**THE EFFECT OF APPLYING OK4R (OVERVIEW, KEY IDEAS, READ ,RECITE, REVIEW, REFLECT) METHOD ON THE STUDENTS' ACHIEVEMENT IN CRITICAL READING COMPREHENSION**

# SKRIPSI

*Submitted In Partial Fulfillment Of The Requirements*
*For The Degree Of Sarjana Pendidikan (S.Pd)*
*English Education Program*

By

**WINNI WULANDARI**
**1402050088**

**FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA MEDAN 2018**

## BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 29 Maret 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Winni Wulandari
NPM : 1402050088
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying OK4R (Overview, Key Ideas, Read Recite, Review, Reflect) method on the Students' Achievement in Critical Reading Comprehension

Dengan diterimanya skripsi ini, sudah lulus dari Ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan ( A ) Lulus Yudisium
( ) Lulus Bersyarat
( ) Memperbaiki Skripsi
( ) Tidak Lulus

PANITIA PELAKSANA

Ketua                                              Sekretaris

**Dr. Elfrianto Nasution, S.Pd, M.Pd**          **Dra. Hj. Syamsuyurnita, M.Pd**

ANGGOTA PENGUJI:

1. Dra. Diani Syahputri, M.Hum         1.

2. Pirman Ginting, S.Pd, M.Hum         2.

3. Mandra Saragih, S.Pd, M.Hum        3.

## MAJELIS PENDIDIKAN TINGGI
## UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
### Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

## LEMBAR PENGESAHAN SKRIPSI

Skripsi ini diajukan oleh mahasiswa di bawah ini:

| | | |
|---|---|---|
| Nama Lengkap | : | Winni Wulandari |
| N.P.M | : | 1402050088 |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Judul Proposal | : | The Effect of Applying OK4R (Overview, Key Ideas, Read Recite, Review, Reflect) Method on the Students' Achievement in Critical Reading Comprehension |

sudah layak disidangkan.

Medan, Maret 2018
Disetujui oleh:
Pembimbing

**Mandra Saragih, S.Pd, M.Hum**
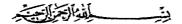
Diketahui oleh:

Dekan

Ketua Program Studi

**Dr. Elfrianto Nasution, S.Pd, M.Pd.**

**Mandra Saragih, S.Pd, M.Hum**

## SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

| | | |
|---|---|---|
| Nama Lengkap | : | Winni Wulandari |
| N.P.M | : | 1402050088 |
| Prog. Studi | : | Pendidikan Bahasa Inggris |
| Judul Skripsi | : | The Effect of Applying OK4R (Overview, Key Ideas, Read Recite, Review, Reflect) Method on the Students' Achievement in Critical Reading Comprehension |

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Januari 2018
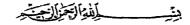Hormat saya
Yang membuat pernyataan,

**Winni Wulandari**

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

**Mandra Saragih, S.Pd, M.Hum.**

# MAJELIS PENDIDIKAN TINGGI
## UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
### Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

## BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Winni Wulandari
N.P.M : 1402050088
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying OK4R (overview, Key, Ideas, Read, Recite, Review, Reflect) Method on the Students' Achievement in Critical Reading Comprehension

| Tanggal | Deskripsi Hasil Bimbingan Skripsi | Tanda Tangan |
|---|---|---|
| | | |
| 12-03-2018 | Chapter 1 | |
| | Abstract | |
| | Scope and Limitation | |
| | | |
| | | |
| 13-03-2018 | Chapter IV | |
| | Data analysis | |
| | Discussion | |
| | | |
| 16-03-2018 | Chapter V | |
| | Conclusion | |
| | | |
| | | |
| | | |
| | Acc | |
| | | |

Medan, Maret 2018

Diketahui oleh
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing
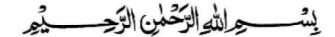
(Mandra Saragih, S.Pd, M.Hum)

# ABSTRACT

**Winni Wulandari. 1402050088. The Effect Of Applying (OK4R) Overview, Key Ideas, Read, Recite, Reflect, Review On The Students' Achievement In Critical Reading Comprehension. Skripsi. English Education Department Of Faculty Of Teacher Training And Education. University Of Muhammadiyah Sumatera Utara (UMSU). Medan.2018.**

This study was aimed to investigate teaching reading by using OK4R method. This research was applied experimental research .The objective of this research was to find out the significant effect of using OK4R method on the students' achievement in critical reading comprehension. This research had been conducted at SMP TUNAS KARYA Batang Kuis. The population of this research were the eight grade classes in academic year 2017/2018 which consisted of 4 classes, 116 students. The researcher took 2 classes as the sample of research by using purposive sampling. VIII-1 was as the control class that consisted of 28 students and VIII-3 was as experimental class which involved 28 students. Each class was given a pre-test, treatment, and post-test. The control class was taught by using traditional method (lecturing) meanwhile the experimental class was treated by using OK4R method. The instrument of this research was 10 items of essay test. The data were analyzed by using t-test formula. Based on the finding it was found that there was a significant effect of applying OK4R metdod which was proven from the lower mea score of the pre-test than the post-test (13.9 > 2.05). Then,the final result shown that $t_{obserbe}$ (13.9) was higher that $t_{table}$ (2.05) with the degree of freedom was 54 (df= 54), it meant that the hull hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In conclusion, the students' achivement in reading by applying OK4R method was more significant than lecturing method.


*Keyword : OK4R Method ,Critical Reading Comprehension,Descriptive Text*

**ACKNOWLEDGEMENTS**

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalamu'alaikum warahmatullahi wabarakatuh

In the name of allah the most gracious and the merciful. Praise to be Allah, first above all, the researcher would like to thank Allah SWT, the most almightly who has given the healthy and chance for he in finishing this study. Secondly, bless and peace be upon the prophet muhammad SAW as the figure of good civilization, intellectual , braveness, and loving knowledge.

This  study entitle: *The Effect Of Applying (OK4R) Overview, Key Ideas, Read , Recite, Reflect, Review Method on The Students' Achievement in Critical Reading Comprehension.* It was not easy for the researcher in finishing this study. There were many difficulties and problems faced by her, physically and mentally. Without help of the following people, it might be possible for her to finish it. Therefore, the researcher would like to express her first thank to her dearest father Suyatman and dearest mother Sutiningsih for their great affection pray, advice , courage moral and material supports during her academic year in completing her study at FKIP UMSU. May allah always bless them. Then, the researcher also would like to express her gratitude and appreciation to:

10. All her friends in class B morning, thank you for their prayer, suggestion and help for this research, and also thank you for all who were not mentioned here. May Allah SWT bless them. Aamin

<div align="right">

Medan,   Maret 2018

The Researcher

Winni Wulandari

</div>

# TABLE OF CONTENTS

**REFERENCES**

**APPENDICES**

# LIST OF TABLES

# CHAPTER I

# INTRODUCTION

## A.    The Background of Study

Reading as one the language skill has an important role for facilitation students to learn a foreign language, in which through reading the students are expected to be able to find the information from the text, identify the main idea, identify the explicit or implicit from the text and understanding the purpose of the text. In reading, the students not only read the text but the students must comprehend the content and understand the meaning of the text.

According to Catherine (2002: 11) reading comprehensions is the process of simultaneosly extracting and constracting meaning through interaction and involvement with written language. Reading comprehension is dealing with a process to comprehend the text critically. In reading activity, we are not only reading text, but also trying to understand what we are reading by think critically to understanding, analyzing, explaining, and evaluating any problems from the text that given by the teacher.

Critical reading plays an important role in the success of the student in comprehend the text, a student who has excellent critical reading skill is

able to evaluate a piece of writing as he or she reads. Also, a critical reader asks question about the validity of facts in written piece, in short, critical reader is the opposite of passive reader. Critical reading help the students to figure out the meaning especially to students when answering the question.

