THE USE OF OK5R STRATEGY TO IMPROVE STUDENTS’ READING SKILLS

(A Classroom Action Research of the Eleventh Grade Students of SMK An-Nur Ampel in the Academic Year 2019/2020)

A GRADUATING PAPER

Submitted the Board of Examiners as a partial fulfillment of the Requirements of the degree of Sarjana Pendidikan (S.Pd) of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

Rizqi Aqidatul Izza
23030150132

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2019
DECLARATION AND PERMISSION FOR PUBLICATION

I have made marked below:

Name : Rizqi Aqidatul Izza
Student Number : 23030-15-0132
Faculty : Teacher Training and Education
Department : English Education Department

Declare this graduating paper is written by the researcher and it is does not copy from other researcher. Theories and citations are used code of ethics of writing for graduating paper I gave permission to publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, September 4th 2019

The writer

[Signature]

Rizqi Aqidatul Izza
NIM. 23030150132
Hammam, S.Pd.,M.Pd., Ph.D.
The lecturer of English Department
State Institute for Islamic Studies of Salatiga
ATTENTIVE COUNSELOR’S NOTE
Case: Rizqi Aqidatul Izza’s Graduating Paper

Dear,
The Dean of Teacher Training and Education Faculty

Assalamualaikum Wr. Wb

After reading and correcting Rizqi Aqidatul Izza’s graduating paper entitled THE USE OF OX5R STRATEGY TO IMPROVE STUDENTS’ READING SKILLS (A Classroom Action Research of the Eleventh Grade Students of SMK An-Nur Ampel in the Academic Year of 2019/2020), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Wb

[Signature]

Hammam, S.Pd., M.Pd., Ph.D.
NIP. 19730610 200003 1 001
A GRADUATING PAPER
THE USE OF OK5R STRATEGY TO IMPROVE STUDENTS’ READING SKILL (A Classroom Action Research for the Eleventh Grade of SMK An-Nur Ampel in the Academic Year of 2019/2020)
WRITTEN BY:
RIZOLI AQIDATUL IZZA
23030150132

Has been brought to the board examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on September, 16th 2019, and hereby considered to complete the requirements for degree of Sarjana Pendidikan (S.Pd.) in the English and Education.

Board of examiners

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Salatiga, September 16th 2019
Dean of Teacher Training and Education Faculty

[Signature]
MOTTO

“A dream doesn’t become reality through magic, it takes sweat, determination and hard work”

-Colin Powell-
DEDICATION

This graduating paper is especially dedicated to:

1. My beloved parents Sunanto and Khotimah, who always love and support me.
   You are my everything.

2. My beloved brother Nur Wahid Setiawan and his wife Suci Febriani M. Thanks for your kindness.
ACKNOWLEDGMENT

Alhamdulillahirabbil ‘alamin, all praises are to Allah the Most Gracious and the Most Merciful who always blesses and help the researcher so the researcher could be finish this graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the researcher to the truth.

However, this paper would not be achieved without support, guidance, advice, help and encouragement from several people and institution and I some realized that an appropriate moment for me to deepest gratitude for:

1. Prof. Dr. Zakiyuddin, M.Ag., the Rector of State Institute for Islamic Studies (IAIN) of Salatiga
2. Prof. Dr. Mansur, M.Ag., the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.
3. Norwanto, S.Pd., M.Hum., Ph.D., the Head English Education Department of State Institute for Islamic Studies (IAIN) of Salatiga.
4. Hammam, S.Pd., M.Pd., Ph.D., the counselor of this graduating paper paper. Thanks for suggestion and recommendation for this graduating paper from beginning until the end. Thank you for your patience and care.
5. All lecturers of State Institute for Islamic Studies (IAIN) of Salatiga who have share their knowledge to me.
6. All the staffs of State Institute for Islamic Studies (IAIN) who was helped me in processing administration.

7. My best friends Maya, Fuji, Istig, Mala, April, Novia and Widya. Thanks for always help me in my difficulties and always in beside me anytime I need.

8. My friends of KKN Posko 12 (Asalia, April, Cinta, Casoni, Lakna, Imro’ and Roziq). Thanks for always made my day more colorful.


10. The big family of SMK An-Nur Ampel. Thanks for the experience and nice appreciation.


12. All of my friends State Institute for Islamic Studies (IAIN) Salatiga especially on the year 2015.

Salatiga, September 4th 2019

The writer

Rizqi Aqidatul Izza
NIM. 23030150132
ABSTRACT


The objectives of this research is to find out the implementation and to know the significant of using OK5R strategy to improve the students’ reading skill of the eleventh grade of SMK An-Nur Ampel in the academic year 2019/2020. The method of this research was Classroom Action Research (CAR). It was conducted in two cycles. Each cycle consisted of four step, they were planning, action, observation, and reflection. The writer took role as observer who observed everything that happened in the class while the teacher performed Classroom Action Research (CAR) for the students. The number of students in this research was 21 students. The technique of collecting data was pre-test and post-test to find out the improvement of students’ reading skill by using overview, key ideas, read, record, recite, review, and reflect (OK5R) strategy. From the result, the researcher concluded that the implementation using OK5R strategy was successful and the improvement of students’ reading skills after using OK5R strategy is significant. It is indicated by the results of mean score in post-test were higher than pre-test. In the cycle I showed that pre-test score was 60 and the post-test is 69,61 and in the cycle II showed that pre-test score was 70,14 and the post-test are 80,38. The result of t-test in the cycle I is 3,92 and cycle II is 4,18. Moreover, the result of t-test in the cycle II is higher than the result of t-test in the cycle I.

Keywords: Reading Skill, OK5R Strategy
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CHAPTER I

INTRODUCTION

This chapter discusses introduction. The discussion includes background of the research, problems of the research, objectives of the research, benefit of the research, research methodology and organization of the graduating paper.

A. Background of the Research

Every human needs language to communication in their life. Language is used as tool for communicating in the form of speech produced by the humans’ organ to interact with others. According to Soffietti (1995) in Dechant (1982: 37), language refers to “the systemized set of vocal habits by means of which the members of a human society interact in terms of their culture.” English as one of international language is familiar in the era globalization. Because English is used everywhere, then need to study it, the goal to make it easy for us to communicate with others around the world. Language is a purely human method communication through a system of voluntary produced symbols.

Learning English involves the four kinds of English skills, there are listening, speaking, reading, and writing. Reading it is important to do because by reading students have very extensive insight and can know a message or meaning of a reading. It defines reading more pragmatically as an understanding a message conveyed by the writer through visual and non-visual information (Smith: 1978) in Fauziati (2005: 139). However in Indonesia the habit of reading
is very low, this is due to the lazy in reading. Various surveys indicate very low rates of reading interest in Indonesia. In 2015, the National Library released the data shown only 10% of Indonesian whom on the age above 10 years old interest in reading (Wibowo: 2015) in Kurniasih (2017:1).

Reading skill is very important in education, when students are skilled in reading them will be easier in working on the problem and more fluent in reading. Reading skill is one of important skills to be mastered by students in the English language teaching curriculum (Ronan: 2015).

In order to improve students’ reading skill is not just textbook strategy. The textbook strategy is not being wrong, but it may take the students be feeling bored and have not motivation to learn English, especially to read. They just sit and listen to the teacher when delivery the materials. They not have been given an opportunity to practice reading in the class. It is one of the reasons why English subject is difficult for students.

Based on my interview with teacher at SMK An-Nur Ampel, the teacher said that the students often found the problem in reading skill. One of the problems is not interested in English subject. The reason in English is difficult and bored, because they not understand and comprehend about the meaning of the text. The other problem, the students had lack of vocabulary and get difficulties on translating the text. When students have a lot vocabulary in their memory, the students will easily understand the text. Besides that, the teacher said that the students are lazy to read information that published in English. Many of students
read information in the raw or not comprehend in detail, so they not know what is the meaning of the content and makes misunderstanding of the students what they read.

They need other of the strategies to make learning English are fun and easy to comprehend with the materials. The Strategies is hopefully to make learning “easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” Oxford (1990: 8) in Ghufron (2018: 187). Like using of OK5R to improve students’ reading skill. OK5R is used as strategy or method to involve students in learning reading. OK5R stands for Overview, Key Ideas, Read, Record, Recite, Review and Reflect. It was developed by Walter Pauk in 1974. He was a Reading-Study Centre of Cornell University Director. He developed this method in the purpose of helping the students to read and to comprehend what they have read.

According to Gie (1998) and Congos (2017) in Melati (2018: 97), OK5R has seven components with certain procedures. The components and its procedures are Over view, Key ideas, Read, Record, Recite, Review and Reflect.

To overcome these problems in teaching reading skill the writer tried to find out alternative way to solve the problems by making learning more interesting and easily understood by the either using OK5R strategy. Furthermore, it is also found that OK5R is easy to construct.
Based on the discussion above, the writer is carry out the research entitled

“THE USE OF OK5R STRATEGY TO IMPROVE STUDENTS’ READING SKILLS (A Classroom Action Research of the Eleventh Grade Students of SMK An-NurAmpel in the Academic Year 2019/2020)”

B. Problem of the Research

Based on the explanation above, this research aimed to answer the following problem:

1. How is the implementation of using OK5R Strategy in improving the students’ reading skills?
2. To what extent is the improvement in students’ reading skills after using of OK5R Strategy?

C. Objectives of the Research

The objectives of the research is presented as follows:

1. To find out the implementation of using OK5R Strategy in order to improve the students’ reading skill.
2. To find out the extent of improvement in students’ reading skill after using of OK5R Strategy.

D. Benefits of the Research

In this research the researcher hopes that the results are useful:

1. The researcher

The researcher will get the new knowledge and experience teaching English especially in reading skill develop her ability in teaching English.
2. The reader

The result of this research can be used as a reference for the reader and also the reader can get new knowledge. The reader can apply OK5R strategy to read a book.

3. The students

From this research the students will more exited and interest in learning English, especially in reading skill. The students can be more interactive with the teacher and can be interactive in the classroom.

4. The teachers

The teachers will get new strategy in teaching English, especially in teaching reading skill. By this strategy, the teacher can be more interactive and creative in their teaching English.

E. Hypothesis and Success Indicator

Hypothesis is a temporary answer to the problem of research, the answer must be tested Suryana (2010: 23). According to Priyono (2016: 66), hypothesis is a proposition that will be tested to the validity or is a temporary answer to the question researchers.

According to Pandey (2015:32), hypothesis is a tentative statement about the solution of the problem. Hypothesis offers a solution of the problem that is to be verified and based on some rationale.
Kothari (2004: 184) state that hypothesis is usually considered as the principal instrument in research. It is main function to suggest new experiments and observations. For a researcher hypothesis is question that’s she intends to resolve, it means that hypothesis is used to measuring result for the researcher. Hypothesis of this research is if researcher uses OK5R strategy for the eleventh grade of SMK An-Nur Ampel, it can improve the students’ reading skill.

Hypothesis of this research is if use OK5R strategy can achieve the students in reading texts. The teacher and the researcher expect that there are improvements in students’ reading skill by using OK5R strategy.

The success indicator of this research is taken from the students’ basic competence or ability shown in Lesson Plan (RPP). The students’ success and failure in doing the activities in cycle 1 and cycle 2 is assessed by referring the criterion of passing grade (KKM). The passing grade of English lesson in SMK An-Nur Ampel is 65. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.

F. Research Methodology

1. Research Design

This research conducted in classroom action research.

Classroom action research is a research activity class contexts that are implemented to solve problems learning faced by teacher, improve the quality and results of learning and tried new things in learning for quality improvements and leaning outcomes Widayati (2008: 88).
According to Mahmud & Priatna (2008: 24), Classroom action research is study that carried out systematically reflective of various actions taken by the teacher at the same time as researcher, since the formulation of a plan until an assessment of the real action inside class in the form of teaching and learning activities, for improve the conditions of learning carried out.

According to Mettetal (2001:7) classroom action research is a method of finding out what works best in classroom so that can improve student learning.

According to Kemmis and Taggart (1988) in Burns (2010: 7), classroom action research typically involves four broad phases in a cycle of research. The designs of activities that be done by researcher according Kemmis and Taggart (1988) in Burns (2010: 7) are as follows:

a. Planning

In this step, the writer offered new strategy in improving students reading skill. It was the use of OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) as a learning strategy. The procedure was based on lesson plan applied in class.

b. Action

In this action, it was implementation of strategy that has been planned in planning.
c. Observation

The researcher observed the students participation in the class. The students reading skill improvement observes directly by the writer through their active participant in doing exercise and test result.

d. Reflection

Based on the result observation, the researcher makes an evaluation to the students during teaching learning process. It is important action if the researcher finds the problem of the students in first cycle. The researcher will do better in the next cycle like the first cycle.

Four activities in each cycle can be described as follows:

2. Subject of the research

The subject of this research is the eleventh grade of SMK An-NurAmpel in the academic year of 2019/2020.

Table 1.1 List of the students’ Name of Class 11 Nursing of SMK An-NurAmpel in the academic year of 2019/2020

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AP</td>
<td>Female</td>
</tr>
<tr>
<td>2</td>
<td>AMW</td>
<td>Female</td>
</tr>
<tr>
<td>3</td>
<td>AZN</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>DADR</td>
<td>Female</td>
</tr>
<tr>
<td>5</td>
<td>DAS</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>ERA</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>FA</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>IS</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>IM</td>
<td>Female</td>
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<tr>
<td>10</td>
<td>KM</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>MW</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
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<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>NH</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>RAPD</td>
<td>Female</td>
</tr>
<tr>
<td>15</td>
<td>RF</td>
<td>Female</td>
</tr>
</tbody>
</table>
16. SNH  Female
17. SU  Female
18. TP  Female
19. US  Female
20. VR  Female
21. YR  Female

3. Steps of the Research

In conducting the research, the researcher carries out the steps which summarized in the following research schedule. This research will do on August 15\textsuperscript{th} 2019 until August 23\textsuperscript{rd} 2019. The table of research schedule in written below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>15 August 2019</td>
<td>Cycle I</td>
</tr>
<tr>
<td>2.</td>
<td>16 August 2019</td>
<td>Cycle I</td>
</tr>
<tr>
<td>3.</td>
<td>22 August 2019</td>
<td>Cycle II</td>
</tr>
<tr>
<td>4.</td>
<td>23 August 2019</td>
<td>Cycle II</td>
</tr>
</tbody>
</table>
4. **Technique of Data Collection and Research Instrument**

The researcher presents the act of collecting data as follows:

a. Observation

   According to Kothari (2004: 96) has argue that the observation method is the most commonly used method especially in studies relating to behavioral sciences.

