Regency, English subject is taught twice a week with the allocation of time is (2×45 minutes) for each meeting with the duration 180 minutes in a week. This school implements English KTSP (School Base Curriculum) at the semester two of the second year students at SMAN 1 Siak Kecil. Standard competence of reading is to comprehend the meaning of the short functional texts and essay such as *narrative*, *report*, *spoof*, *analytical exposition* and *hortatory exposition text* on daily life context and access the knowledge. In this research, the researcher focuses on *hortatory exposition text*. The research is used to know the students ability in reading comprehension. The students' passing grade for English subject is 78. English is one of the English language skills which is taught and mastered by the student in this school.

Furthermore, based on the preliminary research, the writer indicated the problems by interviewing Mr. Imam Ashari, S.Pd., As one of the teachers of English at state senior High School 1 Siak Kecil District Bengkalis Regency. As a result, the writer found the students' problem in reading, namely; they had difficulty identifying the main idea of hortatory exposition text. They had

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difficulty in finding the detail information from the hortatory exposition text, They had difficulty in identifying the generic structure of the hortatory exposition text. They had difficulty in identifying synonym of the words in the text and They had difficulty in identifying reference of hortatory exposition text.

Furthermore, the teacher had asked students to read the students' worksheet and answer the questions related to the passage. Also, the teacher had asked them to find out the difficult word, the generic structure, and implicit meaning from the text. In addition, the teacher asked students to translate the text by using the dictionary. But, they did not comprehend the hortatory exposition text provided by curriculum yet. Therefore, the students' comprehension was not achieving the expectation of curriculum yet. The problem of the students could be proven by the writer through the students' score. Most of the students' score did not achieve the passing grade of English subject yet.

The problems above can be seen from the following phenomena:

1. Some of the students had difficulty to identifying the main idea of hortatory exposition text.
2. Some of the students had difficulty in finding the detail information from hortatory exposition text.
3. Some of the students had difficulty in identifying the generic structure of hortatory exposition text.

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4. Some of the students had difficulty in identifying synonym of hortatory exposition text
5. Some of the students have difficulties in identifying reference of hortatory exposition text.

It is obvious that some of the students still face problems and difficulties in learning English especially in reading text. Their reading is still far from expectation. It can be provided from their score in the students' passing grade(KKM). In case of their low score, the researcher applied a teaching reading method. This method is known as OK4R method. OK4R is the acronym of overview, key ideas, read, recite, reflect, and review. According to Pamela (2006), OK4R makes the reader take less time in the long run in reading with a purpose. Instead of just starting at the beginning and reading through to the end, it makes the reader easy to complete the assignment much faster and remember much more; so it can be an exercise for the readers to answer questions on a test. This method asks students to focus on the topic.

Based on the explanation above, it is necessary for the writer to conduct a research entitled: **The Effect of Using OK4R (Overview, Key Ideas, Read, Recite, Reflect, And Review) Method To Improve Students' Reading Comprehension at the Second Year of SMAN 1 Siak Kecil District Bengkalis Regency**

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B. Problem

Based on the phenomena above, some of students at SMA N 1 Siak Kecil still get some difficulties in English subject, especially in reading comprehension of hortatory exposition text.

1. Identification of the Problem

Based on the explanation above, the researcher identifies the problems as follows:

- a. Why did Some of the students have difficulty in identifying the main idea of hortatory exposition text?
- b. Why did Some of the students have difficulty in finding the detail information from hortatory exposition text?
- c. Why did Some of the students have difficulty in identifying the generic structure of hortatory exposition text?
- d. Why did Some of the students have difficulty in identifying synonym of hortatory exposition text?
- e. Why did Some of the students have difficulties in identifying reference of hortatory exposition text?

2. Limitation of the Problem

In this research, writer focused on the students' reading comprehension to identify main idea, detail information, generic structure, synonym and reference from hortatory exposition text taught by using

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OK4R (Overview, Key Ideas, Read, Recite, Reflect, And Review) method at the second year of SMAN 1 Siak Kecil District Bengkalis Regency.