In teaching reading skill the teacher have to be able to help students to read and comprehend the text. The teacher need to lead the students to know the purpose of the text, how the sentences are connected each other to comprehend the content of the text. Thus, in school based curriculum (KTSP) (DEPDIKNAS 2006: 278) it is stated the goal of teaching reading skill for eighth grade is to enable the students to costruct meaning from the text, it is the same as reading comprehension goal. Without understanding the text, students get difficult to answer the question from the teacher.

Based on the researcher experience when PPL II on July up to October 2017 at SMP Tunas Karya BatangKuis. The researcher found many students had difficulties to understand well. Most of them had limited knowledge to master reading skill. They were unable to understand the purpose of the text because they were unable to comprehend the text and lack of vocabulary. and than the problem that faced on students in reading comprehension class is critical thinking. When they are given some questions or problems to solve they could not to solve it by think critically. ,meanwhile critical thinking become important think of students to

comprehend the text critically,because without think critically the students will difficult to comprehend the text.

To know the achievement of students' critical in reading comprehension the researcher is going to use OK4R method. The method OK4R stands for Overview, Key Ideas,  Read, Recite, Reflect, And Review (Walter Pauk ,2001) .The goal of this method is to  increase students engagement with the text when studying context material. It helps the students to construct the information in their mind

Based on all reason above, the researcher thinks that applying OK4R method can improve students' reading critically, because OK4R method is suitable in conducting research entitle *"The Effect of Applying OK4R(Overview, Key Ideas, Read, Recite, Reflect, And Review) Method on The Students' Achivement in Critical Reading Comprehension"*.

**B.  The Identification of Problem**

Based on the background of study above, there aresome problems that will be identified in this research:

1. The students' was lack of vocabulary.

2. The students' of the weaknesses to comprehend the text.

3. The students' got difficulties comprehend the text critically.

**C.    The Scope and Limitation**

The research was focused on the students' critical    in reading comprehension and the reseach was limited to descriptive text at eight grades of SMP Tunas Karya Batang Kuis in academic 2017/2018 by using OK4R method.

**D.    The Formulation of the Problem**

Reffering to the background of the study, the problem of this research was formulated as follow: is there any significant effect of applying OK4R method on the students' achievement in critical reading comprehension.

**E.    The Objective of the Study**

The objective of the research was to investigate the significant effect of applying OK4R method on the students' achievement in critical reading comprehension.

**F.    The Significant of the Study**

A. Theoretically

  To add knowledge ,experience and insight, as well as in application of materials research by using OK4R   method, especially regarding our knowlegde about reading comprehension and useful for other research who want to do the research about this topic, so they can improve the research better.

B. Practically

The findings of the study are expected to be significant for:

1. For the students, can make students increase their score and their understanding in reading everything.

2. For the teacher, the result of the study will hopefully help the teacher in deciding the best steps in increasing the student reading ability.

3. For the researcher, this finding is expected as the basic information to increase their knowledge in english.

4. For the headmaster, as principle to guide the teacher to be quality and enjoyable teacher.

5. The reader at UMSU who are interested in conducting a much deeper research on reading and OK4R method.

## CHAPTER II

## REVIEW OF LITERATURE

### A.  THEORITICAL FRAMEWORK

In conducting a research, theorities needed to explain some concept applies concerning to the research. The theories must be classified to avoid confusion. The following theories used in this study.

### 1.  Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003:88). In reading process, the reader is not only understand the text on the reader's knowledge to build meaning but also transfer ideas and information expressed by writer. Therefore, the reader background knowledge should be integrated with the text to create meaning. So, everyone get the information and knowledge not only from what they write and what they listen. But also, from reading a text. In reading, the writer can transfer information to the readers. It means that there was an interactive process between the reader and text. From a text, the reader can build meaning by their background knowledge.

Reading is the process of obtaining or constructing meaning from a word or cluster of words (Seyler 2004:41). This statement gives three ideas about reading. First, meaning was found in cluster of words, not necessarily in complete sentences. Second, reading involves getting meaning from the words, understanding the ideas, information or feeling the word convey when put in

particular pattern. The third, meaning was thinking about the verbs obtaining or constructing. The task of the reader is to obtain the meaning that the writer want convey. Reading does not only demand students having high knowledge and abilities, but also having cognitive capacities. So, from word to word in the text, the reader can get meaning and information what the writer means. It will make the readers easy to get comprehend the information.

Then, Brown (2004:8) gives opinion that reading is likewise a skill that teacher simply expect learner to acquire. It indicates that reading is a process that expects the reader to get information or knowledge by reading the texts. Actually, when students read the text, they will get new information or knowledge. Moreover, information or knowledge will be gotten in many aspects, such as technology, newspaper, and education. So, reading can be perceived as the receptive skill of communication by relating the readers' experience and the written information to produce comprehension. It means reading was one of communication to transfer information between the writer to the readers.

Additionally, when the readers read the text, it was not just read, but the readers should get comprehend what the text talking about. Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text (McNamara 2007:50). So reading comprehension requires deeper understanding to comprehend the text. In reading the text the readers should understand what the meaning of the writer convey in the text. It means comprehension was needed the reader when a text.

Based on some definition of reading described above, it was concluded that reading is one important language skills to be mastered. It is skill that bridges readers to meaning of texts. Through reading a text, the people can enlarge their knowledge. Everybody needs to read in order to improve their knowledge and to gather any information. It was important to reading comprehension because reading comprehension is not just reading with a loud voice but reading is established undestand the meaning of word, sentences, and paragraph sense relationship among ideas as it was.

**1.1 Reading Skills**

In order to be active reader, the learner should develop various reading skill. Which she/he can employ for the purpose of gaining a full comprehension of what is read. Reading involves a variety of skills :

1. Skimming

Skimming is high-speed reading that can save time and help the readers get through lots of material quickly. It is different from other kinds of high-speed reading, such as previewing, and scanning. By skimming, the readers can get general sense of passage or book, not specific details. The goal in skimming is not to read the text thoroughly, but it is used to find out the kind information that the readers seek, and if it does determine what to read more closely.

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material

he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

2. Scanning

Scanning is very hight-speed reading that the reader do when they are looking for specific piece of information. When the readers scan, the readers have questions in mind. In scanning, we do not read every word but only key words tht will answer our question.

Scanning is quickly reading to find the specific information (Brown 2000:308) stated that, scanning is quickly searching for some particular piece or pieces of information in a text. By scanning, a reader means to glance rapidly through a text either to search specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose. When scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of food, a kind of verb, or specific information. To enable the students to scan effectively, he or she need, also, he or she should have the strong belief where he or she will find such information needed from the text.

3. Previewing

Previewing is something that we already do in our daily life. For example, when we receive a letter, we usually look first at the return address or the stamp to find out where it came from and who sent it. Then,

we will make some guesses about what it will be about. By previewing for just a few second, we can pick up a great deal of information about the text we are going to read.

By previewing for just a few second, we can pick up a great deal of information about the text we are going to read. We can preview any kind of text, including pleasure reading books, magazine articles, tests, and textbook assignments.

4. Closing Reading

Close reading requires careful attention to all the words and sentences in a selection to understand its full meaning (Laher and Osborn,2001:45). After we have skimmed a source and decided to read all or part it closely, we read carefully to comprehend ideas and record information. While these to purpose can undoubtedly overlap, awarness of them a separate activities will help to focus.

5. Guessing from Context

Guessing from context is the best strategy to do when we come to a word that we do not know when we are reading. Using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

6.  Paraphrasing

paraphrase is an expression of the meaning of a word or phrase using other words or phrases (Richard and Scmidt 2002:384), often in an attempt to make the meaning easier to understand. Paraphrasing stopping at the end of a section to check comprehension by restating the information and ideas in the text.

