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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of the language skills that should be mastered well by students because reading is an essential factor that influence the activity in communication. In addition, reading is as an important activity, so that people say that reading is the window of the world. Reading is an interactive activity to catch and to understand the meaning in the text. According to Nunan (2003), reading is a fluent process of readers combining information of a text and their own background knowledge to build meaning. It means that there is an interaction between the text and the reader that constitute actual reading. On the other hand, reading is the process of recognition, interpretation, and perception of written or printed materials (Khand, 2004). The writer points out the experts' statements that reading is the interaction between writer and reader in which the readers must understand the meaning what the writer conveys.

Comprehending the text is an important thing in reading. Reading comprehension is the reading skill on the higher level. According to Klinger in Syahputra (2014), reading comprehension is a complex process that involves many interactions between readers and what they bring to the text that include previous knowledge and strategy used. Likewise, Duffy (2009) state that reading comprehension depends on prior knowledge. Prior knowledge is expressed with word so the reader uses the words in the text to build a meaning,



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consistent with their past experience with these words. It means that reading comprehension is an activity based on the readers' prior knowledge and strategy they use to get the meaning of the text. Consequently, after reading the text, the readers are able to convey the result of their reading understanding through making the summary of the text by using their own language in both oral and written forms.

State Senior High School 1 Kundur is located on Sunaryo Street Km. 3,5 in Tanjungbatu Barat Kundur Karimun Regency which requires English as a compulsory subject. On the other hand, English subject is programmed by the curriculum. This school uses School-Based Curriculum (SBC) as the guidance of teaching learning procedure. The students' minimum passing grade for English subject is 72. Reading is one of the English language skills which is taught and mastered by the student in this school. Based on School-Based Curriculum (BSNP, 2006, p. 132):

“reading is aiming at comprehending the meaning of functional text and essay of narrative, spoof and hortatory exposition in the context of daily life and to accessing knowledge” and the basic competence is to comprehend the meaning of short functional text and essay of report text, narrative text, and analytical exposition in daily life context and to access the science.”

Furthermore, based on the pre-observation above, the writer questioned about the students' problems by interviewing Mr. Slamet Rijadin as one of the teachers of English at State Senior High School 1 Kundur Karimun regency. As a result, the writer found the students' problems in reading, namely; they had



difficulty in identifying the orientation of narrative text, they had difficulty in identifying the social function of narrative text, they had difficulty in identifying the meaning of word narrative text, they had difficulty in identifying the generic structure of narrative text and they had difficulty in identifying the complication of narrative text. It happened even though they had been taught 4 hours a week during one semester and each hour contained 45 minutes.

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 narrative text provided by curriculum yet. Therefore, the students' comprehension was not achieving the expectation of curriculum yet. The problems of students could be proven by the writer through the students' score. Most of the students' score did not achieve the minimum passing grade of English subject yet.

The problems above can be seen from the following phenomena:

1. Some of the students had difficulty in identifying the orientation of narrative text.
2. Some of the students had difficulty in identifying the complication of narrative text.
3. Some of the students had difficulty in identifying the social function of narrative text.

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4. Some of the students had difficulty in identifying the meaning of word of narrative text.
5. Some of the students had difficulty in identifying the generic structure of narrative text.

Consequently, based on the phenomena that the writer found, the writer would like to offer an appropriate solution in teaching reading comprehension in narrative text. Accordingly, the writer uses OK4R (Overview, Key Ideas, Read, Recall, Reflect, Review) method to solve the students' problems in reading comprehension in narrative text. According to Turkel (2011), OK4R method makes the reader do the assignment faster and remember the text more if the reader takes time to follow the OK4R method.

OK4R method consists of six steps, namely overview refers to the skimming to get the general information of the text, key ideas refer to the scanning to arrange some key words developed to be questions, read refers to read the text carefully or speed reading so if the reader get the answer of their question they should be better to read slowly to remember the answer above, then recall refers to retell the content of the text by using the key words as the guidance to retell the text, reflect refers to comparing the reader's previous knowledge with the new information that have already been got from the result of reading and retell, review refers to reread what have been written until the information in mind firmly. In brief, based on the procedures above, this method helps the reader to comprehend the text effectively and efficiently.