3. The Formulation of the problem

The problem of this research is formulated in the following research questions:

1. How is students' reading comprehension of hortatory exposition text taught by using OK4R method?
2. How is students' reading comprehension of hortatory exposition text taught without using OK4R method?
3. Is there any significant difference between students' reading comprehension of hortatory exposition text taught by using OK4R Method and those who are not taught by using OK4R method?
4. Is there any significant effect on students' reading comprehension of hortatory exposition text taught by using OK4R Method and those who are not taught by using OK4R method?

C. Objective and Significance of the Research

1. Objective of the Research

- a. To know the students' reading comprehension of hortatory exposition text taught by using OK4R method.
- b. To know the students' reading comprehension of hortatory exposition text taught without using OK4R method.

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- c. *To find out* the significant difference between using and without using OK4R method on students' reading comprehension of hortatory exposition text at the second year of SMA N 1 Siak Kecil
- d. *To find out* the significant effect of using OK4R method on students' reading comprehension of hortatory exposition text at the second year of SMA N 1 Siak Kecil

2. Significance of the Research

The finding of this research is hopefully expected to give valuable contribution as follows:

- a. Hopefully, this research finding is able to benefit the writer as a novice researcher in learning how to conduct a research.
- b. These research findings are expected to be useful and variable for both teacher of English and students at second grade of SMAN 1 Siak Kecil. For future teaching and learning consideration.
- c. Besides, these research findings are also expected to be positive and variable information especially for those who are concerned in the field of teaching and learning English as a foreign second language.
- d. Finally, these research findings are also expected to be the practical and theoretical information to the development of theories on language teaching in general.

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D. Reason for Choosing the Title

There are some reasons why the writer is interested in carrying out this research :

1. The title of the research is relevant to writer's status as a student of English education department
2. The researcher is very interested in carrying out this research in order to know the effect of using OK4R Method to improve students' reading comprehension at the second year of SMAN 1 Siak Kecil District Bengkalis Regency.
3. The location of the research facilitates the writer in conducting the research.

E. Definition of the Terms

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

1. Effect

According to Hornby, effect is a change produced by an action or a cause a result, an outcome (Horby, 1987, p.369). In addition, Richards states that effect is used to measure the strength of one variable's effect on another or the relationship between two or more variables (Jack C. Richards, third edition, p. 175). In this research, effect is defined as the result of teaching reading treated by OK4R reading method.

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2. OK4R Method

OK4R is the acronym of overview, key ideas, read, recite, reflect, and review. According to Turkel (2011), OK4R method makes the reader far greater mastery in doing assignment, the readers are learning to distinguish between main ideas and details; reduce mind-wandering because they make frequent checks; and making the best possible use of the principles of memory; so it can train the readers to answer questions on a test.

3. Reading Comprehension

According to Hasibuan (2007, p.115), reading comprehension is the result of understanding of reading. Reading comprehension result when the readers know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

In this research, reading comprehension is operationally defined as the students' score in comprehending the hortatory exposition text on the reading comprehension test, with or without OK4R method.

4. Method

Furthermore, Celce-Murcia (2001,p.5) also stated about the definition of method. Method is a set of procedures. According to

Cambridge international Dictionary as stated by Patel and Jain (2008,p.71) method means a particular way of doing something. As the conclusion, method can be defined as the way of teaching. Method usually uses the activities, techniques and procedures.

5. Hortatory Exposition Text

A hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kinds of text can be called as argumentation. The generic structure of hortatory exposition text has three components : thesis, arguments, and recommendation. To persuade the readers, a writer will use and explore arguments to support the writer's idea about the matter. the idea which the writer wants to present is called thesis. The thesis which is stated in the first paragraph of the exposition paragraphs consist of arguments. The arguments try to prove that the thesis is an important matter needs to be considered. After all, hortatory will be closed by the writers using recommendation concerning about the thing discussed.

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