   Observation is a way of collet information about teaching, rather than a way of teaching evaluation. It involves visiting class to observe different aspects of teaching Richard and Lockhart (2007: 12).

   The researcher acted as the observer and Mr. Ragil Argo Wiryatmo was the teacher. When the teaching learning was on process the researcher was observing the classroom condition. The observation of two cycles, they were cycle I and cycle II. The researcher uses the observation checklist to make it more systematic and make the researcher easier to collect data. The observation checklist consisted of students’ observation checklist. The students’ observation checklist is written below:
<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Cycle I</th>
<th></th>
<th>Cycle II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>1</td>
<td>AP</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
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<td>2</td>
<td>AMW</td>
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<td>16</td>
<td>SNH</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>
The researcher also will use students’ observation sheet to monitor the students’ activity in the class. The researcher will give the check list to every student’s activity, their activeness, their creativeness, also their attention while learning process is ongoing. The tables of students’ sheet below shows the table of observation sheet as follows:

**Table 1.4 Students’ Observation Sheet**

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Student</th>
<th>Pay attention</th>
<th>Participating in the Learning Process</th>
<th>Asking Question</th>
<th>Responding Question</th>
<th>Being enthusiastic in application OKSR Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>SU</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>TP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>US</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>VR</td>
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<td>✓</td>
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<td></td>
</tr>
<tr>
<td>21</td>
<td>YR</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

13
Moreover, the teacher’s observation sheet is also used by the researcher to know the teacher’s activities during the teaching and learning process. It can be seen in the table below.

**Table 1.5 Teachers’ Observation Sheet**

<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Giving an explanation of the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Use OK5R Strategy to teach reading skill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving opportunity for asking the questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Help students’ difficulties</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. Test

Test were used to find out the students’ reading skill by implementing Overview, Key Ideas, Read, Record, Recite, Review, and Reflect (OK5R strategies for the eleventh grade students of Vocational High School An-Nur Ampel in the academic year of 2019/2020. The researcher sued pre-test and post-test.

1) Pre-test

The pre-test was given to the students before the teacher teach using the strategy from the researcher. The aim was to know students’ reading skill before the treatment. In the pre-test of the cycle I and cycle II the teacher asked the students to read the text without using Overview, Key Ideas, Read, Record, Recite, Review, and Reflect (OK5R) strategy (without treatment).

2) Post-test

The post-test was given to the students after the strategy from the researcher will be implementing. The purpose of the post-test was to know the improvements of students’ reading skill after they
got the treatment. In the post-test of cycle I and cycle II the teacher ask the students to read a text using Overview, Key Ideas, Read, Record, Recite, Review, and Reflect) strategy (using treatment).

c. Documentation

In this research, the documentation is based on teaching and learning process during in the classroom. Here the writer uses photos as the documents of the research because it can be actual evidence for the writer. It is also simple but really useful.

5. Data analysis

In this research, the researcher uses mixes methods to analyze the data Creswell (2014: 32)

a. Qualitative Data

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to social or human problem Creswell (2014: 32). In this research, the data of observation checklist and documentation is analyzed by qualitative.

b. Quantitative Data

Creswell (2014: 32) state that quantitative data is an approach for testing objective theories by examining the relationship among variable, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.
Statistical technique is used to know the extent to using OK5R strategy toward the students’ achievement in reading skill the result of pre-test and post-test. This research is calculated by t-test analysis:

1) Mean Calculation

Mean is formula to know the average of the students’ score.

The formula is:

\[ M = \frac{\sum X}{N} \]

Explanation:

\[ M \] : Mean of the students’ score

\[ \sum X \] : The sum of students’ score

\[ N \] : The total number of students

2) SD (Derivational Standard)

The formula is:

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

Explanation:

\[ SD \] : Standard Deviation

\[ D \] : Difference between pre-test and post-test

\[ N \] : Total number of students
3) T-test Calculation

After calculate the SD, the researcher will calculate t-test to know is there any significant differences between pre-test and post-test. The formula is:

\[ t_0 = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD}{\sqrt{N-1}} \right)} \]

Explanation:

- \( t_0 \): T-test for the differences of pre-test and post-test
- \( SD \): Standard deviation for one sample t-test
- \( D \): Difference between pre-test and post-test
- \( N \): Total number of students
G. Graduating Paper’s Outline

In order to have guidance, the writer organizes this graduating paper into five chapter, they are: Introduction, Theoretical framework, Research Implementation, Research finding and Discussion, and Closure. There are Five chapters which will be discussed as follows:

Chapter I it present the introduction, it consists of the background of the research, problem of the research, objectives of the research, benefits of the research, hypothesis and success indicator, research methodology, and graduating papers’ outline.

Chapter II is about theoretical framework. It consists of supporting theories and review of previous research.

Chapter III is research implementation. It contains procedure of the research and minimal standard of successful.

Chapter IV is research findings and data analysis. It contains the result of the research about the use of OK5R strategy to improve students’ reading skill of the eleventh grade students of SMK An-Nur Ampel in the academic year 2019/2020.

Chapter V is the closure which contains the conclusions and the suggestions.
CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, the researcher attempts to explain the theoretical foundations which consist of supporting theories and the review of previous research.

A. Supporting Theories

1. Reading

   a. Definition of Reading

       Reading is more important skill than speaking and writing, reading activities are very important and useful for people (Patel & Jain, 2008: 113).

       Reading is a process that must be done continuously. Someone who often read text will bring them to associate with other topics than someone who once reads difficult to find the purpose of reading (Grellet, 2004: 7).

       According to Alyousef (2006: 64), reading is the process of interaction between the reader and the reading text, where the reader will find the idea of automatically reading.

       Muslaini (2017: 67) states that reading is the process of readers to obtain information from written text from the author. According to Dean (2013) in (Muslaini, 2017: 67), reading is the activity of seeing the words
clearly, pronounce it correctly and understand the meaning of isolated words. Nation (2007) in Burns (2018: 165) argues that reading is separating a small part of unknown words then the teacher advises student to read widely, the teacher makes interesting lesson, develops lesson plans and complies assignments to improve students’ reading skills and to develop students’ reading skills.

b. Purposes for Reading

The purpose of reading is to find information of text from the information obtained, students can write the information, criticize the text and understand the text Grabe and Stoller (2013: 6)

c. Techniques of Reading

There are some techniques of reading that can be used by the reader to read a text. Here are some of the reading techniques;

1) Skimming

According to Risdianto (2012: 1), skimming is reading rapidly in order to get a general overview of the material. Using skimming reading or previewing before reading, reviewing the reading after reading, determine the main ideas of the explanatory reading ideas that do not want to read. Use skimming to decide whether to read once. Skimming can provide quite a lot about general ideas and reading content. Look for other sources to find out if really needed it.
2) Scanning

According to Risdianto (2012: 22), scanning is form that the reader uses to begin compiling a predetermined set of keywords and find out whether the text provides the correct information.

According to Maxwell (1970) in Asmawati (2015:71), scanning is the ability to find facts and specific details of information in a text quickly.

d. Types of Reading

According to Patel and Jain (2008: 117-123), the type of reading divides four kinds of reading namely intensive, extensive, aloud and silent reading.

1) Intensive Reading

Intensive reading is the basis for finding difficulties in the structure text and for expanding vocabulary and idioms by intensive reading students have progress to develop writing. This learning takes place under the guidance of the teacher.

2) Extensive Reading

Extensive reading is activity widely read without guidance the teacher students reading directly and smoothly to get pleasure. In this case students directed to separate information from reading text.
3) Aloud Reading

Aloud reading is activity to train students to read aloud. Aloud reading has an important role in learning English. Aloud reading is given when students are at the elementary level this is because the pronunciation of words is the most basic things.

4) Silent Reading

Silent reading is activity of students read without any audible whisper, so the class becomes quiet. Silent reading is important skill in teaching reading. These skills are carried out by students to obtain information.

In this research using silent reading so that the reading activities of students in the classroom become silent without being heard whispers. Silent reading in this research is to teach reading skills. This is done by students to obtain information.

e. Principles of Learning Reading

There are some principles, behind the teaching of reading (Harmer, 2007: 101-102)

1) Encourage students to read as often and much as possible

The more often students read, the more students get a lot of information, by encouraging students to read widely and earnestly help the students in having many science.
2) Students need to be engaged with what they are reading

   In this case students are encouraged to read a text. When students are not involved in reading text and students are not interested in the lesson, students will not understand the purpose of the text.

3) Students should encourage to respond to the content of reading text, not just concentrate on its construction

   It is important for students to learn text readings in class to discover how language is used in a number of paragraphs of text and how much text using a relative clause. Find the meaning and message of the text is also important. As a result, teachers should give students the opportunity to respond to the messages that match the student's understanding. It is very important for students to give feedback on how they felt about the topic.

4) Prediction is a major factor in reading

   The existence of the cover of the book give instructions to a book, a photo and the title of the book explains about a reading. Before students read text in their own language students often have good ideas.

5) Match the task to the topic

   Provide reading text for students to read, the rest choose good reading assignments, the type of question must be appropriate.
Learning activities that are appropriate and use effective learning process will produce a useful teaching and learning process.

6) Good teachers exploit reading texts to the full

Each reading text has words, sentences, ideas, descriptions and others. It is not coherent if the teacher gives the reading text and then switch to other material. A good teacher is a teacher who combines reading text into an interesting sequence of lessons, provides reading topics for discussion and gives assignments then arranges the results of answers into good language.

d. Reading Skills

A reading skill can be described as “reading skill is when someone interacts with reading text through cognitive abilities” (Urquhart and Weir, 1998).

According Lunzer, Waite and Dolan (1979), reading skills is an activity to find meaning of words fit the context, understanding the text literal readings, conclusions, describe, metaphor, finding main ideas and provide feedback.

According to Perfetti (2001:2), reading skills is seen from the position of individuals in reading assessment. Skilled readers are readers who are able to understand the reading above the assessment standard. Low skill readers are readers who not understand the reading under the standard assessment.
**Rubric: Reading Skill**

Table 2.1 Rubric Reading Skill

<table>
<thead>
<tr>
<th>No.</th>
<th>Competency</th>
<th>Description</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identifies themes or message</td>
<td>Explain themes or message in own words, acknowledging different interpretations.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restates understanding of theme or message.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifies theme or message inconsistently.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifies theme or message with guidance.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Identify supporting idea</td>
<td>Offering supportive evidence</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restates supporting details</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify supporting details inconsistently</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify supporting details with guidance.</td>
<td>1</td>
</tr>
</tbody>
</table>

2. OK5R Strategy

a. Definition of OK5R Strategy

OK5R stands for Overview, Key Ideas, Read, Record, Recite, Review and Reflect. It was developed by Walter Pauk in 1974. He was a Reading-Study Centre of Cornell University Director. He developed this method in the purpose of helping the students to read and to comprehend what they have read.

According to Gie (1998) and Congos (2017) in Melati (2018: 97), OK5R has seven components with certain procedures. The components and its procedures are:

1) Overview

In this steps try to link the problems in reading and in learning general. Find out about what is discussed in the text about 1-2 minutes.

2) Key ideas

Distinguish between the main idea and the explanatory idea. Focus on the main idea because the main idea needs to be understood. After finding the main idea then read the explanatory idea that explains the main idea broadly.

3) Read

Read the text of each paragraph and stop. Then ask to yourself what the main sentence of each paragraph.
4) Record

Write difficult words from the text. Make side note and underline the word.

5) Recite

Reread the text then find the important information of the text. This step is a good way to transfer information from short term memory to long term memory.

6) Review

Review several times and read the notes then summarize the essence of the text.

7) Reflect

Define to think of other ideas. From the text connect the topic of the text with daily experience.

b. Advantages of OK5R Strategy

1) Find key sentences or key ideas in an essay or story.

2) Improve the ability to read, record, recite, review and reflect on a text that is read.

3) Increase the desire of students to know something useful in text/stories.

4) Can realize one of the learning objectives, the understanding of students of the material learned.
c. **Steps of OK5R Strategy**

There are Steps of OK5R strategy (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) that can be applied in learning are:

1) Overview
   Students find what the discussed in the text.

2) Key Ideas
   Students find the key ideas or main ideas.

3) Read
   Students read the text and find the main sentence of each paragraph.

4) Record
   Students write down words that they find is difficult.

5) Recite
   Students find what the important information in the text.

6) Review
   Students look at each note, then retells the essence.

7) Reflect
   Students connect the topic of the text with daily experience.
B. Review of Previous Research

To see whether there are relevant researches related to the title discussed, there are several related studies about the variables used in this research.

The first research was conducted by Yuniarti, Eko (2012) with the title “The Effectiveness of Using OK5R (over view, key ideas, read, record, recite, reflect, review) to Teach Reading Narrative Text”. The purpose of this research is to find empirical evidence of whether OK5R strategy is effective toward students’ teach in reading narrative text in seventh grade student of SMP N 31 Purworejo in the Academic Year of 2012/2013. This research used quantitative method and the design used was a quasi-experimental study. The sample form the whole students or for population used VII E as the experimental class and class VII F as control class and consisted of 64 students. The result of her result is that the effectiveness OK5R (Overview, Key Idea, Read, Record, Recite, Review and Reflect) to teach reading narrative text is effective.