## 1.2 Types of Reading

The types of reading. In the case of reading variety of performance is derived from more the multiplicity of types of the text than from the variety of evert types of performance (Brown ,2004:186). Never the less, several types of reading performance are typically identified as follows:

a.  Perceptive

Perceptive reading task involved attending to the components of larger stretches of discourse: letters, word, punctuation and other graphemic, symbols. Bottom-up processing is applied.

b.  Selective

In order to know one's reading cognitive of lexical, grammatical, or discourse features of language within a very short story, selective reading is applied.

c.  Interactive

Included among interactive reading types are stretches of language ofseveral paragraph to one page or more in which the reader mist, inpsycholinguistics sense, interact with the text. That is reading is a

process ofnegotiating meaning, the reader brings the text a set of schemata for undestandingit and take in the product of interaction.

d. Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

**1.3 The Process Of Reading**

Reading comprehension as a complex intellectual process involving a number abilities(Rubin in westwood 2001 : 10). Reading comprehension is a cognitive, motivational, and affective activity. It means that they are keen and interest in using text as a way of obtaining information, learning new ideas, solving problems and a source of enjoyment.

a. Micro processes

In this process the reader must decide which chunks of the text or which details are important to remember. When reading only one sentence, it is relatively easy to recall details, but remembering becomes more difficult after reading a long passage. For example: michelle put the yellow roses in vase. In this case the reader will easy to remember that detail. But the reader may or may not remember later to roses were yellow in long passage because may be the reader think that yellow rose is just unimportant detail.

b. Integrative process

In integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence. For example: michael quickcly looked the doors and shut the windows. He was afraid. The good readers know automatically that he in the second sentence refers to michael in the first sentence. And good readers infer that michelle looked the door and shut the windows because he was afraid. It means that the readers is also actively making connections across sentence and understand the relationships among clauses.

c. Macroprocesses

The reader does this by summarizing the key ideas read. He or she may either or deliberately select the most important information to remember and delete relatively less important details. In this process, the skillful reader also uses a structure of organizational pattern to help him or her organize their ideas.

d. Elaborative processess

When we read, we tap into our knowledge and make inferences beyond points describe explicity in the text. We make conclusions that may or may not correspond with those intended by the author. For instance, in the two sentences provided about michael, we do not know why he was afraid ,but we can predict that perhaps he

was worried that someone had followed him at home, or maybe a storm was brewing and he was concerned about strong winds. It is because the reader has the same experience with the author.

e. Metacognitive processes

Metacognitive is thingking about thingking .in this process the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive process include rehaersing(repeating information to enhance recall), reviewing, underlining important words or section of a passage, note taking, and checking understanding.

**1.4 Purposes of Reading**

The teacher has to realize that reading is purposeful and meaningful forthe students. According to Grabe and Stoller (2002) classify as follows:

a. Reading to search for simple information and reading to skim.

Reading to search for simple communication is a common reading abilitythought some researchers see it has relatively independent cognitive process. Inreading to search, we typically scan the text for a specific piece of informationor specific word. Similarly, reading to skim was a common part of manyreading tasks and useful skill in its own right. It involves, in essence, acombination of strategies for guessing where important might be in the text.

b. Reading to learn from texts.

Reading to learn typically occurs in academic and professional context inwhich a person needs to learn a considerable amount of information from atext. It requires abilities to:

(a) Remember main ideas as well as a number of details that elaborate themain and supporting ideas in the text.

(b) Link the text to the readers' knowledge base.

In addition, it makes stronger inferring demands then generalcomprehension to connect text information with background knowledge.

(c) Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisionss about therelative importance of complementary, mutually supporting or conflicting information to accomodation information from multiple sources. In this respect, both reading to write and reading to critique texts may be tasks variants of reading to integrate information. Both require abilities to compose,select and critique information from the text.

(d) Reading for general comprehension

Reading for general information is the most basic purpose of readingunderlying and supporting most other purpose for reading. General readingcomprehension is actually more complex than commonly assumed. Reading forgeneral comprehension, when

accomplished by a skilled fluent reader, requiresvery rapid and automatic processing of words, strong skill of forming a general meaning representation of main ideas and effecient of man, process under verylimited time constraints.

Based on the purposes of the reading above, reading enchancecomprehension to obtain knowledge, or receive the experience, insight, orimagination of others. The purpose of reading is to get required and accurancyinformation in the text by thinking individually, discussing it in pair then trying toshare the accurancy information which readers get to others. Readers apply thisprocess as effecient as possible.

## 2. Reading Comprehension

The aim of reading activity is for getting good comprehension, if the reader cannot comprehend the text so that they cannot get the information and the knowledge. Reading comprehension is an interactive process. According to Snow (2002) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other word, when reading activity the students have to find the meaning of the text, because if the students do not understand the text, it means that they have no interaction with the author. Therefore, they have to comprehend what they have read because; comprehension was really needed in reading activity.

Level of comprehension refers to the degree in which a reader can be categories as good as poor reader, proficiency reader. It means that how far the students understand information gotten from the text and which levels that has been achieve. According to Brown (2004) there are four levels of comprehension, there are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

a. **Literal Comprehension**

Literal comprehension included the process to take in ideas or understanding the ideas and information explicity in the passage. The basic of literal comprehension is recognizing stated main ideas, details, caused, effect and sequence. Mastering of the basic literal comprehension can be done through understanding the vocabulary, sentence meaning and paragraph meaning. The literal level is easiest level of reading comprehension because a readers is not required to go beyond what is actually said. In this level, the reader knowns the words meaning or to recall detail directly in own word.

b. **Interpretative Comprehension**

Interpretative comprehension refers to the ability to go beyond what isstated directly, to understand what the researcher means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text they are explicitly stated. It can be said that interpretative comprehension the ability to get inference or implied

meaning from the text, understand of ideas and information not explicitly stated in passage.

### c. Critical Comprehension

The critical comprehension is the ability to make analysis, evaluation and personally reacting about the ideas of information the author's offers in a passage. The critical comprehension must be active reader, questioning, searching for fact, and suspending judgement until students considered all of the materials.

### d. Creative Comprehension

Creative comprehension refers to the ability of the reader to use his/her imagination when reading the passage. Skill for creative reading comprehension includes the understanding cause-effect relationship on a story solving problem and producting the creation. So, from these explanation above was concluded that all four levels of comprehension were important and need to be foster for the readers. These levels of comprehension are important, but in this research the researcher only focus on the one levels, namely was interpretative comprehension.

**2.1 Aspects of Reading Comprehension**

There are five aspects of reading which help the students to comprehend the English text: main idea, specific information, references, inference and vocabulary.

    **a.  Identifying Main Idea**

Main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Main idea is called the topic sentence. The main idea of paragraph is the central thought of paragraph and what the paragraph is about. Without a main idea, the paragraph would just be confusion of sentences. All the sentences in paragraph should develop the main idea. To find the main idea of paragraph, a reader must find what common element the sentences shared. Some textbook writers place the main idea at the beginning of the paragraph and may actually put the topic of paragraph in bold print in order to emphasize it, but in literature this is not a common practice. In some paragraphs the main idea is not directly stated but implied.

    **b.  Identifying Specific Information**

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. Reading for detail is skill that a reader to get all information of the text thoroughly. Readers need to be

more careful and slower assuring that they have correctly understood the message  to find details that support the main idea, the readers should be able to identify which are more important that the others.

