

CHAPTER I INTRODUCTION

A. The Background

Reading is as one of the skills that students should master in learning English. In learning English, one of the language skills that the students need to acquire is reading. The aim of teaching is to make students able to read the text effectively and efficiently. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)¹. So, the teacher should make his/her students understand and comprehend about the text and choose the best strategy for reading comprehension.

According to Anderson et.al in Karen R. Harris and Steve Graham “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency”.² On the other hand Reading is the key to open door to all students and Comprehension refers to how struggling readers “make sense” of the written page in any content area.

Based on curriculum, in basic competence, students have to give response of meaning and rhetoric step in essay. Students have to understand the meaning of

¹Janette K.Klinger, Sharon Vaughn, and Alison Boardman,2007, *Teaching Reading Comprehension to Students With Learnin Difficulties*(New York: Guilford Press), p.23

² Karen R. Harris and Steve Graham,2007,*Teaching Reading Comprehension to Students with Learning Difficulties*, (New York:The Guilford Press), p. 2

short text.³ They have to understand reading text in order that they can identify the aspects of the text. MAN Kampar Timur is one of the Senior High School in kab, Kampar.

Based on curriculum, the basic competence of students have to give response of meaning and rhetoric step in essay. Students have to understand the meaning of short text.⁴ They have to understand reading text in order that they can identify the aspects of the text. In MAN Kampar Timur, they implement KTSP (Education Unit Level Curriculum). In KTSP, every school should decide the KKM 70 from 100. In this fact, English teachers have a big problem to reach the targets. They have to creative to be solve this problem.

In teaching reading comprehension, the teacher introduces the material to the students and gives an example. After introducing the material, the teacher asks the students to practice reading comprehension individually or group. At the end of the class, the students get feedback from their reading and submit their reading. The teacher give the students' assignments about the reading comprehension, the teacher find the score of the students' reading comprehension. There are 30 students in the class, 10 students got the score > 75, 12 students got 65 and 8 others students got < 60 in daily test.⁵

³Henny Riandary, 2007,*Model Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA and MA*, (Solo: PT. Tiga Serangkai Pustaka Mandiri), p. 19

⁴Ibid, Henny Riandary, 2007

⁵Sabar budiono, S.Pd , 2013, *Kumpulan Analisis Nilai Siswa Kelas Dua Man Kampar Timur*(Kampar:Unpublished),p.1

Actually, all of the students want to be good readers but most of them have problems and difficulties in comprehending the text. They are also confused how to catch the information from the text, especially in MAN Kampar Timur. The writer found that there were some facts not matching with the purpose of curriculum. The writer still found that the students' English reading was still low, especially to comprehend reading text.

Based on the syllabus, the competence standard of reading for the second year of Senior High School is to understand the meaning of monologue text or essay in narrative, spoof and hortatory exposition accurately, fluently and acceptedly in daily life context to access the knowledge.

The writer did some observations at the eleven grade at MAN Kampar Timur, the writer found some problems related to reading as follows;

1. Some of the students are not able to state main idea of the text in reading comprehension.
2. Some of the students are not able to locate and identify the generic structures of the text in reading comprehension.
3. Some of the students are not able to make inference of the text.
4. Some of the students are not able to analyze the meaning of certain words on the text.
5. Some of the students are not able to locate or identify facts such as the names of characters, the time of the story or the place of the story in reading comprehension.

The problems are caused by several factors for example teacher just used conventional strategy for the students. Generally, teacher always asked the students just to read materials, to answer the questions of the reading passage and finally ask the students to collect the task. The strategy can make the students not active to participate in learning process

There are many skills and strategy that the students need in order to help them understand English text. To get some information from the English paragraph, students have to be able to read the paragraph effectively and efficiently. Therefore, introducing of OKRRRR strategy is very important to know and to learn. In this case, the writer tries to apply the use of OKRRRR strategy in Kampar Timur school especially of the eleventh grade students at MAN Kampar Timur. The writer taking OKRRRR as good alternative in understanding what they read and to remember details of what they have read.

This strategy was designed to help students to overview the material in which and evaluate it if it contains the basic ideas and take notes of the key points that will guide their eading. Next is to read in detail the topic, which makes jottings of salient points to recall what had been read then reflect on the points by relating them with other ideas or something common that will help their understanding. After the reflect on areas, then go through the material again to get a better understanding of difficult or unclear areas and those of poor understanding. It is most useful in subject areas with more continuous reading than analysis such as the management sciences, commercial and art subjects.

Based on explanation above, the writer is interested in conducting a research entitled: “The Effect of Using Overview, Key Ideas, Read, Recall, Reflect and Review (OKRRRR) Strategy on Reading Comprehension of the Eleventh Grade Students at Man Kampar Timur”. The writer hopes that this strategy can help students to increase their reading comprehension.