The second research is conducted by Melati, Eka (2018) with the title “Fostering Reading Comprehension Ability in non-English Department Students Through OK5R Activities and Cooperative Learning”. She uses mixed method. The result of her research is that the fostering reading comprehension ability in non-English department students is effective way to increase not only students cognitive in reading comprehension but also their social skill.
The third research is conducted by Triyanta (2016) with the title “Improving the Students; Reading Comprehension Competence and Motivation by Using “OK5R (Overview, Key Idea, Read, Record, Recite, Review and Reflect) Technique”. In his research, he uses classroom action research to find out the influence of using OK5R (Overview, Key Idea, Read, Record, Recite, Review and Reflect) Technique. He uses two cycles the cycles consist of planning, action, observation and reflection. The result of his research is that the improvement of the students’ reading comprehension is successful and significant.

It can be concluded that compared to the previous studies above, this research have some differences from the previous ones such as the subject of the research and text use in the research in which researcher examines OK5R strategy for SMK An-Nur Ampel of the eleventh grade students. By considering the three previous pieces of the research, the researcher would like to conduct research entitled “The Use of OK5R Strategy to Improve Students’ Reading Skills of the Eleventh Grade of SMK An-Nur Ampel in the Academic Year 2019/2020”.

CHAPTER III

RESEARCH IMPLEMENTATION

In this chapter, the researcher attempts to explain the research implementation which consists of procedure of the research and minimal standard of successful.

A. Procedures of the Research

In this research, the researcher applies Classroom Action Research (CAR).

It consists of two cycles. The procedures of each cycle consist of planning, action, observation and reflection.

1. Cycle 1

a. Planning

Planning is the first step in the Classroom Action Research (CAR).

It is most important part of the development of the strategy. In this step, there are some activities are done by the researcher, they are:

1) Preparing materials, making a lesson plan, and designing the steps in doing action.
2) Preparing a list of students’ names and scoring.
3) Preparing teaching materials.
4) Preparing the instruments of analyzing data, such as observation sheet and documentation.
5) Preparing the test as instrument to know the students’ improvement in reading skill.

b. Acting

The second step of CAR is acting. In this step, the strategy is implemented in the learning process. They are some activities do by the researcher, they are:

1) Pre activity
   a) Doing learning activities based on lesson plan.
   b) The teacher does an introduction or greeting.
   c) Checking the students’ presences.
   d) Explaining the objectives of the study/learning activities.
   e) Informing the students about the title of materials that learned.

2) Main Activity
   a) The teacher gives introducing to students about OK5R Strategy.
   b) The teacher delivers the material.
   c) The teacher divides the students into some groups. The group is heterogeneous that consist five students until six students.
   d) The teacher gives a text in each group.
   e) The teacher asks the students to read the text by reading and analyze the text with fill OK5R table in each group.
3) Post Activity
   a) The teacher gives time to the students to ask about the material delivered.
   b) The teacher asks the students to review the material.
   c) The teacher gives an evaluation.

c. Observing

   The third step of classroom action research is observing. The observation should do while the action is going. They are some activities do by the researcher:
   1) The researcher observes what students and teacher do during teaching and learning process.
   2) Observing students’ behavior in the classroom.

d. Reflecting

   The last step of classroom action research is reflection. This step activity is very appropriate from implementation the teacher has finished the action, then dealing with discuss the implementation of the research. The activities do by the researcher, they are:
   1) The researcher asks the students weather they have some difficulties when they are studying.
   2) The researcher checks the score of the students in the pre-test and post-test cycle 1. It would be found that the students’ scores in the test know the improvement of the students’ reading skill in cycle 1
2. Cycle II

In cycle II, the researcher attempted to make a better way of the technique more effective in the learning process after cycle I.

a. Planning

1) Preparing materials, making a lesson plan and designing the steps in doing the action

2) Preparing a list of students’ names and scoring

3) Preparing teaching materials.

4) Preparing an observation sheet.

5) Preparing the test (to know whether students’ achievement improves or not). It is pre-test and post-test.

b. Acting

1) Pre activity

   a) Ding learning activities based on the lesson plan.

   b) The teacher does on introduction or greeting

   c) Checking the students’ presences.

   d) Explaining the objectives of the study/learning activities.

   e) Informing the students about the title of materials that learned.

2) Main activity

   a) The teacher reminds the students about OK5R strategy.

   b) The teacher delivers the material.
c) The teacher divides the students into some groups. The group is heterogeneous that consists of five students until six students.

d) The teacher gives a text in each group.

e) The teacher asks the students to read the text by silent reading and analyze the text with fill OK5R table in each group.

3) Post Activity

a) The teacher gives time to the students to ask about the material delivered.

b) The teacher asks the students to review the material.

c) The teacher gives evaluation.

c. Observing

1) The researcher observes what students and teacher do during teaching and learning process.

2) Observing students’ behavior in the classroom.

d. Reflecting

1) The researcher asks the students weather they have some difficulties when they are studying.

2) The researcher checks the score of the students in the pre-test and post-test cycle II. It would be found that the students’ score in the test knows the improvement of the students’ reading skill in cycle II.
B. Minimal Standard of Successful

The students’ success and failure in doing the activities in cycle I and cycle 2 is assessed by referring to the criterion of passing grade (KKM). The passing grade of English lesson in SMK An-Nur Ampel is 65. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.
CHAPTER IV

RESEARCH FINDING AND DATA ANALYSIS

In this chapter, the researcher shows the findings of the study by discussing enhancement of students’ reading skill through OK5R strategy.

A. Research Finding

The research consists of two cycles, each cycle consists of planning, action, observation and reflection. The whole steps of this research will be explained below:

1. Cycle I

a. Planning

Before doing the research, the researcher prepared the instrument of the research as follows:

1) English syllabus of Vocational high school

The use English syllabus is as guidance to arrange the lesson plan.

2) Lesson plan

The researcher makes a lesson plan and designs the steps in doing action. The lesson plan is used as guidance for the teachers’ activity in the class.
3) Observation Checklist

Observation checklist was prepared in order to know the students’ and teacher activities during the teaching and learning process.

4) Material

The material is descriptive text consists of the definition, generic structure, language feature, and example.

5) Teaching aid

The researcher prepared some instrument. They are board marker and handout for the students (design of OK5R for group discussion). The researcher also provided the material to succeed the action.

6) Prepared test instrument

There are two kinds of test. First test is pre-test and the second is post-test. Pre-test was a test that was given to the students before the teaching-learning process was started. In addition post-test was a test was given to the students after the students had given a treatment after teaching learning process.
b. Acting

The action of the cycle I was done on August 15th, 2019 and August 16th, 2019. The teacher is Mr. Ragil Argo Widyatmo and researcher rolled as an observer.

On Thursday, August 15th 2019, the teacher and the researcher came to the classroom and the teacher greeted the students in the classroom by saying “Assalamualaikum Wr.Wb” all the students answered the greeting. After that, the teacher asking about the students condition by “How are you students?” the students answered, “I’m fine thank you, and you?” The teacher answered, “I’m fine to thank you” and then the teacher began the classroom to pray “Basmallah” before started the lesson and all the students followed him. After that, the teacher asked the students to keep silent because the students were crowded while saw the researcher. “anak-anak tolong diamsebentar, bapak mau memperkenalkan mbak yang ada disana kepada kalian (Hello students, be quite please. I will introduce someone who was there for you all).”

Then the teacher gave a time to the researcher to introduce herself “Assalamulaikum everyone, my name is Rizqi. I’m from IAIN Salatiga. Here I will research this class. I hope you will help me while I am doing this research”. After that the teacher checked the students’ attendance list and (21 students) and the researcher prepared the pre-test to the students.
Before the lesson began, the teacher gave a pre-test to the students for 25 minutes. The researcher helped to divide the worksheet. The teacher walked around the class to check the students doing the test.

After doing pre-test, the teacher gave explanation about descriptive text. The teacher explains the definition, generic structure, language feature and example of the text. The teacher made good interaction between teacher and students. After gave explanation, the teacher closed the lesson of the day. The teacher asked the students to end the class by saying “hamdallah” together. “Oke see you tomorrow, and don’t forget to study about descriptive text on your home. Wassalamualaikum wr.wb”. All the students answered “Wa’alaikumsalam wr.wb” together.

On Friday, August 16th, 2019 the teacher entered the class and greeted the students in the class by saying “Assalamualaikum wr.wb”. All the students answered the greeting of the teacher. After that, the teacher asking about the students’ condition by “How are you students?” the students answered, “I’m fine thank you, and you?” The teacher answered, “I’m fine to thank you” and then the teacher began the classroom to pray “Basmallah” before started the lesson and all the students followed him. The teacher and students were praying together. After praying the teacher reviewed the material yesterday, the teacher gave explanation about descriptive text. The teacher explains the definition, generic structure, language feature and example of the text.
After that the teacher asked the students to make a group of 1 group consist 5 until 6 students. The next activity in the class is to learn about OK5R strategy, this strategy was to make easier when they read descriptive text. The teacher distributes the students’ worksheets. The teacher asked the students to do the OK5R strategy that wrote on the handout. The students work seriously in a group discussion. The students wrote their answer of group discussion on piece of papers. The teacher asked the students to do OK5R strategy. The teacher monitored the students’ activities and guided step by step of OK5R strategy. First the students find what the discussed in the text, second the students find the key ideas or main ideas, third the students read the text and find the main sentence of each paragraph, fourth the students write down words that they find is difficult, fifth the students find what the important information in the text, sixth the students look at each note, then retells the essence, the last step students connect the topic of the text with daily experience.

After that each of group explains the results of their discussion about descriptive text using OK5R strategy to the other groups. Then other groups provide feedback. Then the teacher collected the students’ work sheet.

After done the group work, the teacher explained about OK5R strategy that the students have done. Before the teacher closed the
meeting, the teacher gave the students post-test to the students used OK5R strategy. After 25 minute, the students finished their test and the teacher asked the students to collect the test. After that the teacher and students conclude learning material together.

The teacher concludes the material of that day, and the teacher said “okay the time is up”. The teacher asked the students to end the class by saying “hamdallah” together. We will continue to the next meeting. See you next week”. The students answer, “See you next week, Mr.”

c. Observing

The researcher observed the students and teacher activity by using the observation checklist in the learning process. This observation checklist was purpose to know how far the condition and situation and also students’ and teachers’ enthusiasm during teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process, collected the data and monitored the class.
Table 4.1 Form the Result of Students’ Observation Checklist Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Pay attention</th>
<th>Participating in the Learning Process</th>
<th>Asking Question</th>
<th>Responding Question</th>
<th>Being enthusiastic in application OKSR</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AP</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>AMW</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>4</td>
<td>DADR</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>√</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>DAS</td>
<td>-</td>
<td>√</td>
<td>-</td>
<td>-</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ERA</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>FA</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>-</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>IS</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>IM</td>
<td>-</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>KM</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>MW</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>NMD</td>
<td>-</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>NH</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>RAPD</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>The Teachers’ activity</td>
<td>Yes</td>
<td>No</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td>√</td>
<td>-</td>
<td>The teacher prepared the lesson plan and the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td>-</td>
<td>The teacher greet the students and the students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the students’ observation checklist above. The researcher was observing and monitoring all the students’ learning activity. The result of this learning was very needed in enhancement.

**Table 4.2 Form the Result of Teachers’ Observation Checklist Cycle I**
<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td>✓</td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>✓</td>
<td>The teacher always giving motivation to the students</td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td>✓</td>
<td>The teacher reviewed the last material</td>
</tr>
<tr>
<td>6.</td>
<td>Giving an explanation of the material</td>
<td>✓</td>
<td>The teacher interactively explain the material to the students</td>
</tr>
<tr>
<td>7.</td>
<td>Use OK5R Strategy to teach reading skill</td>
<td>✓</td>
<td>The teacher used OK5R strategy to teach reading to the students and accordance with the material which showed to the students</td>
</tr>
<tr>
<td>8.</td>
<td>Giving opportunity for asking the questions</td>
<td>✓</td>
<td>The teacher gave time to the students to ask anything question about the lesson</td>
</tr>
</tbody>
</table>
9. Help students’ difficulties during learning
   - The teacher helped students to solve the difficulties

10. Giving feedback after lesson
    - The teacher gave feedback to the result of learning

The teacher got the data from the test cycle I and analyzed the data of pre-test and post-test based on rubric reading in a lesson plan. When the students can reach the standard competence it means that the students are succeed.