### c. Determining References

Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. According to Reimer (2009) reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repletion of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

### d. Making Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or unknown and what he does not know. Inference requires that each reader construct a meaning that makes the text a reflection of the experience. Inference is defined as understanding that is derived from an indirect suggestion of what is stated. To understanding the reading text, the reader must be able to detect the clues that the author give.

e. **Understanding Difficult Vocabulary**

Vocabulary is the stock of word used by the people or even person. Harmer (2004) states "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. Linan et al. (2007:87) states that the role of vocabulary in reading is clearly understood, vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

3. **Critical Reading**

Critical reading is process of analyzing, interpreting, and sometimes evaluating the large meaning of a text and how those meaning are created by the text (carr,1990:69). Critical reading is the ability to understand deeply information, anatomize how it is presented, set the purpose of the writer beyond his words and determine his perspective,and improve what it means.

Critical reading can improve the ability of student to think rationally and clearly, it includes the ability to engage in independent and reflective thinking, understand the logic connection between the ideas, evaluate,

identify, construct the arguments,identify the significance or the relavance of idea and reflect the information.

Critical reading ability play an important role in the success of a student. A student who has excellent critical reading skills is able to evaluate a piece of writing as he or she reads. Also, a critical reader asks questions about the validity of facts in a written piece. In short, a critical reader is the opposite of a passive reader. Critical reading skills help students to figure out the meaning behind a piece of writing. This skill can be especially helpful to a students when answering the questions on an exam.

## 4.    The Catagories of Critical Reading

Kennedy (1998:   232) say that after information has been found and understood (literal reading) and its implied meanings have been discovered and interpreted ( inferential reading), the reader is ready to evaluate it, to make judgments as to its application, accuracy, validity, and worth. This is what he called critical reading. Dealing with the author, the critical reader must consider and evaluate the person who wrote the material , considering the eight catagories that follow :

1.   Author's purpose

The critical reader will try to determinne whether the author wrote the material to inform, to entertain, to persuade, or for some other purpose.

2. Author's point of view

The critical reader will want to know if the researcher belonged to a group, lived in an area, or held a strong view that would tend to bias any opinions about a subject in one way or another

3. Author's style and tone

The author's style is the manner in which he or she uses vocabulary (vividness, precision, use of emotional words, use of figurative language) and sentence structure (the order within the language)

4. Author's competence

The reability of written material is affected by the competence of the author to write about the subject in question. To determine the author's experience. Dealing with the material, to comprehending the material literally, the critical reader needs to be able to determine and evaluate some things.

5. Timeliness

The critical reader will to check the date that the material was published, because the timeliness of an article or book can make a crucial difference in a rapidly changing world.

6. Accuracy and adequacy

Nonfiction material should be approached with this question. " are the facts presented here true?" the importance of a good bacground of experience evident here. A reader who has a previous experience with he material will have a basis of comprison not available to one lacking such experience.

7. Appropriateness

Critical reader must be able to determine whether the material is suitable for their purposes. A book or article can be completely accurate and not be applicable to be problem or topic under consideration. Facts are statements that can be verified through direct observation,consultanation of official records of past events, or scientific experimentation. And for various reason, opinion cannot directly be verified. Knowledge of key words that signal opinions, such as believe, think, seems, may, appears, probably, likely, and passibly, can be extremely helpful to reader.

8. Recognition of propaganda techniques

Elementary school children, like adults are constantly deluged with writing that attempts to influence their thinking and action some of these materials may be used for good purposes and some for bad ones. Since propaganda techniques are often untilized to people toward or away from a cause or point of view, children should be made aware of them so that they can avoid being unduly influence by them.

**5.** **Descriptive text**

Descriptive is text based on generic structure and language feature dominantly used (watkin,1999). The purpose of descriptive text is to explain the processes involved in the information of working of natural or sociocultural phenomenon and then to describe a particular person, place or thing, in other words, descriptive text purpose to describe something by using words to the reader in order to deliver the main points of writing the text.

1. The part of descriptive

Pardiyono (2007:165) states, descriptive paragraph have some characteristics as follows:

a. Social function

The social funtion of descriptive is to give description of characteristic of condition of an object, both human and things, by using adjectives and attributes.

b. Reading focus

The reading focus of descriptive is description of qualities, conditions, character of an object.

2. Generic structure

As gerrot (1994) writers, the generic structure of desciptive is:

A. Identification which identifies phenomenon that will be described.

B. Description which describes about parts, qualities or characteristic of something or something or someone in detail.

3. Gramatical feature

The following are several grammatical feature of descriptive according to knap and watkins:

A. In descriptive, the present tense in predominatly used. The past tense is used to describe something in the past.

B. The use of action verbs are needed in describing especially for decribing behaviour.

C. When describing feeling, mental verbs are used, adjective, adverbs, and adverbial phrases are used most often.

At the following is one of the examples of a descriptive text:

Mr. Amir has a big house. It is beautiful and modern. It has a big living room, four bedrooms, a kitchen, a dining room, a shed and and a garage. There is a lovely garden and swimming pool behind the house. In the living room, there are arcmchair, a sofa, a coffee table, a tv set, a tape recorder, laser disk, and a bookshelf. In the kithcen, there are a lot of cooking utensils like a gas stove, a refrigerator, pans,and a kettle. The family enjoys living in the house. They always keep the house clean and meat (revolusibelajar,2006).

**6.     Overview, Key Ideas, Read, Recite, Reflect, Review (OK4R) Method**

OK4R method stands for Overview,Key Ideas, Read, Recite, Reflect and Review. It is method  for reading material which you are expected to remember or to use in an assigment. It means this method can help the students to develop their reading comprehension . The students read and discuss about the text with peers. It make the students will complete the assignment much faster and remember much more.

OK4R is method of reading with help think about what want to get from the text and remember infomation well(Paul 1951:256). It is allow the students to be easier for reading the text and understand what has been read them.to make the students success in reading, the teacher can use OK4R method, paul (1951:256), says some steps in OK4R:

a. Overview

In this step, the students read the title, the introductory andsummarizing paragraphs and all the heading included in the reading material Then you will have a general idea of what topics will be discussed. Do the chapter by chapter.

b.   Key ideas

Now begin to work. Go over the text again and look for key idea. These are usually located in the first sentence of each paragraph

anddiagrams and captions or go back and skim the text for the key ideas (usually found in the first sentence of eacd paragraph). Also read theitalics and bold type, bulleted sections, itemizations, pictures and tables. After this you know what the author's his saying about his topic

c. Read

Read the selection carefully to see how the author supports the key ideas you found in the headings. Dont try to read too quickly at this stage. After students do the overview and you get Key Ideas which hascarefully and actively. The students read the reading to comprehensively, do this activity repeatedly while trying to get the authorideas. If you come to a new word which you do not know, look it up main a note of it.

Perhaps its meaning will be clear as you complete thatparticular sentence but it is better to look for the word meaning. Or readthe material this is frequently the only step that students perform.

d. Recite

After reading each section, test your memory. Try to say or write down the main points. If you can't do it now, you won't be able to do it next week. Now make a brief summary or go back and underline or highlight.

e. Reflect

We have discussed before how meaningfulness can help improvelearning. In this step, try to relate what they have read to things thatalready know. Try to find significance in what they have learned. In thisstep, students should reflect on the text as you reading it, trying tounderstand it, think of examples, and to relate the material to prior knowledge

f. Review

To keep material fresh in your main, review it every now and then. Reread your notes and try to say or rewrite the main points until they are finally in your main.

**6.1 The Implimentation of Overview, Key Ideas, Read, Recite, Reflect, Review (OK4R) Method in Critical Reading Comprehension.**

There are some steps applied OK4R method as follows :

a. Overview

1. The teacher ask to the students read the title , the introduction summarizing paragraphs and all the heading in the reading material.