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Therefore, based on the illustrated problems above, it encourages the writer to conduct a research entitled **“The Effect of Using OK4R (Overview, Key Ideas, Read, Recall, Reflect, Review) Method on Students’ Reading Comprehension of Narrative Text at the Eleventh Grade of State Senior High School 1 Kundur Karimun Regency”**.

B. Problem

1. Identification of the Problem

Based on the pre-observation above, the problems are identified as follow:

- a. Why most of the students had difficulty in identifying the orientation of narrative text?
- b. Why most of the students had difficulty in identifying the complication of narrative text?
- c. Why most of the students had difficulty in identifying the social function of narrative text?
- d. Why most of the students had difficulty in identifying the meaning of word of narrative text?
- e. Why most of the students had difficulty in identifying the generic structure of narrative text?



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2. Limitation of the Problem

Based on the problems that are identified above, this research only focuses on the difference between students' reading comprehension in narrative text taught by using and taught without using OK4R (Overview, Key ideas, Read, Recall, Reflect, Review) method at State Senior High School 1 Kundur Karimun Regency.

3. Formulation of the Problem

Based on the problems limited above, the problems are formulated into following research questions:

- a. How is the students' reading comprehension of narrative text taught by using OK4R Method at the eleventh grade of State Senior High School 1 Kundur Karimun Regency?
- b. How is the students' reading comprehension of narrative text taught without using OK4R Method at the eleventh grade of State Senior High School 1 Kundur Karimun Regency?
- c. Is there any significant difference between students' reading comprehension of narrative text taught by using OK4R Method and taught without using OK4R method at the eleventh grade of State Senior High School 1 Kundur Karimun Regency?



Reason For Choosing The Title

The reasons why the writer is interested in carrying out a research on the topic above are based on several considerations:

1. The topic is relevant to the writer as a student of English Education Department.
2. One of the teachers at the school where the writer makes the research as the close family, so it makes the writer easy to collect the information and data related to this topic.
3. Based on the writer's concern, the title of this topic research is not investigated yet by the previous researcher.

D. Objectives and Significances of the Research

1. Objectives of Research

The Objectives of this research includes:

- a. To know the students' reading comprehension of narrative text of the eleventh grade taught by using OK4R method at State Senior High School 1 Kundur Karimun Regency.
- b. To know the students' reading comprehension of narrative text of the eleventh grade taught without using OK4R method at State Senior High School 1 Kundur Karimun Regency.
- c. To know the significant difference between students' reading comprehension of narrative text taught by using OK4R Method and

taught without using OK4R method of the eleventh grade at State Senior High School 1 Kundur Karimun Regency.

2. Significances of Research

- a. These research findings are expected to provide the theoretical and practical OK4R (Overview, Key Ideas, Read, Reflect, Review) method.
- b. These research finding are expected to be useful for the teachers of English and students of State Senior High School 1 Kundur Karimun Regency.
- c. These research finding are expected to be implemented in teaching reading.

E. Definition of the Terms

The writer uses some specific terms in this study. In order to avoid misunderstanding and misinterpreting, the writer provides the definition of all the terms used in this study as follows:

1. Effect

Something that influences another and makes a change is called as effect. According to Hornby (2005), effect is change that something or somebody causes in something or somebody else. In line with the explanation above, the influence in this research refers to OK4R (Overview, Key Ideas, Read, Recall, Reflect, Review) method on students' reading



comprehension in narrative text of the eleventh grade at State Senior High School 1 Kundur Karimun Regency.

2. OK4R Method

According to Pauk in Abidin (2012), stated that OK4R method stands for overview, key ideas, read, recall, reflect, review. Overview refers to skimming to get the general information. Then, key ideas refer to read the first sentence of each paragraph to get the key ideas or main ideas. After that, read refers to read the support sentence of each paragraph and underline the difficult word, then recall refers to remember the information that is read by writing down the important point without looking at the text, reflect refers to relate the text with the daily life or readers' understanding, review refers to reread what have been written until the information stay in the reader's mind.

3. Method

Method is a single set of procedures which teachers are to follow in the classroom. It is based on a set of beliefs about the nature of language and learning (Nunan, 2003, p. 5). It means that method is the procedure of teaching.

4. Reading Comprehension

According to Schmidt (2010), reading comprehension is the process by which the meaning of a written text is understood. It means that reading

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comprehension aims at understanding the writer's meaning in the text accurately to get knowledge and information from reading process.

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