The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

1) The score of Pre-test Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Sex</th>
<th>Pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AP</td>
<td>Female</td>
<td>73</td>
</tr>
<tr>
<td>2</td>
<td>AMW</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>3</td>
<td>AZN</td>
<td>Female</td>
<td>53</td>
</tr>
<tr>
<td>4</td>
<td>DADR</td>
<td>Female</td>
<td>47</td>
</tr>
<tr>
<td>5</td>
<td>DAS</td>
<td>Female</td>
<td>57</td>
</tr>
</tbody>
</table>

Table 4.3 Students’ Result of Pre-test
<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>ERA</td>
<td>Female</td>
<td>57</td>
</tr>
<tr>
<td>7</td>
<td>FA</td>
<td>Female</td>
<td>53</td>
</tr>
<tr>
<td>8</td>
<td>IS</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>IM</td>
<td>Female</td>
<td>77</td>
</tr>
<tr>
<td>10</td>
<td>KM</td>
<td>Female</td>
<td>47</td>
</tr>
<tr>
<td>11</td>
<td>MW</td>
<td>Female</td>
<td>63</td>
</tr>
<tr>
<td>12</td>
<td>NMD</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>NH</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>RAPD</td>
<td>Female</td>
<td>77</td>
</tr>
<tr>
<td>15</td>
<td>RF</td>
<td>Female</td>
<td>57</td>
</tr>
<tr>
<td>16</td>
<td>SNH</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>17</td>
<td>SU</td>
<td>Female</td>
<td>57</td>
</tr>
<tr>
<td>18</td>
<td>TP</td>
<td>Female</td>
<td>57</td>
</tr>
<tr>
<td>19</td>
<td>US</td>
<td>Female</td>
<td>47</td>
</tr>
<tr>
<td>20</td>
<td>VR</td>
<td>Female</td>
<td>47</td>
</tr>
<tr>
<td>21</td>
<td>YR</td>
<td>Female</td>
<td>57</td>
</tr>
</tbody>
</table>

From the students’ score in the pre-test of the cycle I above, the researcher calculated the number of students who pass the passing grade was:
Table 4.4 Calculation of Passing Grade of the Pre-Test in the Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;65</td>
<td>7</td>
<td>33.33%</td>
</tr>
<tr>
<td>65</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt; 65</td>
<td>14</td>
<td>66.67%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

2) The score of Post-test Cycle I

Table 4.5 the Result of Post-test Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Number</th>
<th>Sex</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AP</td>
<td>Female</td>
<td>83</td>
</tr>
<tr>
<td>2</td>
<td>AMW</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>AZN</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>DADR</td>
<td>Female</td>
<td>53</td>
</tr>
<tr>
<td>5</td>
<td>DAS</td>
<td>Female</td>
<td>73</td>
</tr>
<tr>
<td>6</td>
<td>ERA</td>
<td>Female</td>
<td>77</td>
</tr>
<tr>
<td>7</td>
<td>FA</td>
<td>Female</td>
<td>63</td>
</tr>
<tr>
<td>8</td>
<td>IS</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>9</td>
<td>IM</td>
<td>Female</td>
<td>83</td>
</tr>
<tr>
<td>10</td>
<td>KM</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>No.</td>
<td>Student</td>
<td>Gender</td>
<td>Age</td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>11</td>
<td>MW</td>
<td>Female</td>
<td>73</td>
</tr>
<tr>
<td>12</td>
<td>NMD</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>NH</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>14</td>
<td>RAPD</td>
<td>Female</td>
<td>83</td>
</tr>
<tr>
<td>15</td>
<td>RF</td>
<td>Female</td>
<td>73</td>
</tr>
<tr>
<td>16</td>
<td>SNH</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>SU</td>
<td>Female</td>
<td>50</td>
</tr>
<tr>
<td>18</td>
<td>TP</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>US</td>
<td>Female</td>
<td>27</td>
</tr>
<tr>
<td>20</td>
<td>VR</td>
<td>Female</td>
<td>57</td>
</tr>
<tr>
<td>21</td>
<td>YR</td>
<td>Female</td>
<td>63</td>
</tr>
</tbody>
</table>

From the students’ score in the post-test of the cycle I above, the researcher calculated the number of students who pass the passing grade was:
Table 4.6 Calculation of Passing Grade of the Post-test in the Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 65</td>
<td>15</td>
<td>71.42%</td>
</tr>
<tr>
<td>65</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt; 65</td>
<td>6</td>
<td>28.58%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the data above, it could be concluded they had been any improvement from cycle I. The students who pass the passing grade in the pre-test of the cycle I was 33.33%. In the post-test, 71.42% of the students passed the passing grade. The improvement of the cycle I was 38.09%. However the researcher expected that they were at least 85% of the students’ passed the passing grade.
### 3) Calculating of Mean

**Table 4.7 Difference Score of Pre-test and Post-test in the Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>PRE-TEST (X₁)</th>
<th>POST-TEST (Y₁)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AP</td>
<td>73</td>
<td>83</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>AMW</td>
<td>67</td>
<td>80</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>3</td>
<td>AZN</td>
<td>53</td>
<td>80</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>4</td>
<td>DADR</td>
<td>47</td>
<td>53</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>DAS</td>
<td>57</td>
<td>73</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>6</td>
<td>ERA</td>
<td>57</td>
<td>77</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>7</td>
<td>FA</td>
<td>53</td>
<td>63</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>IS</td>
<td>60</td>
<td>67</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>9</td>
<td>IM</td>
<td>77</td>
<td>83</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>10</td>
<td>KM</td>
<td>47</td>
<td>80</td>
<td>33</td>
<td>1089</td>
</tr>
<tr>
<td>11</td>
<td>MW</td>
<td>63</td>
<td>73</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>NMD</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>NH</td>
<td>70</td>
<td>67</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>14</td>
<td>RAPD</td>
<td>77</td>
<td>83</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>15</td>
<td>RF</td>
<td>57</td>
<td>73</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>16</td>
<td>SNH</td>
<td>67</td>
<td>80</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>SU</td>
<td>57</td>
<td>50</td>
<td>-7</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>TP</td>
<td>57</td>
<td>70</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>US</td>
<td>47</td>
<td>27</td>
<td>-20</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>VR</td>
<td>47</td>
<td>57</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>YR</td>
<td>57</td>
<td>63</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>1260</td>
<td>1462</td>
<td>202</td>
<td></td>
</tr>
<tr>
<td><strong>AVERAGE</strong></td>
<td></td>
<td>60</td>
<td>69.61</td>
<td>9.61</td>
<td></td>
</tr>
<tr>
<td><strong>Percentage of Minimum Passing Grade</strong></td>
<td></td>
<td>33.33%</td>
<td>71.42%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4) **Mean of Pre-test 1**

\[
M = \frac{\sum X_1}{N}
\]

\[
M = \frac{1260}{21}
\]

\[
M = 60
\]

5) **Mean of Post-test 1**

\[
M = \frac{\sum Y_1}{N}
\]

\[
M = \frac{1462}{21}
\]

\[
M = 69.61
\]
Mean of pre-test cycle 1 was 60, then the mean of post-test was 69.61 (Mean of pre-test < than mean of post-test) it means that there was significant improvement of students’ reading skill by using OK5R strategy.

6) Calculation Mean of Difference

\[ MD = \frac{\sum D}{N} \]

\[ MD = \frac{202}{21} \]

\[ MD = 9.61 \]

7) Calculation of the Students Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ SD = \sqrt{\frac{4388}{21} - \left( \frac{202}{21} \right)^2} \]

\[ SD = \sqrt{208.95 - 9.61^2} \]

\[ SD = \sqrt{208.95 - 92.35} \]

\[ SD = \sqrt{116.6} \]

\[ SD = 10.79 \]
8) Calculation of t-test

\[ \text{SEMD} = \frac{SD}{\sqrt{N-1}} = \frac{10.79}{\sqrt{21-1}} = \frac{10.79}{4.4} = 2.45 \]

\[ t_0 = \frac{MD}{SEMD} = \frac{9.61}{2.45} = 3.92 \]

From the calculation above, the researcher got the data. The t-test was 3.92 with t-table N-1 was 2.086. From the data the researcher concluded that the score of t-test was higher than t-table. It means that there was a significant improvement of the research.

d. Reflecting

Based on the result of the cycle I, there was some reflecting that should be given attention to maximizing the students’ reading skill. The researcher found some weakness that happened during the teaching and learning process. The weakness is less of quarter of the second grade students did not have much of vocabulary. The students still had lack of vocabulary, the students also had difficulties in translating the words that they had been read. In cycle I, just 71.42% of students the passing grade, so it does not reach the target (85%). Then the researcher decided to do cycle II.
2. **Cycle II**

a. **Planning**

Before doing the research, the researcher prepared the instrument of the research as follows:

1) **English syllabus of Vocational high school**

   The use of English syllabus is as guidance to arrange the lesson plan.

2) **Lesson plan**

   The researcher makes a lesson plan and designs the steps in doing action. The lesson plan is used as guidance for the teacher’s activity in the class.

3) **Observation checklist**

   Observation checklist was prepared in order to know the students’ and teacher activities during the teaching and learning process.

4) **Material**

   The material is descriptive text consists of the definition, generic structure, language feature, and example.

5) **Teaching aid**

   The researcher prepared some instrument. They are board marker and handout for the students (design of OK5R for group
discussion). The researcher also provided the material to succeed the action.

6) Prepared test instrument

There are two kinds of test. First test is pre-test and the second is post-test. Pre-test was a test that was given to the students before the teaching-learning process was started. In addition post-test was a test was given to the students after the students had given a treatment after teaching learning process.

b. Acting

The action of the cycle II was done on Thursday, August 22\textsuperscript{nd}, 2019 and August 23\textsuperscript{rd}, 2019.

On Thursday, August 22\textsuperscript{nd} 2019 before started the lesson, the teacher greeted the students in the classroom by saying “Assalamualaikum Wr.Wb” all the students answered the greeting. After that, the teacher asking about the students’ condition by “How are you students?” the students answered, “I’m fine thank you, and you?” The teacher answered, “I’m fine to thank you” and then the teacher began the classroom to pray “Basmallah” before started the lesson and all the students followed him. The teacher opens the lesson, conveyed the purpose of coming to the class and checked the attendance list. After checked the attendance list, the teacher reviews the material of the last meeting. The teacher asked the students “What is descriptive text?” the
students’ answer that “**descriptive text is text that describes things such as people, animals and places**”. After reviewing the material, the teacher gave the pre-test for students in 25 minutes about descriptive text before using OK5R strategy. He divided the test and walked around the class in order to check the students along doing test.

After doing pre-test, the teacher gave explanation about descriptive text. The teacher explains the definition, generic structure, language feature and example of the text. The teacher made a good interaction between teacher and students. After gave explanation, the teacher closed the lesson of the day. The teacher asked the students to end the class by saying “**hamdallah**” together. “**Okay see you tomorrow, and don’t forget to study about descriptive text on your home. Wassalamualaikum wr.wb**”. All the students answered “**Wa’alaikumsalam wr.wb.**” together.

On Friday, August 23rd, 2019 the teacher entered the class and greeted the students in the class by saying “**Assalamualaikum wr.wb**”. All the students answered the greeting of the teacher. After that, the teacher asking about the students’ condition by “**How are you students?**” the students answered, “**I’m fine thank you, and you?**” The teacher answered, “I’m fine to thank you and then the teacher began the classroom to pray “**Basmallah**” before started the lesson and all the students followed him. The teacher and students were praying together. After praying the teacher reviewed the material yesterday, the teacher
gave explanation about descriptive text. The teacher explains the definition, generic structure, language feature and example of the text.

After that, the teacher asked the students to make a group of 5 until 6 students. The next activity in the class is to learn about OK5R strategy, this strategy was to make easier when they read descriptive text. The teacher distributes the students’ worksheets. The teacher asked the students to do the OK5R strategy that wrote on the handout. The students work seriously in a group discussion. The students wrote their answer of group discussion on piece of papers. The teacher asked the students to do OK5R strategy. The teacher monitored the students’ activities and guided step by step of OK5R strategy. First the students find what the discussed in the text, second the students find the key ideas or main ideas, third the students read the text and find the main sentence of each paragraph, fourth the students write down words that they find is difficult, fifth the students find what the important information in the text, sixth the students look at each note, then retells the essence, the last step students connect the topic of the text with daily experience.

After that each of group explains the results of their discussion about descriptive text using OK5R strategy to the other groups. Then other groups provide feedback. Then the teacher collected the students’ work sheet.
After done the group work, the teacher explained about OK5R strategy that the students have done. Before the teacher closed the meeting, the teacher gave the students post-test to the students used OK5R strategy. After 25 minute, the students finished their test and the teacher asked the students to collect the test. After that the teacher and students conclude learning material together.

The teacher concludes the material of that day, and the teacher said “okay the time is up”. The teacher asked the students to end the class by saying “hamdallah” together. We will continue to the next meeting. See you next week”. The students answer, “See you next week, Mr.”
c. Observing

In cycle II, the researcher also observed the teaching-learning process in the class.

**Table 4.8 Form the Result of Students’ Observation Checklist Cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Pay attention</th>
<th>Participating in the Learning Process</th>
<th>Asking Question</th>
<th>Responding Question</th>
<th>Being enthusiastic in application OK5R</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AP</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>AMW</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>AZN</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>DADR</td>
<td>-</td>
<td>√</td>
<td>-</td>
<td>-</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>DAS</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ERA</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>FA</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>IS</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>IM</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>KM</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>MW</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>
From the observation above, the researcher could conclude that the students more enthusiastic and active in learning process.

**Table 4.9 Form the Result of Teachers’ Observation Checklist Cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td>√</td>
<td>-</td>
<td>The teacher prepared the lesson plan and the material well</td>
</tr>
</tbody>
</table>

<p>| 12 | NMD | √   | √   | -   | √   | √   |
| 13 | NH  | √   | √   | √   | √   | √   |
| 14 | RAPD | √   | √   | √   | √   | √   |
| 15 | RF  | √   | √   | -   | √   | √   |
| 16 | SNH | √   | √   | √   | √   | √   |
| 17 | SU  | √   | -   | √   | -   | -   |
| 18 | TP  | √   | √   | √   | √   | √   |
| 19 | US  | √   | √   | -   | √   | √   |
| 20 | VR  | √   | -   | -   | -   | -   |
| 21 | YR  | √   | √   | -   | √   | √   |
| TOTAL | 20 | 19 | 15 | 18 | 19 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The teacher greet the students and the students answered the greeting</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The teacher always giving motivation to the students</td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The teacher reviewed the last material</td>
</tr>
<tr>
<td>6.</td>
<td>Giving an explanation of the material</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The teacher interactively explain the material to the students</td>
</tr>
<tr>
<td>7.</td>
<td>Use OK5R Strategy to teach reading skill</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The teacher used OK5R strategy to teach reading to the students and accordance with the material which showed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to the students</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving opportunity for asking the questions</td>
<td>✓ - The teacher gave time to the students to ask anything question about the lesson</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Help students’ difficulties during learning</td>
<td>✓ - The teacher helped students to solve the difficulties</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Giving feedback after lesson</td>
<td>✓ - The teacher gave feedback to the result of learning</td>
<td></td>
</tr>
</tbody>
</table>

The teacher got the data from the test cycle II and analyzed the data of pre-test and post-test based on rubric reading in a lesson plan. When the students can reach the standard competence it means that the students are succeed. In this cycle there are 90.48% of students that can pass the passing grade, so implemented OK5R strategy in cycle II was succeed.