2. After that the students will have a general idea of what the topic.

b. Key ideas

1.  The students go over the text again.

      2. Skim the text for the key ideas

c. Read

      1. The students read the text comprehensively.

      2. Do this activity repeatedly while trying to get author's idea.

d. Recite

      The students' close the book and try to say or write what they read

e. Reflect

      1. The students try to relate what they have read to things that they already know.

      2. The students should reflect on the text as them read and trying to understand it and then think of examples.

f. Review

      The students go over the text again to review material and refresh they memory.

## 6.2 The Advantages of OK4R Method

a. Making the process of reading more effective and efficient.

This method offers the students how to read effectively. Students will make their reading process more valuable. They will understand the text by following the steps offered by ok4r method

b. Making the process of reading are well-organized

This method will make the students read in well organized way. Starting with doing overview about the text, student will know a short description about the text before reading it. After that, finding key ideas, reading, reciting, reflecting, and reviewing will come in sequence.

c. Making the students remember the material longer.

The students should remember what they have read. By conducting OK4R method, students will remember the material longer. This is cause by the R (recite, reflect, and review) that offered by this method.

d. Making the students easy to understand the text

The students are required to find key or main ideas in each paragraph.

it will make the students get the desciption of what they are going to read letter.

## 6.3 The Dissavantage OK4R method

a. The students needs much time in key ideas stage

b. The students sometimes difficult in reflect stage, because this stage relate with their experience

## B. Relavant Studies

The relevant studies based on the similarities in variables of study even in dependent variable although independent variable. Some of the relevants of the study with the research that will be done as follows :

1. *The Effect Of Using OK4R Method In Improving English Students in Reading Comprehension* By Nestiti Bastian (2010) Second Years Student At SMA Negeri 5 Pekanbaru. In this research he found that there was a significant effect of using OK4R improving english students'. The result of use this method is significantly different between OK4R method and lecturing method.

2. *The Effect Of Using PQ4R Strategy Toward Students' Reading Ability In Recount Text At The First Years Of Senior High School*by Nahrika Yanti (2010) At Benar Pekanbaru.In this research he found that there was a significant effect of using PQ4R method improving english students'. The result of use this method is significantly different between PQ4R method and lecturing method.

Based on the relevant studies above, needed deeper study regarding the application of the method. In this study will be devoted in teaching reading. From the previous research that the method has a significant effect on the students' achievement in reading. And the researcher will used a different method but in the same skill.

## C.  Conceptual Framework

OK4R method is one of the methods that can help the teacher to solve the problem of the students critical in reading comprehension. The procedure of OK4R method describe in six steps they are : Overview, Key Ideas ,Read,

Recite, Reflect and Review. This method is design as a procedure for students to use to monitor their comprehension and learning as they read and study descriptive text. Firstly the students must overview the material in which process evaluate it it it contains the basic ideas and take notes of the key points that will guide in reading,next is to read in detail the topic, during which make jottings of salient points to recall or recite what had been, then reflect on the points by relating them with other ideas or something common that will help is understanding. After the reflect on areas, then students go through the material again to get a better understandig of difficult or unclear areas and those of poor understanding.

OK4R method is more effective to be used to improve reading skill of the students, because this method has many advantages for the students. Therefore, applying OK4R method can increase the students critical in comprehend the text.using this method makes the students to be more creative, attentive, and energetic. Readers who reach deep rather than cursory understanding of the text well.

**D. Hypothesis**

The hypothesis of the research were followed :

Ha: There is significant effect of applying Overview, Key Ideas, Read, Recite, Reflect, Review (OK4R) method on the students' achievement in critical reading comprehension.

Ho: There is no significant effect of Applying Overview,Key Ideas, Read
Recite ,Reflect, Review (OK4R) method on the students' achievement in
critical reading comprehension.

## CHAPTER III

## METHOD OF RESEARCH

### A. Location and Time

This research was conducted  at SMP TUNAS KARYA Batang Kuis,Sumatera Utara in academic years 2017/2018. The reason for choosing this school because the reseacher found that the students had some problems in reading comprehension and the students ability of reading in this school still low and poor. So, applying OK4R method in teaching reading is suitable in this reseacrh.

### B. Population and Sample

#### 1. Population

The population of this research is the student of 2017/2018 academic year of SMP TUNAS KARYA. Which consist of four classes. They are VIII-1 , VIII-2  ,VIII-3,  VIII-4 . so total of the students is 124.The population can be seen in table 3.1

**Table 3.1**
**The population of research**

| No | Class | Population |
|----|-------|-----------|
| 1  | VIII- 1 | 28 |
| 2  | VIII-2 | 30 |

| 3 | VIII-3 | 28 |
|---|--------|-----|
| 4 | VIII- 4 | 30 |
|   | TOTAL | 116 |

## 2. Sample

The sample in this research is VIII-1 which consist of 28 students and VIII-3 which consist of 28 students was taken by purposive sampling technique. The sample can be seen in table 3.2

**Table 3.2**
**The sample of research**

| No | Class | Sample |
|----|-------|--------|
| 1 | VIII-1 | - |
| 2 | VIII-2 | - |
| 3 | VIII-3 | 28 |
| 4 | VIII-4 | 28 |
| Total | | 56 |

## C. Research Design

This research used an experimental method namely. Two different groups pre-test and post-test (sugiyono,2010:74). Experimental that consist of 28 students and control group consist of 28 students. The experimental group was thought by applying OK4R method. The

control group was taught by using lecturing method. The explanation

can be seen in table 3.3

**Table 3.3**
**Research design**

| Group | Pre-test | Treatment | Post-test |
|---|---|---|---|
| Experimental | ü | Overview, key ideas, read, recite,reflect,review (OK4R) Method | ü |
| Control | ü | Lecturing Method | ü |

1. **Pre-test**

   A  pre-test was conducted to find out studens' critical in reading

   comprehension descriptive text before having treatment. The pre-test

   was given to the experimental group and control group ant their works

   are scored.

2. **Treatment**

   The treatment was given to the experimental  group taught by

   using OK4R method, while the control group will be taught by using

   Lecturing method.

**Table 3.4**
**Procedure Of Research In Experimental Group**

| NO | Teacher Activities | Students Activities |
|---|---|---|
| 1 | Teacher was given pre-test and ask the students based on the material | Student answer the question based on the material |
| 2 | Teacher was given treatment by using OK4R method<br>A. Overview: the teacher asked the students to read first and last paragraph,read heading, and skim material<br><br>B. Key ideas :the teacher asked the students to skim the text to look for the key ideas in each paragaraph<br><br>C. Read: the teacher asked the students to read the text, and underline the difficult words in the text<br>D.recite: The students asked the students to close the book or text and try to say or write down the points they catch while reading<br><br>E. Reflect :the teacher asked the students to relate the topic to their life or daily experience<br><br>F. Review: the teacher and students are together reviewing the text.teacher asks the students what the text is about,and mention | Student paid attention to the teacher concept or topic.<br>A. Students get look at the heading, and first sentence of each paragraph<br>B.students get to skim the text and finding the key ideas or main ideas of each paragraph<br>C. Students get to read the text slowly and understand the text and finding the difficult words in the text<br>D.students should close the text and try to say or write down what points they catch while reading<br>E. The students should relate the topic to their daily life or daily |

| | difficult words and make the meaning of each difficult words in the whiteboard. | experience<br>F. The teacher and students are together reviewing the text,students answer the question and write the difficult words from whiteboard. |
|---|---|---|
| **4** | Teacher was given the post-test, teacher ask the students to answer the question based on the topic. | Students submited they work to the teacher |
| **5** | Teacher collected the students work | Students submited they work to the teacher |

**Table 3.5**
**Procedure Of Research In Control Group**

| NO | Teacher Activity | Students Activity |
|---|---|---|
| 1 | Teacher greets students | Students answer the teacher's |
| 2 | Teacher give pre-test for the students, and explain the genre of the text and ask them to read text | Students listen carefully to the teacher explanation carefully and then students do the pre-test |
| 3 | The teacher ask the students to find out the difficult words in the reding text and looked for the meaning in the dictionary | Students found difficult words in the reading text and looked for the meaning in the dictionary |
| 4 | Teacher ask the students to read the text | Students read the text |

| 5 | Teacher give the post-test, and ask the students to answer the question based on the topic. | Students submited they work to the teacher |
|---|---|---|
| 6 | Teacher concludes the lesson by summarizing what they learn | Students listen carefully to the teacher conclusion |

### 3. Post-test

After conducting the treatment, a post test was given to the students. The post test function to know whether the treatment gave the effect or not the students' critical in reading comprehension.The administrating of the post-test meant to find the differences score of both experimental and control groups.