B. The Problem

1. Identification of the Problem

Based on the problems depicted in the background of the problem, thus, the problems of this research are identified as follows:

- a. What makes the students unable to state main idea of the text in reading comprehension?
- b. What makes the students unable to locate and identify the generic structures of the text in reading comprehension?
- c. What makes the students unable to make inference of the text?
- d. Can Overview, Key idea, Read, Recall, Reflect and Review (OKRRRR) strategy improve students’ reading comprehension?
- e. is there any significant effect of using Overview, Key idea, Read, Recall, Reflect and Review (OKRRRR)strategy on students’ reading comprehension?

2. The Limitation of the Problem

Based on the identification of the problems stated above, the writer limits the problem of this research in reading comprehension on narrative

text by using Overview, Key idea, Read, Recall, Reflect and Review (OKRRRR) strategy of the eleventh grade students at MAN Kampar Timur.

3. The Formulation of the Problem

Based on limitation of the problem, the writer formulated the problems of the study as follows:

- a. How is the students' reading comprehension taught without using Overview, Key idea, Read, Recall, Reflect and Review (OKRRRR) strategy of the eleventh grade students at MAN Kampar Timur?
- b. How is the students' reading comprehension taught by using Overview, Key idea, Read, Recall, Reflect and Review (OKRRRR) strategy of the eleventh grade students at MAN Kampar Timur?
- c. Is there any significant effect of using Overview, Key idea, Read, Recall, Reflect and Review (OKRRRR) strategy on students' reading comprehension of the eleventh grade students at MAN Kampar Timur?

C. The Objective and the Significance of the Research

1. The Objective of the Research

Based on the formulation, the objectives of the research can be seen as follows:

- a. To find out students' reading comprehension taught without using Overview, Key ideas, Read, Recall, Reflect and Review

- (OKRRRR) strategy of the eleventh grade students at MAN
Kampar Timur.
- b. To find out students' reading comprehension taught by using
Overview, Key ideas, Read, Recall, Reflect and Review
(OKRRRR) strategy of the eleventh grade students at MAN
Kampar Timur.
 - c. To find out the effect of using Overview, Key ideas, Read, Recall,
Reflect and Review (OKRRRR) Strategy on reading
comprehension of the eleventh grade students at MAN Kampar
Timur.

2. The Significance of the Research

There are the significances of the research as follows:

- a. To fulfil one of the requirements of S. I degree of English
Education Department of Education and teachers training Faculty
of State Islamic University of Sultan Syarif Kasim Riau.
- b. To increase students' reading comprehension by using Overview,
Key idea, Read, Recall, Reflect and Review (OKRRRR) strategy.
- c. To give information about the effect of using Overview, Key idea,
Read, Recall, Reflect and Review (OKRRRR) strategy on reading
comprehension at the eleventh grader students at MAN Kampar
Timur.

- d. To enlarge the writer's knowledge about the research especially for the writer's insight scientifically in the topic of Overview, Key idea, Read, Recall, Reflect and Review (OKRRRR) strategy.

D. The Definition of the Terms

In order to avoid misunderstanding in reading this research, it is necessary to define the following key terms:

1. Effect

According to Jack C. Richards effect is measure of strength of one variable's effect on another or the relationship between two or more variables.⁶ In this research, effect means how Overview, Key idea, Read, Recall, Reflect and Review (OKRRRR) strategy can influence students' ability in understanding text.

2. Overview, Key idea, Read, Recall, Reflect and Review (OKRRRR)

According to Jessica Sikorski, the OKRRRR strategy is one of the effective strategies to improve students reading comprehension focused on organizing information in their minds and making it meaningful.⁷ In OKRRRR Strategy students will retain much more information by using this strategy when they are required to take their own notes

3. Strategy

⁶Jack C. Richards and Richard Schmidt, 2002, *Longman Dictionary of Language Teaching and Applied Linguistic ; Third Edition* (New York: Pearson Education), p. 175

⁷Sikorski Jessica, April 25, 2011, *EDSP 779- GUT Strategy*, Study Skill, Retrieved from <http://www.lz95.net/msn/faculty/jclemens/OK4R%20%20Developed%20by%20Dr.pdf>

Strategy is a plan of action that can be applied to different situations or tasks and it helps increase understanding to improve memory, solve a particular problem, reach a desired goal or increase efficiency in performance.⁸

4. Students' Reading Comprehension

Finding ways to help students generalize their newly acquired reading comprehension skills is essential. According to Harvey F. Silver all students' reading is filled with a sense of purpose.⁹ In this research students' reading comprehension is the ability of the students to comprehend reading text.

⁸ Robert J. Seidel, Kathy C, et.al 2007.,*From Principle of Learning to Strategies for Instruction*, (New York: Springer Science+Business Media, LLC, <http://www. Library.nu> (Accessed Oktober 15 th 2011)

⁹ Harvey F. Silver et al, 2007, *The Strategic Teacher Selecting the Right Research-Based Strategy for Every Lesson*,(Virginia:Association for Supervision and Curriculum Development, Alexandria), p. 87 ,<http://www. Library.nu> (Accessed may 12th 2011)