The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:
1) The score of pre-test cycle II

Table 4.10 Students’ Result of Pre-test II

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Sex</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AP</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>2</td>
<td>AMW</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>3</td>
<td>AZN</td>
<td>Female</td>
<td>77</td>
</tr>
<tr>
<td>4</td>
<td>DADR</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>5</td>
<td>DAS</td>
<td>Female</td>
<td>87</td>
</tr>
<tr>
<td>6</td>
<td>ERA</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>7</td>
<td>FA</td>
<td>Female</td>
<td>57</td>
</tr>
<tr>
<td>8</td>
<td>IS</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>IM</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>KM</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>11</td>
<td>MW</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>12</td>
<td>NMD</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>13</td>
<td>NH</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>RAPD</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>15</td>
<td>RF</td>
<td>Female</td>
<td>73</td>
</tr>
<tr>
<td>16</td>
<td>SNH</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>SU</td>
<td>Female</td>
<td>30</td>
</tr>
<tr>
<td>18</td>
<td>TP</td>
<td>Female</td>
<td>70</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test of the cycle II above, the researcher calculated the number of students who pass the passing grade was:

**Table 4.11 Calculation of Passing Grade of the Pre-test in the Cycle II**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 65</td>
<td>17</td>
<td>80,95%</td>
</tr>
<tr>
<td>65</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt; 65</td>
<td>4</td>
<td>19,05%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

2) The score of Post-test Cycle II

**Table 4.12 Students’ Result of Post-test II**

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Sex</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AP</td>
<td>Female</td>
<td>87</td>
</tr>
<tr>
<td>2</td>
<td>AMW</td>
<td>Female</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Gender</td>
<td>Age</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>3</td>
<td>AZN</td>
<td>Female</td>
<td>77</td>
</tr>
<tr>
<td>4</td>
<td>DADR</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>DAS</td>
<td>Female</td>
<td>83</td>
</tr>
<tr>
<td>6</td>
<td>ERA</td>
<td>Female</td>
<td>77</td>
</tr>
<tr>
<td>7</td>
<td>FA</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>IS</td>
<td>Female</td>
<td>63</td>
</tr>
<tr>
<td>9</td>
<td>IM</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>KM</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>MW</td>
<td>Female</td>
<td>83</td>
</tr>
<tr>
<td>12</td>
<td>NMD</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>13</td>
<td>NH</td>
<td>Female</td>
<td>83</td>
</tr>
<tr>
<td>14</td>
<td>RAPD</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>15</td>
<td>RF</td>
<td>Female</td>
<td>77</td>
</tr>
<tr>
<td>16</td>
<td>SNH</td>
<td>Female</td>
<td>87</td>
</tr>
<tr>
<td>17</td>
<td>SU</td>
<td>Female</td>
<td>63</td>
</tr>
<tr>
<td>18</td>
<td>TP</td>
<td>Female</td>
<td>87</td>
</tr>
<tr>
<td>19</td>
<td>US</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>20</td>
<td>VR</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>21</td>
<td>YR</td>
<td>Female</td>
<td>80</td>
</tr>
</tbody>
</table>
From the students’ score in the post-test of the cycle II above, the researcher calculated the number of students who pass the passing grade was:

Table 4.13 Calculation of Passing Grade of the Post-test in the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 65</td>
<td>19</td>
<td>90.48%</td>
</tr>
<tr>
<td>65</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt; 65</td>
<td>2</td>
<td>9.52%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, it could be concluded that there was an improvement from the pre-test. The students who passed the passing grade to the pre-test of the cycle II was 80.95%. In the post-test, 90.48% of the students passed the passing grade. There was an improvement as many as 9.53%. It means that the expectation was successfully achieved. Therefore, the researcher did not conduct next cycle.
3) The calculation of the mean

Table 4.14 Difference Score of Pre-test and Post-test in the Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>PRE-TEST (X2)</th>
<th>POST-TEST (Y2)</th>
<th>D</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AP</td>
<td>67</td>
<td>87</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>AMW</td>
<td>67</td>
<td>87</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>AZN</td>
<td>77</td>
<td>77</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>DADR</td>
<td>67</td>
<td>80</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>5</td>
<td>DAS</td>
<td>87</td>
<td>83</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>ERA</td>
<td>67</td>
<td>77</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>FA</td>
<td>57</td>
<td>90</td>
<td>33</td>
<td>1089</td>
</tr>
<tr>
<td>8</td>
<td>IS</td>
<td>60</td>
<td>63</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>IM</td>
<td>90</td>
<td>90</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>KM</td>
<td>67</td>
<td>80</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>11</td>
<td>MW</td>
<td>67</td>
<td>83</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>12</td>
<td>NMD</td>
<td>90</td>
<td>90</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>NH</td>
<td>80</td>
<td>83</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>14</td>
<td>RAPD</td>
<td>90</td>
<td>90</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>RF</td>
<td>73</td>
<td>77</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>16</td>
<td>SNH</td>
<td>80</td>
<td>87</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>SU</td>
<td>30</td>
<td>63</td>
<td>33</td>
<td>1089</td>
</tr>
<tr>
<td>18</td>
<td>TP</td>
<td>70</td>
<td>87</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>19</td>
<td>US</td>
<td>67</td>
<td>67</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>VR</td>
<td>53</td>
<td>67</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>21</td>
<td>YR</td>
<td>67</td>
<td>80</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>1473</td>
<td>1688</td>
<td>195</td>
<td>3825</td>
</tr>
<tr>
<td><strong>AVERAGE</strong></td>
<td></td>
<td>70,14</td>
<td>80,38</td>
<td>9,28</td>
<td>182,14</td>
</tr>
<tr>
<td><strong>Percentage of Minimum Passing Grade</strong></td>
<td></td>
<td>80,95%</td>
<td>90,48%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4) **Mean of Pre-test 2**

\[
M = \frac{\sum X_2}{N}
\]

\[
M = \frac{1473}{21}
\]

\[
M = 70,14
\]

5) **Mean of Post-test 2**

\[
M = \frac{\sum Y_2}{N}
\]

\[
M = \frac{1,688}{21}
\]

\[
M = 80,38
\]
Mean of pre-test cycle II was 70,14, then the mean of post-test was 80,38 (Mean of pre-test < than mean of post-test) it means that there was significant improvement of students’ reading skill by using OK5R strategy.

6) Calculation Mean of Difference

\[ MD = \frac{\sum D}{N} \]

\[ MD = \frac{195}{21} \]

\[ MD = 9,28 \]

7) Calculation of the Students Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{3825}{21} - \left(\frac{195}{21}\right)^2} \]

\[ SD = \sqrt{182,14 - 9,28^2} \]

\[ SD = \sqrt{182,14 - 86,11} \]

\[ SD = \sqrt{96,03} \]

\[ SD = 9,79 \]

8) Calculation of t-test

\[ SEMD = \frac{SD}{\sqrt{N-1}} = \frac{9,79}{\sqrt{21-1}} = \frac{9,79}{4,4} = 2,22 \]
From the calculation above, the researcher got the data. The t-test was $4.18$ with $t$-table $N-1$ was $2.086$. From the data the researcher concluded that the score of t-test was higher than $t$-table. Therefore, the researcher and teacher conclude that the result of the cycle 2 is really significant. Finally, the teacher and the researcher successfully conduct this research. It also means that OK5R strategy could improve the student’s reading skill at eleventh grade of SMK An-Nur Ampel in the academic year of 2019/2020.

d. Reflecting

The reflecting that was done by the researcher and the teacher about the activity during learning process in cycle II. The students were enthusiastic and focused on the lesson although some of them still make noisy but they be brave to ask question to teacher if they did not understood yet.

The passing grade (KKM) for English subject is $65$. The students’ scores in the post-test of the cycle 2 show that there are $90.48\%$ of the students who get the score higher than KKM. The students’ answers in the post-test of the cycle 2 were better. Some students can answer the questions correctly. In the pre-test of the cycle 2, there are $80.95\%$
students who get the score higher than KKM. It means that after reflection from cycle 1 was applied in the action of the cycle 2. There was an enhancement of using OK5R strategy at the eleventh grade of SMK An-Nur Ampel. Finally the researcher stops the cycle because 85% of the students have already passed the passing grade.

B. Discussions

After analyzing students’ score in the cycle I and the cycle II, the researcher conclude that there is significant improvement of students’ reading skill after being taught by using OK5R strategy. The improvement can be seen as follow:

Table 4.15 the Calculation Result

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of pre-test</td>
<td>60</td>
<td>70,14</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>69,61</td>
<td>80,38</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students who passed the passing grade (&gt;65)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>33,33%</td>
<td>80,95%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>71,42%</td>
<td>90,48%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>38,09%</td>
<td>9,53%</td>
</tr>
<tr>
<td>3</td>
<td>T-table (N=21)</td>
<td>2,086</td>
<td>2,086</td>
</tr>
<tr>
<td>4</td>
<td>T-test</td>
<td>3,92</td>
<td>4,18</td>
</tr>
</tbody>
</table>
From the table above, it could be seen that the t-test is bigger than t-table. It means that there was an improvement of students’ reading skill by using OK5R strategy. It shown the results of T-test in cycle I is 3,92 and in cycle II is 4,18. At the cycle I, the mean of post-test is higher than the mean of pre-test. The mean of post-test is 69,61 and pre-test is 60. In the cycle II, the mean of post-test is higher than mean of pre-test. The mean of post-test is 80,38 and pre-test 70,14. Moreover, the t-test in cycle II is bigger than t-test of cycle I. It means that there was a significant influence on the cycle I up to cycle II. In addition, the improvement as many as 38,09%, and the improvement of cycle 2 was as many as 9,53% from the cycle I up to cycle II.

Based on the explanation above, the researcher concludes using OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) Strategy can improve the students’ reading skill.
CHAPTER V
CLOSURE

The chapter consists of the conclusions and suggestions. After completing this research, the researcher provides some conclusion and suggestion of the research

A. Conclusions

After conducting the research and analyzing the data, the researcher comes to two conclusions to answer the problems of the research that:

1. The implementation of OK5R strategy was successful. It is proven that the students are able to over view with text, the students understand what is discussed in the text. Second, the students are able to search the key ideas or main ideas. Third, the students can read the text and find the main sentence of each paragraph. Fourth, the students can show the difficult word in the text, write the word. Fifth, the students infer the important information in the text. Sixth, the students are able to retell the essence of the text. Seventh, the students can connect the topic of the text with daily experience. Through OK5R strategy, it helps the students to find the key words of the text that student read. So that the students can be easier to understand the text that they have been read.
2. The improvement of students’ reading skills after using of OK5R strategy is strongly significant. It is indicated by the result of the data of mean score in pre-test and post-test in each cycle. Mean score of post-test were higher than the pre-test. In cycle I showed that mean of pre-test score was 60 and the post-test was 69.61 and in the cycle 2 shows that the pre-test score is 70.14 and the pre-test is 80.38. Then, the t-test calculation which is higher than t-table in each cycle. In cycle I the t-test score is 3.92 higher than t-table 2.086 and in cycle 2 the t-test score is 4.18 higher than t-table 2.086.

B. Suggestions

Based on researcher findings and discussion, the following suggestions addressed to the teacher, the students and the future researcher are presented:

1. For the teacher

The teacher can use OK5R strategy to improve the students’ reading skill. Using OK5R strategy as a technique in teaching learning process is an enjoyable activity for the students. Moreover, using OK5R strategy in teaching and learning process is very easy to be applied. It can motivate and make the students easier in reading activity.

2. For the students

The students can apply and practice the OK5R strategy by following the steps. It will help the students to solve their problem is reading and improve their reading skill.
3. **For the future researcher**

The researcher suggests the future researcher to conducted Classroom Action Research in using OK5R strategy to improve students reading skill. The future researcher can also examine the effectiveness of using OK5R strategy in teaching learning process if it is applied in Vocational High School.
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APPENDICES
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK An-Nur Ampel

Materi Pokok : KD 3.4 dan 4.4

Kelas/Semester : XI/1

Mata Pelajaran : Bahasa Inggris

Topik : Descriptive Text – Siklus 1

Alokasi Waktu : 4 x 45 menit (2x pertemuan)

Aspek/Skill : Reading

A. Kompetensi Inti

<table>
<thead>
<tr>
<th>KI</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>KI 1</td>
<td>Menghayati dan mengamalkan ajaran agama yang dianutnya.</td>
</tr>
<tr>
<td>KI 2</td>
<td>Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional dan kawasan internasional.</td>
</tr>
<tr>
<td>KI 3</td>
<td>Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta</td>
</tr>
</tbody>
</table>
menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

| KI 4 | Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan. |

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</td>
<td>3.4.1 Siswa mampu mengidentifikasi fungsi sosial teks deskriptif terkait berita sederhana sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>3.4.2 Siswa mampu mengidentifikasi struktur teks dari berbagai teks deskriptif orang, benda dan tempat sesuai dengan konteks penggunaannya.</td>
<td>3.4.3 Siswa mampu mengidentifikasi unsur kebahasaan teks deskriptif orang, benda dan tempat sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>4.4. Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan beberapa teks</td>
<td>4.4.1 Siswa mampu menangkap informasi secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan</td>
</tr>
</tbody>
</table>
deskriptif lisan dan tulis dalam bentuk orang, benda dan tempat.