### D. The Instrument of The Research

The instrument of this research was essay test. In the test, the students read descriptive text and answer the questions based on the text.The material of the was taken from English book. Both of experimental and control groups was given the test for the pre-test and post-test. The test consist of 10 items.

**E. Technique of Analyzing Data**

After collecting the data from the test, the data were analyzed by using the following procedure :

1. Reading the students' answer

2. Identifying the students' answer

3. Scoring the students' answer for correct and wrong answer

4. Listing the score into table, first was for experimental group scores and second eas for control group scores.

5. Calculating the total score of post-test in experimental group and control group

6. Finding the mean score of pre-test and post-test in experimental group and control group

7. Finding the standart of deviation

8. Testing hypothesis by applying T-test.

**F. Technique of Data Analysis**

After collecting the data from the test, the data were analyzed by using the following procedures :

1. scoring the students' answer for correct and wrong answer.

2. Listing the scores into tables, first for the control group and score as Y variable, the second for the experimental group score as X variable.

3. Calculating the total score of pre-test and post-test in experimental group and control group. Calculating would be conducted by using t- test as show below, according sugiono (2015)

a. Calculating mean score :

$$\bar{x} = \frac{\sum x}{nx}$$        for experimental class (sugiono, 2015)

$$\bar{x} = \frac{\sum x}{nx}$$        for control class (Sugiono, 2015)

b. Standart deviation

$$SD_1 = \sqrt{\frac{n(\sum x_1^2)-(\sum x_1)^2}{n_1(n_1-1)}}$$ for experimental class (Sugiono, 2015)

$$SD_2 = \sqrt{\frac{n(\sum y_1^2)-(\sum y_1)^2}{n_1(n_1-1)}}$$   for control class (Sugiono, 2015)

c. Calculating correlation product moment X and Y

$$r = \frac{n\sum x\square y\square - (\sum x\square)(\sum y\square)}{\sqrt{\{n\sum x\square^2-(\sum x\square)^2\}\{n\sum y\square^2-(\sum y\square)^2}}}$$ (Sugiono, 2015)

d. Hypothesis test (t-test )

$$t = \frac{\overline{X_1}-\overline{X_2}}{\sqrt{\left(\frac{S_1^2}{N_1}+\frac{S_2^2}{N_2}\right)-2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$ (Sugiyono, 2015)

e. Finding degree of freedom (df) or t-table as formula :

Df = 2N-2

# CHAPTER IV

# DATA COLLECTION AND DATA ANALYSIS

## A. Data Collection

This research was conducted by purposive sampling . It deals with quantitative design. There were two groups in this research, namely experimental group and control group. The data of this research was taken by giving the test that were divided into pre-test and post-test. The population of this research was eight grade students of SMP Tunas karya batang kuis. Class VIII-3 and VIII-1 was decided as experimental VIII-3 and control VIII-1 based on some consideration.

Experimental group and control group was given essay test from which is consist of 10 items on pre test and post test. The pre test was given before the treatment and post test given after the treatment. The researcher gave the treatment to the students experimental group by applying OK4R method and control group by applying lecturing method. Table the score of pre-test and post-test of the experimental group and control group (it can seen in appendix 9 and 10)

## B. Data Analysis

The Effect of applying *OK4R* method on the Students' Achievement in critical Reading Comprehension. Based on the data from the test the score

were analyzed in other to know differences between pre-test and post-test of

control group

**Table 4.1**

**The score of pre-test and post-test in control group ( VIII-1)**

| No | Students' Initial | Pre-test (Y$_1$) | Post-test (Y$_2$) | ط | ط |
|----|-------------------|------------------|-------------------|------|------|
| 1  | A   | 75 | 80 | 5625 | 6400 |
| 2  | AA  | 55 | 60 | 3025 | 3600 |
| 3  | AP  | 65 | 75 | 4225 | 5625 |
| 4  | BH  | 65 | 75 | 4225 | 5625 |
| 5  | DP  | 55 | 60 | 3025 | 3600 |
| 6  | DSF | 60 | 75 | 3600 | 5625 |
| 7  | DS  | 45 | 60 | 2025 | 3600 |
| 8  | DF  | 60 | 65 | 3600 | 4225 |
| 9  | DP  | 45 | 60 | 2025 | 3600 |
| 10 | EA  | 75 | 80 | 5625 | 6400 |
| 11 | FA  | 60 | 65 | 3600 | 4225 |
| 12 | IL  | 65 | 80 | 4225 | 6400 |
| 13 | LAY | 50 | 60 | 2500 | 3600 |
| 14 | LA  | 50 | 65 | 2500 | 4225 |
| 15 | MRK | 70 | 75 | 4900 | 5625 |
| 16 | MRN | 55 | 75 | 3025 | 5625 |
| 17 | MA  | 50 | 70 | 2500 | 4900 |
| 18 | NTA | 70 | 80 | 4900 | 6400 |
| 19 | NSW | 70 | 80 | 4900 | 6400 |
| 20 | PNA | 60 | 70 | 3600 | 4900 |
| 21 | RDI | 55 | 75 | 3025 | 5625 |

| | | | | | |
|---|---|---|---|---|---|
| 22 | RAR | 45 | 70 | 2025 | 4900 |
| 23 | RRR | 55 | 60 | 3025 | 3600 |
| 24 | RPS | 75 | 80 | 5625 | 6400 |
| 25 | SFH | 45 | 60 | 2025 | 3600 |
| 26 | TA | 50 | 65 | 2500 | 4225 |
| 27 | WS | 60 | 75 | 3600 | 5625 |
| 28 | WA | 45 | 60 | 2025 | 3600 |
| | **TOTAL** | $Y_1$ =**1630** | $Y_2$ = **1955** | Ꞁ =**97500** | Ꞁ =**138175** |

Based on the table 4.1 above it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for the control group above the score for pre-test was 1630 and the total score for post-test was 1955.

Pre-test was given before running to the treatment and Post-Test for the Control Group. The researcher found the Lowest score in control group was 45. The researcher found the problem ,that most of students get the lowest score, it was because the students' cannot understand the text and lack of vocabulary.