4.4.2. Siswa mampu menuliskan apa yang dibahas dalam teks, mencari idekunci atau ide pokok, membaca teks untuk menemukan kalimat utama dari setiap paragraf, mencatat kata yang sulit, mencari point penting dalam teks, menceritakan inti sari sebuah bacaan, menghubungkan topik bacaan dengan pengalaman sehari-hari terhadap teks deskriptif dalam bentuk orang, benda dan tempat.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat:

1) Mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan teks deskriptif sesuai dengan konteks penggunaannya dalam kehidupan sehari-hari.

2) Menemukan apa yang dibahas dan isi dari teks deskriptif sederhana dalam bentuk orang, benda dan tempat.

3) Menuliskan apa yang dibahas dalam teks, mencari ide-ide kunci atau ide pokok, membaca teks untuk menemukan kalimat utama dari setiap paragraf, mencatat kata yang sulit, mencari point penting dalam teks,
menceritakan inti sari sebuah bacaan, menghubungkan topik bacaan dengan pengalaman sehari-hari.

4) Mempresentasikan atau mengkomunikasikan teks deskriptif di dalam kelas.

D. Materi Pembelajaran

Materi Pembelajaran Pokok

1. Definition of descriptive text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others.

The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

2. Generic structure of descriptive text

   a. Identification contains about the introduction of a person, place, animal or object will be described.

   b. Description contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

3. Language features of descriptive text

   a. Specific participant had a certain object, is not common and unique (only one), for example: Bandengan Beach, My House, Borobudur Temple, Uncle Jim.

   b. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
c. The use of simple present tense. The sentence pattern used is simple present because it tells the fact of the object described.

d. Action verb that shows an activity, for example, run, sleep, walk, cut etc.

4. **Contoh teks bacaan descriptive (terlampir)**

5. **Lembar Kerja Siswa (terlampir)**

**E. Metode Pembelajaran**
Strategi pembelajaran : OK5R Strategy

**F. Media dan Bahan Pembelajaran**
1. Whiteboard dan boardmarker
2. Lembar materi teks descriptif
3. Teks descriptif
4. OK5R chart

**G. Sumber Belajar**

**H. Kegiatan Pembelajaran**
1. **Pertemuan 1**

<table>
<thead>
<tr>
<th>Pre-test 25’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
</tr>
</tbody>
</table>

- Guru membuka pembelajaran dengan salam | 10’
- Guru memeriksa kehadiran siswa
- Guru menyampaikan tujuan pembelajaran dan memperkenalkan strategi pembelajaran.

### Kegiatan Inti

<table>
<thead>
<tr>
<th>45’</th>
</tr>
</thead>
</table>

#### Mengamati
- Guru memberikan persepsi atau motivasi berupa pertanyaan keterkaitan proses pembelajaran dengan nilai kehidupan sehari-hari merujuk pada konsep materi descriptive text.
- Guru menampilkan beberapa contoh judul teks tentang descriptive text.
- Guru meminta siswa untuk mengaitkan judul yang ditampilkan dengan pengalaman siswa terkait dengan descriptive text.
- Guru dan siswa menganalisis fungsi sosial dan unsur kebahasaan yang digunakan dalam teks descriptive.

#### Menanya
- Guru membimbing siswa untuk mempertanyakan informasi yang terdapat dalam teks descriptive

#### Mengeksplorasi
- Guru membagi siswa dalam beberapa kelompok diskusi untuk menganalisis teks descriptive text dengan menggunakan strategi *Overview, Key Ideas, Read, Record, Recite, Review and Reflect*.
- Guru membagi beberapa teks dan table OK5R kepada setiap kelompok diskusi

*Overview*
• Siswa diminta untuk membaca secara cepat untuk memperoleh apa yang dibahas dalam teks tersebut.

*Key Ideas*

• Siswa diminta mencari ide-ide kunci atau ide pokok.

*Read*

• Siswa diminta untuk membaca teks dan menemukan kalimat utama dari setiap paragraf.

*Record*

• Siswa diminta untuk mencatat kata yang sulit.

*Recite*

• Siswa diminta untuk menemukan informasi penting dalam teks.

*Review*

• Siswa diminta untuk menceritakan kembali inti sari dalam teks tersebut, dengan melihat catatan masing-masing.

*Reflect*

• Siswa diminta untuk menghubungkan topik akan tersebut dengan pengalaman sehari-hari.

**Mengasosiasi**

• Guru mengamati dan merespon siswa selama diskusi kelompok berlangsung.

• Guru meminta siswa untuk menuliskan jawaban di tabel *OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect)*.

**Mengkomunikasikan**
Guru meminta siswa untuk mempresentasikan hasil diskusi setiap kelompok kepada kelompok lain tentang isi/informasi dari teks descriptive yang telah mereka baca.

Guru meminta kelompok lain memberikan respon terhadap kelompok yang sedang mempresentasikan hasilnya.

Guru mengamati dan menilai hasil presentasi setiap kelompok dari aspek ketramilan.

**Penutup**

- Guru mengajak siswa untuk memberikan komentar dan kesimpulan tentang materi pembelajaran secara bersama-sama.

- Guru menyampaikan rencana pembelajaran pada pertemuan yang akan datang

- Guru menutup kelas dengan salam.

**2. Pertemuan 2**

<table>
<thead>
<tr>
<th>Pendahuluan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru membuka pembelajaran dengan salam</td>
<td>10’</td>
</tr>
<tr>
<td>Guru memeriksa kehadiran siswa</td>
<td></td>
</tr>
<tr>
<td>Guru menyampaikan tujuan pembelajaran dan memperkenalkan strategi pembelajaran.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>45’</th>
</tr>
</thead>
</table>
Mengamati

- Guru memberikan persepsi atau motivasi berupa pertanyaan keterkaitan proses pembelajaran dengan nilai kehidupan sehari-hari merujuk pada konsep materi descriptive text.
- Guru menampilkan beberapa contoh judul teks tentang descriptive text.
- Guru meminta siswa untuk mengaitkan judul yang ditampilkan dengan pengalaman siswa terkait dengan descriptive text.
- Guru dan siswa menganalisis fungsi sosial dan unsur kebahasaan yang digunakan dalam teks descriptive.

Menanya

- Guru membimbing siswa untuk mempertanyaan informasi yang terdapat dalam teks descriptive

Mengeksplorasi

- Guru membagi siswa dalam beberapa kelompok diskusi untuk menganalisis teks descriptive dengan menggunakan strategi Overview, Key Ideas, Read, Record, Recite, Review and Reflect.

- Guru membagi beberapa teks dan table OK5R kepada setiap kelompok diskusi

  Overview

- Siswa diminta untuk membaca secara cepat untuk memperoleh apa yang dibahas dalam teks tersebut.

  Key Ideas
• Siswa diminta mencari ide-ide kunci atau ide pokok.

**Read**
• Siswa diminta untuk membaca teks dan menemukan kalimat utama dari setiap paragraf.

**Record**
• Siswa diminta untuk mencatat kata yang sulit.

**Recite**
• Siswa diminta untuk menemukan informasi penting dalam teks.

**Review**
• Siswa diminta untuk menceritakan kembali inti sari dalam teks tersebut, dengan melihat catatan masing-masing.

**Reflect**
• Siswa diminta untuk menghubungkan topik aan tersebut dengan pengalaman sehari-hari.

**Mengasosiasi**
• Guru mengamati dan merespon siswa selama diskusi kelompok berlangsung.
• Guru meminta siswa untuk menuliskan jawaban di tabel OK5R (*Overview, Key Ideas, Read, Record, Recite, Review and Reflect*).

**Mengkomunikasikan**
• Guru meminta siswa untuk mempresentasikan hasil diskusi setiap kelompok kepada kelompok lain tentang isi/informasi dari teks descriptive yang telah mereka baca.
• Guru meminta kelompok lain memberikan respon
terhadap kelompok yang sedang mempresentasikan hasilnya.
- Guru mengamati dan menilai hasil presentasi setiap kelompok dari aspek ketrampilan.

**Penutup**

- Guru mengajak siswa untuk memberikan komentar dan kesimpulan tentang materi pembelajaran secara bersama-sama.
- Guru menyampaikan rencana pembelajaran pada pertemuan yang akan datang
- Guru menutup kelas dengan salam.

**Post-test 25’**

### I. Penilaian

1. **Teknik/Jenis Penilaian**

<table>
<thead>
<tr>
<th>No.</th>
<th>Ranah Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sikap</td>
<td>Pengamatan/Observasi</td>
<td>Lembar Observasi</td>
</tr>
<tr>
<td>2.</td>
<td>Pengetahuan</td>
<td>Tes tulis dan penugasan</td>
<td>Terlampir</td>
</tr>
<tr>
<td>3.</td>
<td>Ketrampilan</td>
<td>Tes tulis dan penugasan</td>
<td>Terlampir</td>
</tr>
</tbody>
</table>
2. Bentuk instrument penilaian
   a. Task 1 – Pre-test

   Read carefully and choose the correct answer below!
   Read the following text to answer questions number 1 to 5.

   **My Pet**

   I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft.

   Dolgy does not like bones. Every day eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is really sweet and friendly animal.

   (https://www.caramudahbelajarbahasainggris.net)

1. What is the kind of the text above?
   A. Narrative
   B. Descriptive
   C. Explanation
   D. News Item

2. What is the social function of the text above?
   A. To describe a particular animal
   B. To share an amusing incident with others
C. To present two points of view about an issue
D. To inform the readers about the beauty of Dolgy

3. How does Dolgy look like?
   A. Big, fierce, and cute
   B. Big, fluffy, and fierce
   C. Small, fierce, and stink
   D. Small, fluffy and cute

4. Whom Dolgy plays with when the writer goes to school?
   A. The writer’s sister
   B. The writer’s cat
   C. The writer’s dog
   D. The writer’s rabbit

5. What does Dolgy eat every morning?
   A. Fish and rice
   B. Bread and milk
   C. Bone and milk
   D. Rice and bone

Read the following text to answer questions number 6 to 10.

**Peter**

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much and at school he plays football and tennis. He is the best badminton player in our family.

(http://englishlollipop.blogspot.com)
6. How old is Peter? He is … years old.
   A. Four
   B. Fourteen
   C. Forty
   D. Ten

7. The writer is … years old.
   A. Fourteen
   B. Sixteen
   C. Eighteen
   D. Nineteen

8. Which of the following statement is not true about Peter?
   A. He has long and straight hair
   B. He has bright eyes
   C. He is not interested in sports
   D. He plays football and tennis

9. According to the passage, we know that Peter is ….
   A. The writer’s youngest brother
   B. The writer’s elder brother
   C. Naughty boy
   D. Friendly boy

10. From the text, we may conclude that….
    A. Many people do not like Peter
    B. People is older that the writer
    C. Peter is a welcoming person
    D. Peter is not diligent at all
ESSAY

Read carefully and answer the questions below!

Tabuik Ceremony is a traditional on the west coast of west Sumatra, Indonesia, especially in Pariaman. It is held at the Asura day which falls on the 10th of Muharram of the Islamic calendar. In Bengkulu it was known as Tabot. Tabuik is the made of bamboo, rattan, and paper. During the week of Tabuik, many activities are held including kite race and other traditional activities. Tabuik is also a term used to refer to the high funeral biers carried around during the remembrance procession. On the appointed day, all participants of the ceremony gather in the Centre of the city. All government officials also attended his colossal ceremony in the west Sumatra.

One Tabuik was carried by 40 people. Behind Tabuik, a group of people wearing traditional clothes carry several of percussion stop, dozens of people perform martial arts accompanied by Minang Tetabuhan.
The sunset marks the end of the procession the Tabuik was the bought to a shore and then floated out to sea. This is conducted as they believe that throwing Tabuik into the sea will dispose of bad luck.

Questions:

1. What is the text about?
2. What is the main idea of paragraph three?
3. Where is Tabuik come from?
4. Why must Tabuik be thrown into the sea?
5. What is the purpose of the text?
**Key Answer:**

**Multiple Choices**

1. B  
2. A  
3. D  
4. D  
5. B  
6. B  
7. C  
8. C  
9. A  
10. C

**Essay**

1. Tabuik ceremony in West Sumatra  
2. The Tabuik will dispose bad luck if thrown to the sea  
3. Pariaman  
4. To mark the dispose of bad luck  
5. To describe Tabuik ceremony
b. **Task 2 – Post-test**

**Read carefully and choose the correct answer below!**

Read the following text to answer questions number 1 to 5.

**My Blewuk**

I have some pets. However my favorite pet is Blewuk. Blewuk is a male cat I call it Blewuk because his fur is grey. He is adorable with his soft stripes. He has innocent round eyes and feeble sweet voice. He always meow when he feels hungry. Actually his voice is not suitable with his giant body. When I come home, he usually gives me a kiss.

Blewuk is a nice playmate. I’m happy to spend my time with him. Most of the time, he’s a good boy. It’s almost impossible for me to be angry with him. In the morning he always wakes me up early. When he wakes up early, he waits quietly by me beside until I wake up.

(itamarry.files.wordpress.com)

1. Why the pet is called Blewuk?
   A. Because it has got sweet voice.
   B. Because it is a male cat
   C. Because it is adorable
   D. Because of the color of his fur

2. Based on the text we know that…
   A. Blewuk always kisses the writer in the morning
   B. Every morning, the writer always wakes Blewuk up
   C. Blewuk is a big cat
D. Blewuk is female

3. What does the word he in the sentence? “He usually gives me a kiss “. Refer to…?
   A. Blewuk
   B. The writer
   C. The reader
   D. The writer’s friend

4. What is the purpose of the text?
   A. To entertain the reader
   B. To describe about the Blewuk
   C. To describe how to look after the blewuk
   D. To give inform about The Blewuk

5. We can find the physical description of Blewuk in the….paragraph.
   A. First
   B. Second
   C. Third
   D. Fourth

Read the following text to answer questions number 6 to 10.

Sherina

Her name is Sherina Munaf, but you can call her Sherina only.
She was born in Bandung 11th June 1990 as the middle child from 3
siblings. Her big sister is Virania Devarainy, and little sister is Mayzura Restalia.

Sherina's parents are Triawan and Luki. Her father’s full name is Triawan Munaf, works as designer and musician. Her mother’s full name is Luki Ariani.

Sherina is a singer. She has a lovely voice. She began to sing since he was child. One of her famous song is "Petualangan Sherina". Sherina has ever sung duet with Westlife in 1998.

Sherina often changes her appearance. Sometimes she comes with her long hair and sometimes with her short hair. But she’s still cute enough for everything she does.

(itamarry.files.wordpress.com)

6. How many sisters does Sherina have?
   A. One
   B. Two
   C. Three
   D. Four

7. What is Sherina’s father? He is a….
   A. Singer
   B. Musician
   C. Designer
   D. Designer and musician

8. How old is Sherina in 2019? She is…
   A. 27 years old
   B. 28 years old
   C. 29 years old
D. 30 years old

9. What is the main idea of the second paragraph?
   A. Sherina
   B. Sherina’s parents
   C. Sherina’s career
   D. Sherina’s appearance

10. “…as the middle child from three siblings.” What is the same meaning with the word *siblings* in this sentence?
   A. Sisters
   B. Parents
   C. Friends
   D. Cousins

**ESSAY**

**Read carefully and answer the questions below!**

**The Houses of the Toraja**

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean “those who live upstream” or “those who live in the mountains”. Their name is in fact derived from the word Raja, which in Sanskrit means “king”. The society is hierarchically structured, the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan and birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the “buffalo horns”, the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.
Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build “modern” (in other words houses built with cement) houses with such roofs.

(http://englishlollipop.blogspot.com)

Questions:

1. What is the text about?
2. What is the social function of the text?
3. What are the ordinary people commonly called?
4. Where is located of Toraja?
5. Mentions three parts of Tongkonan!
Key Answer:

Multiple Choices

1. D  
2. B  
3. A  
4. B  
5. A  
6. B  
7. B  
8. C  
9. B  
10. A

Essay

1. The description of a traditional houses of Toraja
2. To describe of houses in the Toraja
3. Makaka
4. Southwest and central Sulawesi (Celebes)
5. The upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor).
### Analytical Scoring Rubric

<table>
<thead>
<tr>
<th>No.</th>
<th>Competency</th>
<th>Description</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identifies themes or message</td>
<td>Explain themes or message in own words, acknowledging different interpretations.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restates understanding of theme or message.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifies theme or message inconsistently.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifies theme or message with guidance.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Identify supporting idea</td>
<td>Offering supportive evidence.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restates supporting details.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify supporting details inconsistently.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify supporting details with guidance.</td>
<td>1</td>
</tr>
</tbody>
</table>

4. **Pedoman Penilaian**

Dalam test (pre-test dan post-tes) ini terdiri atas 10 Multiple choices & 5 Essay. Penilaian test ini adalah sebagai berikut:

a. Jumlah skor maksimal 30
b. Skor maksimal untuk multiple choices 10
c. Skor maksimal untuk essay 20
d. Nilai akhir:

\[
\text{Nilai Akhir} = \frac{\text{jumlah skor perolehan}}{\text{jumlah skor maksimal}} \times 100
\]

---

Guru Bahasa Inggris

Ragil Argo Wiryatmo, S.Pd.

---

Mahasiswa Peneliti

Rizqi Aqidatul Izza

NIM 23030-15-0132

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Mengetahui,

Kepala SMK AN-NUR AMPEL

Syamsudin Joko Suseno, S.T.
1. Observasi
   Guru melakukan observasi sebelum membahas materi dengan menanyakan pertanyaan yang berkaitan dengan kehidupan sehari-hari:
   - Have you ever described something?
   - What your describe?

2. Learning Materials 1
   Example of Descriptive text

   **Wakatobi**

   Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name of Wakatobi is derived from the names of the main islands in the archipelago: Wangi Wangi, Kaledupa, Tomea, and Binangko. Do you know what? It is the best diving sites ever.

   There are many reasons why I call Wakatobi as the best diving sites ever. First, the reefs in Wakatobi diving are unlike others in the region because of the dry climate and uplifted limestone. This means Wakatobi is an exceptionally clean environment due to the lack of soil erosion. Second, being a national park, fishing is strictly limited and the reefs of Wakatobi are protected. These superb reefs are supported and protected by the local fishing communities who obtain a fair share of the income generated by Wakatobi dive tourism in exchange for adopting more sustainable practices, such as leaving large stretches of reef completely untouched. Third, Wakatobi is
located at the world’s coral reef triangle center with its 942 fish species and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

(http://englishlollipop.blogspot.com)
Borobudur Temple

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or
form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

(http://www.belajarbahasainggris.us.descriptive-text-borobudur temple.html)
3. Learning Material 2

My Rabbit

I have a male rabbit named Boli. Boli is an angora rabbit given by my uncle as a birthday gift. He has a very fat body with a very fine white fur. His weight is approximately 57 grams with for about 52 cm body length. Boli has beautiful blue eyes.

Boli does not like being quiet. He likes running and jumping. He would be very happy if I let him out and play in the yard.

Boli loves vegetables especially carrots. When it's time to eat, he will approach me. Although Boli loves carrots, I always give them additional foods such as multivitamins and minerals.

In spite of being very active, Boli does not like water. When the bath time arrives, I must try my best to bathe him. Sometimes I have to chase him first and put it in a special tub.

Because of him very adorable body and behavior, I love Boli very much. I hope Boli can always accompany me every day.

(https://www.berbahasainggris.comdescriptive-text-animal-thing-person.html)
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK An-Nur Ampel

Materi Pokok : KD 3.4 dan 4.4

Kelas/Semester : XI/1

Mata Pelajaran : Bahasa Inggris

Topik : Descriptive Text – Siklus 2

Alokasi Waktu : 4 x 45 menit (2x pertemuan)

Aspek/Skill : Reading

A. Kompetensi Inti

| KI 1 | Menghayati dan mengamalkan ajaran agama yang dianutnya. |
| KI 2 | Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkunganm, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional dan kawasan internasional. |
| KI 3 | Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahuinya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik |
sesuai dengan bakat dan minatnya untuk memecahkan masalah.

| KI 4 | Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan. |

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
</table>
| 3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya. | 3.4.1 Siswa mampu mengidentifikasi fungsi sosial teks deskriptif terkait berita sederhana sesuai dengan konteks penggunaannya.  
3.4.2 Siswa mampu mengidentifikasi struktur teks dari berbagai teks deskriptif orang, benda dan tempat sesuai dengan konteks penggunaannya.  
3.4.3 Siswa mampu mengidentifikasi unsur kebahasaan teks deskriptif orang, benda dan tempat sesuai dengan konteks penggunaannya. |
| 4.4. Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dalam bentuk orang, benda dan tempat. |
| 4.4.1 Siswa mampu menangkap informasi secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif dalam bentuk orang, benda dan tempat.. |
| 4.4.2 Siswa mampu menuliskan apa yang dibahas dalam teks, mencari ide-ide kunci atau ide pokok, membaca teks kemudian menemukan kalimat utama dari setiap paragraf, mencatat kata yang sulit, mencari point penting dalam teks, menceritakan inti sari sebuah bacaan, menghubungkan topik bacaan dengan pengalaman sehari-hari terhadap teks deskriptif dalam bentuk orang, benda dan tempat. |

### C. Tujuan Pembelajaran

**Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat:**

5) Mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan teks deskriptif sesuai dengan konteks penggunaannya dalam kehidupan sehari-hari.
6) Menemukan apa yang dibahas dan isi dari teks deskriptif sederhana dalam bentuk orang, benda dan tempat.

7) Menuliskan apa yang dibahas dalam teks, mencari ide-ide kunci atau ide pokok, membaca teks kemudian menemukan kalimat utama dari setiap paragraf, mencatat kata yang sulit, mencari point penting dalam teks, menceritakan inti sari sebuah bacaan, menghubungkan topik bacaan dengan pengalaman sehari-hari.

8) Mempresentasikan atau mengkomunikasikan teks deskriptif di dalam kelas.

D. Materi Pembelajaran

Materi Pembelajaran Pokok

6. Definition of descriptive text

   Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others.

   The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

7. Generic structure of descriptive text

   c. Identification contains about the introduction of a person, place, animal or object will be described.

   d. Description contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

8. Language features of descriptive text
e. Specific participant had a certain object, is not common and unique (only one), for example: Bandengan Beach, My House, Borobudur Temple, uncle Jim.
f. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
g. The use of simple present tense. The sentence pattern used is simple present because it tells the fact of the object described.
h. Action verb that shows an activity, for example, run, sleep, walk, cut etc.

9. Contoh teks bacaan descriptive (terlampir)
10. Lembar Kerja Siswa (terlampir)

E. Metode Pembelajaran
Strategi pembelajaran : OK5R Strategy

F. Media dan Bahan Pembelajaran
5. Whiteboard dan spidol
6. Lembar materi teks descriptive
7. Teks descriptive
8. OK5R chart

G. Sumber Belajar

H. Kegiatan Pembelajaran
1. Pertemuan 3
<table>
<thead>
<tr>
<th>Pendahuluan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| • Guru membuka pembelajaran dengan salam  
• Guru memeriksa kehadiran siswa  
• Guru menyampaikan tujuan pembelajaran dan memperkenalkan strategi pembelajaran. | 10’ |

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>45’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mengamati</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • Guru memberikan persepsi atau motivasi berupa pertanyaan keterkaitan proses pembelajaran dengan nilai kehidupan sehari-hari merujuk pada konsep materi descriptive text.  
• Guru menampilkan beberapa contoh judul teks tentang descriptive text.  
• Guru meminta siswa untuk mengaitkan judul yang ditampilkan dengan pengalaman siswa terkait dengan descriptive text.  
• Guru dan siswa menganalisis fungsi sosial dan unsur kebahasaan yang digunakan dalam teks descriptive. |     |
| **Menanya** |     |
| • Guru membimbing siswa untuk mempertanyakan informasi yang terdapat dalam teks descriptive |     |
| **Mengeksplorasi** |     |
| • Guru membagi siswa dalam beberapa kelompok diskusi untuk menganalisis teks descriptive text |     |
dengan menggunakan strategi Overview, Key Ideas, Read, Record, Recite, Review and Reflect.

- Guru membagi beberapa teks dan table OK5R kepada setiap kelompok diskusi

  **Overview**

- Siswa diminta untuk membaca secara cepat untuk memperoleh apa yang dibahas dalam teks tersebut.

  **Key Ideas**

- Siswa diminta mencari ide-ide kunci atau ide pokok.

  **Read**

- Siswa diminta untuk membaca teks dan menemukan kalimat utama dari setiap paragraf.

  **Record**

- Siswa diminta untuk mencatat kata yang sulit.

  **Recite**

- Siswa diminta untuk menemukan informasi penting dalam teks.

  **Review**

- Siswa diminta untuk menceritakan kembali inti sari dalam teks tersebut, dengan melihat catatan masing-masing.

  **Reflect**

- Siswa diminta untuk menghubungkan topik dan tersebut dengan pengalaman sehari-hari.

**Mengasosiasi**

- Guru mengamati dan merespon siswa selama diskusi kelompok berlangsung.

- Guru meminta siswa untuk menuliskan jawaban di
tabel OK5R (*Overview, Key Ideas, Read, Record, Recite, Review and Reflect*).

**Mengkomunikasikan**
- Guru meminta siswa untuk mempresentasikan hasil diskusi setiap kelompok kepada kelompok lain tentang isi/informasi dari teks descriptive yang telah mereka baca.
- Guru meminta kelompok lain memberikan respon terhadap kelompok yang sedang mempresentasikan hasilnya.
- Guru mengamati dan menilai hasil presentasi setiap kelompok dari aspek ketrampilan.

**Penutup**
- Guru mengajak siswa untuk memberikan komentar dan kesimpulan tentang materi pembelajaran secara bersama-sama.
- Guru menyampaikan rencana pembelajaran pada pertemuan yang akan datang
- Guru menutup kelas dengan salam.

### 2. Pertemuan 4

<table>
<thead>
<tr>
<th>Pendahuluan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru membuka pembelajaran dengan salam</td>
<td>10’</td>
</tr>
<tr>
<td>• Guru memeriksa kehadiran siswa</td>
<td></td>
</tr>
<tr>
<td>• Guru menyampaikan tujuan pembelajaran dan memperkenalkan strategi pembelajaran.</td>
<td></td>
</tr>
</tbody>
</table>

**Kegiatan Inti**

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45’</td>
</tr>
<tr>
<td><strong>Mengamati</strong></td>
<td></td>
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<tr>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>• Guru memberikan persepsi atau motivasi berupa pertanyaan keterkaitan proses pembelajaran dengan nilai kehidupan sehari-hari merujuk pada konsep materi descriptive text.</td>
<td></td>
</tr>
<tr>
<td>• Guru menampilkan beberapa contoh judul teks tentang descriptive text.</td>
<td></td>
</tr>
<tr>
<td>• Guru meminta siswa untuk mengaitkan judul yang ditampilkan dengan pengalaman siswa terkait dengan descriptive text.</td>
<td></td>
</tr>
<tr>
<td>• Guru dan siswa menganalisis fungsi sosial dan unsur kebahasaan yang digunakan dalam teks descriptive.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Menanya</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru membimbing siswa untuk mempertanyaan informasi yang terdapat dalam teks descriptive</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mengeksplorasi</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru membagi siswa dalam beberapa kelompok diskusi untuk menganalisis teks descriptive dengan menggunakan strategi <em>Overview, Key Ideas, Read, Record, Recite, Review and Reflect.</em></td>
<td></td>
</tr>
<tr>
<td>• Guru membagi beberapa teks dan table OK5R kepada setiap kelompok diskusi</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Overview</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Siswa diminta untuk membaca secara cepat untuk memperoleh apa yang dibahas dalam teks tersebut.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Key Ideas</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Siswa diminta mencari ide-ide kunci atau ide pokok.</td>
<td></td>
</tr>
</tbody>
</table>
**Read**

- Siswa diminta untuk membaca teks dan menemukan kalimat utama dari setiap paragraf.