After the researcher giving treatment in post-test by applied lecturing method , the score in post-test was higher than pre-test. Mean the score for post-test is higher than pre-test. The mean score was calculated as follows :

a.    **The average (Mean)**

$$\frac{Ꞁ}{}$$

$$\overline{\phantom{xxx}}$$

$$= \ddot{y}$$

## b. Standart deviation of Y variable

$$١ \quad \overline{\dfrac{ط - ط}{ذ \quad ذ}}^{2}$$

$$\overline{\phantom{xxxxxxxxxx}}^{2}$$

$$\overline{\phantom{xxxxxxxxxx}}$$

$$\overline{\phantom{xxxxxxxxxx}}$$

$$\overline{\phantom{xxxx}}$$

$$\overline{\phantom{xxxx}}$$

$$= \overline{\overline{ض\ddot{y}}}$$

$$= 7.6$$

**Table 4.2**

**The score of pre-test and post-test in experimental group ( VIII-3)**

| No | Students' Initial | Pre-test (X_1) | Post-test (X_2) | ط | ط |
|----|-------------------|------------------|-------------------|------|------|
| 1  | AS                | 55               | 75                | 3025 | 5625 |
| 2  | AF                | 55               | 85                | 3025 | 7225 |

| | | | | | |
|---|---|---|---|---|---|
| 3 | APA | 65 | 90 | 4225 | 8100 |
| 4 | BS | 50 | 85 | 2500 | 7225 |
| 5 | BGS | 70 | 95 | 4900 | 9025 |
| 6 | DIP | 55 | 80 | 3025 | 6400 |
| 7 | DT | 50 | 75 | 2500 | 5625 |
| 8 | EAL | 65 | 90 | 4225 | 8100 |
| 9 | KR | 75 | 95 | 5625 | 9025 |
| 10 | LR | 60 | 75 | 3600 | 5625 |
| 11 | MHM | 80 | 90 | 6400 | 8100 |
| 12 | MV | 75 | 95 | 5625 | 9025 |
| 13 | PL | 50 | 75 | 2500 | 5625 |
| 14 | PW | 55 | 80 | 3025 | 6400 |
| 15 | PP | 65 | 70 | 4225 | 4900 |
| 16 | R | 55 | 70 | 3025 | 4900 |
| 17 | RS | 70 | 85 | 4900 | 7225 |
| 18 | RF | 80 | 85 | 6400 | 7225 |
| 19 | RD | 70 | 85 | 4900 | 7225 |
| 20 | SY | 65 | 80 | 4225 | 6400 |
| 21 | SR | 60 | 75 | 3600 | 5625 |
| 22 | SL | 65 | 80 | 4225 | 6400 |
| 23 | SR | 65 | 80 | 4225 | 6400 |
| 24 | TM | 65 | 70 | 4225 | 4900 |
| 25 | VDS | 70 | 90 | 4900 | 8100 |
| 26 | YP | 50 | 75 | 2500 | 5625 |
| 27 | ZF | 65 | 75 | 4225 | 5625 |
| 28 | ZS | 70 | 95 | 4900 | 9025 |
| | *TOTAL* | $X_1$ =1775 | $X_2$ =2300 | ط =114675 | ط =190700 |

Based on the table 4.2 above it can be seen that there was differences between pre-test and post-test of experimental class. After calculated the data for the experimental group above score for pre-test and post-test was 1775 and the total score post-test was 2300.

Pre-test was given before running to the treatment and Post-Test for the Experimental group. There were five aspect to comprehend the text. The aspect are identifying main idea, specific information, determining references, inferences and vocabulary . The main point of the aspect to comprehend the text is main idea because to measure the students' ability of critical reading. The point of Pre-Test can be seen above in ( Table 4.2). The researcher found the Lowest score in Experimental group was 50 . The researcher found the problem ,that most of students get the lowest score, it is because the students' cannot understand the text.

After Applying OK4R as treatment in post-test the researcher found the positive effect in reading critical comprehension, most of students' can understand the text easily with the 6 stages of OK4R method. They more easily to finding the main idea of each paragraph , so the students easy to answer the test critically. They could identify main idea, finding the the specific information , and knew what the author purpose in text so they could related information of the text with their prior knowledge, it was the basic knowlegde to think critically. Based on the Score of Post-Test, the researcher found there was any significant of the score in Experimental group. The score of Experimental Group was higher than control

group because the experimental group applied OK4R method in learning.The mean score was calculated as follows :

**a. The average (Mean)**

$$\mathring{a} \quad \frac{\text{ط}}{}$$

$$\overline{\quad}$$

$$\square\square\grave{y}\square\square$$

**b. Standart deviation of X variable**

$$\acute{\text{ڈ}} \quad \frac{{}^{2} \quad \frac{\text{ط}}{\text{ڈ}} \quad - \quad \frac{\text{ط}}{\text{ڈ}}}{}$$

$$\overline{\qquad\qquad\qquad\qquad}^{2}$$

$$\overline{\qquad\qquad}$$

$$\overline{\quad}$$

$$\overline{\square\square\grave{y}\square\square\text{ض}}$$

$$= 8.0$$

Based on the previous data it was concluded in the following table 4.3 below

**Table 4.3**

**Calculating Correlation Product Moment between X1 and X2**

| No | Students' Initial | Pre-Test $(X_1)$ | Post-test $(X_2)$ | $\sum X_1{}^2$ | $\sum X_2{}^2$ | $\sum X_1 X_2$ |
|----|-------------------|------------------|-------------------|----------------|----------------|----------------|
| 1  | AS  | 55 | 75 | 3025 | 5625 | 4125 |
| 2  | AF  | 55 | 85 | 3025 | 7225 | 4675 |
| 3  | APA | 65 | 90 | 4225 | 8100 | 5850 |
| 4  | BS  | 50 | 85 | 2500 | 7225 | 4250 |
| 5  | BGS | 70 | 95 | 4900 | 9025 | 6650 |
| 6  | DIP | 55 | 80 | 3025 | 6400 | 4400 |
| 7  | DT  | 50 | 75 | 2500 | 5625 | 3750 |
| 8  | EAL | 65 | 90 | 4225 | 8100 | 5850 |
| 9  | KR  | 75 | 95 | 5625 | 9025 | 7125 |
| 10 | LR  | 60 | 75 | 3600 | 5625 | 4500 |
| 11 | MHM | 80 | 90 | 6400 | 8100 | 7200 |
| 12 | MV  | 75 | 95 | 5625 | 9025 | 7125 |
| 13 | PL  | 50 | 75 | 2500 | 5625 | 3750 |
| 14 | PW  | 55 | 80 | 3025 | 6400 | 4400 |
| 15 | PP  | 65 | 70 | 4225 | 4900 | 4550 |
| 16 | R   | 55 | 70 | 3025 | 4900 | 3850 |
| 17 | RS  | 70 | 85 | 4900 | 7225 | 5950 |
| 18 | RF  | 80 | 85 | 6400 | 7225 | 6800 |
| 19 | RD  | 70 | 85 | 4900 | 7225 | 5950 |
| 20 | SY  | 65 | 80 | 4225 | 6400 | 5200 |
| 21 | SR  | 60 | 75 | 3600 | 5625 | 4500 |
| 22 | SL  | 65 | 80 | 4225 | 6400 | 5200 |
| 23 | SR  | 65 | 80 | 4225 | 6400 | 5200 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 24 | TM | 65 | 70 | 4225 | 4900 | 4550 |
| 25 | VDS | 70 | 90 | 4900 | 8100 | 6300 |
| 26 | YP | 50 | 75 | 2500 | 5625 | 3750 |
| 27 | ZF | 65 | 75 | 4225 | 5625 | 4875 |
| 28 | ZS | 70 | 95 | 4900 | 9025 | 6650 |
| | **TOTAL** | **$X_1$ =1775** | **$X_2$ =2300** | **$\sum X_1^2$ =114675** | **$\sum X_2^2$ =190700** | **$\sum X_1 X_2$ =146975** |

$$R \quad = \frac{\phantom{xxxxxxx}}{\phantom{xxxxxxxxx}{}^2}$$

$$= \frac{\phantom{xxxxxxxxxxxxxxx}}{\square \phantom{xxxxxxxxx} \square}$$

$$= \frac{\phantom{xxxxxxxxxxxxxxxxx}}{}$$

$$= \frac{\phantom{xxxxxxxxxx}}{}$$

$$= \frac{\phantom{xxxxxxxxxx}}{\grave{y}}$$

$$= 0.59$$

**Determining the value of t-test with formula :**

$$\frac{\phantom{xxxxxxxxxxxxxxx}}{\phantom{xx} \phantom{xx} \phantom{xxxx}}$$

$$\frac{\grave{y} \qquad \ddot{W}}{\dfrac{\grave{y} \quad \grave{y}}{\phantom{x}} \quad \grave{y} \quad \overline{\dfrac{\phantom{x}}{ض}} \quad \dfrac{\grave{y}}{ض}}$$

$$\cfrac{\dot{y} \qquad \dot{y}}{\dot{y} \quad \dot{y} \qquad \dot{y} \quad \overline{\ddot{w}} \quad \cfrac{\ddot{w}}{\ddot{w}}}$$

$$\cfrac{\dot{y}}{\dot{y} \quad \dot{y} \qquad \dot{y} \quad \ddot{w} \quad \ddot{w}}$$

$$\cfrac{\dot{y}}{\ddot{y}ض \quad \dot{y}}$$

$$\cfrac{\dot{y}}{ض\overline{w}}$$

$$\cfrac{\dot{y}}{\ddot{w}}$$

$$= 13.9$$

After measuring the data above by using t-test formula. It showed that t-test value was 13.9. After seeking the table of the distribution of t-test as the accounting in certain degree of freedom (df). The calculation showed that :

Df = 2N-2

   = 2(28)-2

   = 56-2 = 54

## C. Testing Hypothesis

After accounting the data previously by using t-test formula that critical value then after seeking the table of distribution written test method as basic of counting

t-critical degree of freedom (df), the calculation shows that df is (2n-2=56-2=54) in line 54 that t-table is 2.05 for 0.05. It could be concluded t-test > t-table or 13.9 > 2.05. So, Ho is rejected and Ha is accepted or there was the effect of applying *OK4R* method on the students' achievement in critical reading comprehension.

## D. Discussion

Reading comprehension is dealing with a process to comprehend the text critically, in reading activity we are not only reading the text, but also trying to understand ,analyzing, explaining, and evaluation any problems from the text. OK4R method is one of a method give the students easy to comprehend the text and think critically. OK4R method stands for overview, key ideas, read, recite, reflect and review ,this method can make the students easier for reading the text, understand and think critically. Before applying OK4R as treatment in this research the lowest score were 50 to experimental and 45 to control group, most of students had difficult to understand the text and finding the main idea , without understanding the text the students' can dificult to answer the question critically.

After the researcher applying OK4R method for treatment the scores of post-test was higher than pre-test , most of the students can answer the test with critically ,know to identify author purpose, distinguish between fact and opinion ,analyze reacting about the ideas of information the author's offer in the text and reflect the information.

Based on the explanation above, it is supported by the result of some researches who used OK4R method to teach critical reading comprehension

especially for the eight grade of SMP TUNAS KARYA Batangkuis shown that the significant effect of applying OK4R method on the students' achievement in critical reading comprehension which $H_a : t_{observed} > t_{table} = 13.9 > 2.05$.

**E. Research Findings**

Based on the data analysis above, the findings of this research were described that the students who were taugh by applying OK4R method got higher score than those who were taugh by using Lecturing Method. It was proved from the result of t-test which was 13.9 and t-table which was 2.05 ( t-test > t-table, 13.9 > 2.05 ). It means that the students' achievement in reading comprehension by applying OK4R method was significant that using Lecturing method.

## CHAPTER V

## CONCLUSION AND SUGGESTIONS

### A. Conclusions

Based on the data analysis and end of this research, it was found that OK4R method can cause a positive effect on the students' achievement in critical reading comprehension which was proven from the result of the test. The findings that the researcher that was $t_o = 13.9 > 2.05$ from $= 0,05$ at $df = (2n-2=56-2=54)$. So it means the alternative hypothesis $(h_a)$ was accepted and the null hypothesis $h_o$ was rejected.

### B. Suggestion

The finding of the reserach score shows that there is significant difference on the students' score before they were taught by using OK4R menthod and after they were taught by using OK4R method therefore the researcher tries to give some suggestion as follow.

1. The headmaster, the researcher should be attention of teaching method in the school, could increase awerness of teacher in order to give an effective method for students so that the student do not bored.

2. The english teacher, especially for the english teacher of SMP TUNAS KARYA Batang Kuis. They can try OK4R method in

teaching english to increase their knowledge and by using a OK4R method the students are easier and motivated to learn english. The english should select a technique that are not only interesting but also appropriate with the subject and the students' need. so, the teacher can use OK4R method as an active method.

3. The students, the students should be active in the classroom because in this method the students are supported to be active and think critically in learning process.it is hope that the students can be increase the knowledge.

4. For the reader, it is suggested to use an effective technique in teaching learning process, to make the students more interested in studying english

5. Other resercher, it is suggested to study this research in order to get information which still has relationship to their study.

# REFERENCES

Bastian, Nestiti. 2010. *The Effect Of Using OK4R In Improving English Students Reading Comprehension Of Second Year Students At SMA N 5*. Unpublished. Pekanbaru

Brown, H. D. 2004 . *Language Assesment* : Principle And Classroom Practice. New York Longman

Carr, W And Kemmis. 1990. *Becoming Critical, Education Knowledge And Action Research*. Melbourne: Deakin University Press

Grabe, W., & Stoller, F.L. 2003. *Teaching and Researching Reading*. (2nd-3d). New York.

Gerrot, Linda And Peter Wignell, Making Sense Of Functional Grammar, Syndey: Gerd Stabler, 1994

Mather, Nancy. 2006. *Evidence-Based Academic Intervention*. New York

McNamara, D. S. 2003. *Reading Comprehension Strategy : Theory, Interventios, and Technologies*. Mahwa,NJ : Eribaun.

Nunan, D. 2003. *Practical English Language Teaching*.  New York. MC-Graw. Hill

Pauk, W., 2001. *How to Study in College*. New York

Setyosari, Punaji. 2015. *Metode Penelitian Pendidikan dan Pengembangan*. Malang : Prenadamedia Group.

Soedarso. 2006. *Speed Reading*. Jakarta: Gramedia Pustaka Utama

Sugiono. 2015. *Metode Penelitian Pendidikan*. Bandung : Alfabeta.

searby, L. (n.d.). text coding : *An elementary reading strategy grows up and goes to college*. Retrieved November 12th, 2009, from (http://www.ed.uab.edu/Isearby/docs/text_coding.pdf

Seyler. 2004. *The Reading Context* : Developing Collage Reading Skill. New York; Libarary of Congres: Publication Data.

Snow, catherine E. 2002. *Reading for Understanding Toward an R & D Program In Reading Comprehension*. Santa Monica: RAND Education

Safitri, Mita. 2015. *The Effectiveness of OK4R Strategy to Teach Reading Comprehension of Recount Text*. Vol. 2 . 2015 from :http://repository.upy.ac.id/1505/1/article.pdf

Yanti, nahrika. 2010. *The Effect Of Using PQ4R Strategy Toward Students'Reading Ability In Recount Text At The Firs Years Of Senior High Shcool*. Unpublished. Pekanbaru

Wardiman, Artono. 2008. *English In Focus.* Bandung: Departemen Pendidikan Nasional

Wulandari, Septia. 2013. *Using OK4R In Improving Senior High School Students' In Reading Comprehension* . Vol. 1 Number 2, Maret 2013. From (http://download.portalgaruda.org/article.php?article=100251&val=1486)