**Record**

- Siswa diminta untuk mencatat kata yang sulit.

**Recite**

- Siswa diminta untuk menemukan informasi penting dalam teks.

**Review**

- Siswa diminta untuk menceritakan kembali inti sari dalam teks tersebut, dengan melihat catatan masing-masing.

**Reflect**

- Siswa diminta untuk menghubungkan topik tersebut dengan pengalaman sehari-hari.

### Mengasosiasi

- Guru mengamati dan merespon siswa selama diskusi kelompok berlangsung.
- Guru meminta siswa untuk menuliskan jawaban di tabel OK5R (*Overview, Key Ideas, Read, Record, Recite, Review and Reflect*).

### Mengkomunikasikan

- Guru meminta siswa untuk mempresentasikan hasil diskusi setiap kelompok kepada kelompok lain tentang isi/informasi dari teks descriptive yang telah mereka baca.
- Guru meminta kelompok lain memberikan respon
terhadap kelompok yang sedang mempresentasikan hasilnya.

- Guru mengamati dan menilai hasil presentasi setiap kelompok dari aspek ketrampilan.

Penutup

- Guru mengajak siswa untuk memberikan komentar dan kesimpulan tentang materi pembelajaran secara bersama-sama.
- Guru menyampaikan rencana pembelajaran pada pertemuan yang akan datang
- Guru menutup kelas dengan salam.

<table>
<thead>
<tr>
<th>No.</th>
<th>Ranah Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sikap</td>
<td>Pengamatan/Observasi</td>
<td>Lembar Observasi</td>
</tr>
<tr>
<td>2.</td>
<td>Pengetahuan</td>
<td>Tes tulis dan penugasan</td>
<td>Terlampir</td>
</tr>
<tr>
<td>3.</td>
<td>Ketrampilan</td>
<td>Tes tulis dan penugasan</td>
<td>Terlampir</td>
</tr>
</tbody>
</table>

Post-test 25’

I. Penilaian

1. Teknik/Jenis Penilaian
2. Bentuk instrument penilaian
   a. Task 1 – Pre-test

   Read carefully and choose the correct answer below!
   Read the following text to answer questions number 1 to 5.

   My Unique Pets

   ![Image of turtles](http://englishlollipop.blogspot.com)

   I’m used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

   The name of the male turtle is Donatello and the female one is called Rafael it is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

   The weapon of an adult turtle lies in its edge of the shell. They will use this weapon when he is disturbed while he is taking a nap.

   (http://englishlollipop.blogspot.com)
1. The text above is in form of…
   A. Report
   B. Hortatory exposition
   C. Descriptive
   D. Narrative

2. What is the generic structure of paragraph 1?
   A. as an identification
   B. as an orientation
   C. as a description
   D. as a classification

3. What is the generic structure of paragraph 2 & 3?
   A. as an identification
   B. as an description
   C. as a thesis
   D. as a classification

4. “Inadequate conditions can cause not only stress but also affect their growth.” (Paragraph 2). The underlined word can be best replaced by …
   A. Insufficient
   B. Indiscipline
   C. Ineffective
   D. Inedible

5. What is the purpose of the text above?
   A. To tell the readers that the writer’s family is pet lovers
   B. To describe the writer’s turtles to the readers
   C. To persuade the readers to keep turtles as a pet
   D. To show the advantages of keeping turtles
Read the following text to answer questions number 6 to 10.

Koes Plus was well known as a pop music group in the seventies until the eighties.

At that time, most Indonesian people were crazy about their songs because they were nice and simple. Every radio station broadcasted their songs and always put them in the top of music. Their music shows were always full of audience.

6. What is the purpose of the text?
   A. To entertain the readers with Koes Plus
   B. To persuade the readers to listen Koes Plus songs
   C. To describe about Koes Plus
   D. To ask the students to see Koes Plus show

7. Most Indonesian people were crazy about their songs. What does the underlined phrase mean?
   A. Fanatic
   B. Mad
   C. Drunken
   D. Lazy

8. “Every radio station broadcasted their song”. The word “their” in this sentence refers to…
   A. Songs
   B. Radio
   C. Music
   D. Kode plus

9. “Koes Plus was well known as a pop music group”. The word well known. Has the same meaning with…
   A. Favorite
B. Popular
C. Interested
D. Diligent

10. Why were Indonesian people crazy about their songs? Because their songs were…
   A. Nice and simple
   B. Nice and well known
   C. Simple and well known
   D. Interesting and simple

ESSAY

Read carefully and answer the questions below!

**Petruk Cave**

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave’s name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk’s nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the
cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

(https://www.belajarbahasainggrisku.id)

Questions:

1. What is the text purpose?
2. Why did Petruk cave named as one of character in Punokawan puppet?
3. Mentions 3 floors in Petruk cave!
4. Which part of Petruk cave which used for place to put foods for ancestor?
5. Where is the Petruk cave located?
Key Answer:

Multiple Choices

1. C  
2. A  
3. B  
4. A  
5. B  
6. C  
7. B  
8. D  
9. B  
10. A

Essay

1. To describe Petruk Cave  
2. Because the cave’s length is as long as Petruk’s nose  
3. Basic cave, Hindu caves and Petruk cave  
4. In Hindu cave  
5. In the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency
b. Task 2 – Post-test

Read carefully and choose the correct answer below!

Read the following text to answer questions number 1 to 5.

Giraffe is the tallest animal, I saw in Ragunan zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two short horns on its head. Its tail is long with thick hair on the top of the tail. It likes eating leaves of tree.

(http://englishlollipop.blogspot.com)

1. What is the generic structure of the text above?
   A. Identification-description
   B. Title-description-identification
   C. Description-identification
   D. Title-identification-description

2. The purpose of the text above is....
   A. To describe about giraffe
   B. To tell about tall animal
   C. To describe Ragunan zoo
   D. To tell about tall animals

3. How the eyes of the giraffe look like?
   A. Big and black
   B. Big and brown
   C. Small and brown
   D. Small and black
4. “Its tail is long with thick hair” The antonym of the underlined word is....
   A. Beauty
   B. Strong
   C. Short
   D. Thin

5. Where the writer sees giraffe?
   A. Gembira loka zoo
   B. Bali zoo park
   C. Batu secret zoo
   D. Ragunan zoo

Read the following text to answer questions number 6 to 10.

Mr. Ahmad is a postman. Every day he delivers many letters too many people. His wife, Mrs. Ahmad, is a Biology teacher. She teaches in SMP 1 Boyoagung. Mr. and Mrs. Ahmad have one son named Budi, and two twin daughters named Lila and Leli.

Budi is in grade twelve, while Lila and Leli are still in grade ten. They study in the same school, in SMU Darmawangsa. Every holiday, Mr. Ahmad’s family always goes picnicking. Sometimes they go to a beach, a lake, or a garden. People love this family because Mr. Ahmad and his family are friendly people.

(http://englishlollipop.blogspot.com)

6. What is being described on the text above?
   A. a family
   B. Mr. Ahmad
   C. Mr. Ahmad’s family
   D. Mr. Ahmad’s holiday
7. Who is Mrs. Ahmad?
   A. a postman
   B. a teacher
   C. a student
   D. a house wife
8. Where does Mr. Ahmad work?
   A. Post office
   B. Police office
   C. School
   D. Bank
9. “They study in the same school, in SMU Darmawangsa”. What does the italicized word refer to?
   A. Budi
   B. Budi and Lila
   C. Lila and Leli
   D. Budi, Lila and Leli
10. “Every day he delivers many letters to many people”. The underlined word is synonymous with the words below, except …
    A. Sends
    B. Carries
    C. Distributes
    D. Takes
Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town. There are six main cow statues in Boyolali. They are displayed in different places.

The statues are made of concrete. The color and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

(https://www.itapuih.com/2018/01)
Questions:

1. What is the main idea of the last paragraph?
2. What is the social function of the text?
3. “… they are seeking in Boyolali” (paragraph 3). What does the underlined word refer to?
4. Where is the regency of Boyolali?
5. What is the topic of the text above?

Key Answer:

Multiple Choices

1. A 6. C
2. A 7. B
3. B 8. A
5. D 10. D

Essay

1. The statues help people to find places easily
2. To describe Boyolali Regency
3. People from out town
4. Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains
5. Boyolali regency
### 3. Analytical Scoring Rubric

<table>
<thead>
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<th>No.</th>
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<th>Description</th>
<th>Scores</th>
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<tbody>
<tr>
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<td>Identifies themes or message</td>
<td>Explain themes or message in own words, acknowledging different interpretations.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restates understanding of theme or message.</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<td>Identifies theme or message inconsistently.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifies theme or message with guidance</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Identify supporting idea</td>
<td>Offering supportive evidence</td>
<td>4</td>
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<td></td>
<td></td>
<td>Restates supporting details</td>
<td>3</td>
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<td></td>
<td></td>
<td>Identify supporting details inconsistently</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify supporting details with guidance</td>
<td>1</td>
</tr>
</tbody>
</table>

4. Pedoman Penilaian

Dalam test (pre-test dan post-test) ini terdiri atas 10 Multiple choices & 5 Essay. Penilaian test ini adalah sebagai berikut:

a. Jumlah skor maksimal 30
b. Skor maksimal untuk multiple choices 10
c. Skor maksimal untuk essay 20
d. Nilai akhir:

\[ \text{Nilai Akhir} = \frac{\text{jumlah skor perolehan}}{\text{jumlah skor maksimal}} \times 100 \]

Ampel, 12 Agustus 2019

Guru Bahasa Inggris

Ragil Argo Wiratmo, S.Pd.

Mahasiswa Peneliti

Rizqi Aqidatul Izza
NIM 23030-15-0132

Mengetahui,

Kepala SMK AN-NUR AMPEL

Syamsudin Joko Suseno, S.T.
LAMPIRAN

1. Observasi
   Guru melakukan observasi sebelum membahas materi dengan menanyakan pertanyaan yang berkaitan dengan kehidupan sehari-hari:
   - Have you ever described something?
   - What you describe?

2. Learning Materials 1

Example of Descriptive text

My Goldfish

I have some goldfish at home. They are small-sized goldfish. They have different color, three of them have yellowish-red scale with some black marks and the rest have grey scales with reddish-black marks. They all have white tail fin.

I put them in a small pond at my backyard. I also put some lotus there to let them play around. They are so healthy and active fish, swimming over
there and here. I feed them by pouring their food right into the fishpond. They like to eat fish food and worm. When I give them their food, they swim and came to me. It makes me happy when they are all swimming around me.

(https://www.contohtext.com/2017/04/5-contoh-descriptive-text.html)
My cat

I have a cat in my house, the cat is male. I like call him “Papay”. He is an adorable cat, my cat is cute. His body is fat. He has black and white fur.

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometimes papay usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

“Papay” often goes out to find for food at night. And sometimes he brings a mouse on his mouth. Then he eats the mouse in the back of my house for himself.

(https://www.sekolahbahasainggris.co.id/descriptive-text-about-my-cat)
3. **Learning Material 2**

Sari Ringgung Beach

Sari Ringgung Beach is one of many beaches that have beautiful scenery in Lampung. This beach is located in Sidodadi village, Pesawaran district, Lampung. This beach has clean water. In addition, rows of coconut trees that look green make the atmosphere on Sari Ringgung beach more fascinating.

In addition to beautiful panoramic beauty, this beach also has another characteristic, namely embossed sand. This embossed sand lies a little distance from the beach so that visitors who come must board the boat about 10-15 minutes to get to the place. Once there, the eyes of the visitors will be satisfied by the scenery which is so beautiful. From this embossed sand, visitors can see the clean blue sea and the surrounding green islands. Here, visitors can also see a variety of marine animals such as starfish, sea urchins, and many other small fish.

Sari Ringgung Beach with beautiful embossed sand is a perfect destination for visitors who want to enjoy their vacations with family. This place is also quite often used as a favorite place to take photographs, not only for photographers but also for ordinary visitors.

Documentation

Cycle I
Documentation

Cycle II
Sari Ringgung Beach

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Sari Ringgung Beach with beautiful embossed sand is a perfect destination for visitors who want to enjoy their vacations with family. This place is also quite often used as a favorite place to take photographs, not only for photographers but also for ordinary visitors.


1. Dhiya Arugrah S.
2. Elvira Diana A.
3. Fitri Ambarzari
4. Dina Fadhiah
### OKSR (Overview, Key Ideas, Read, Record, Recite, Review, Reflect)

<table>
<thead>
<tr>
<th>Overview</th>
<th>San Ringgun Beach</th>
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<tr>
<td>Key Ideas</td>
<td>Beach is located in Sidodadi Village, Pesawaran District, Lampung.</td>
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<tr>
<td>Read</td>
<td>San Ringgun Beach is one of many beaches that have beautiful scenery in Lampung.</td>
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<tr>
<td>Record</td>
<td>Fascinating, surrounding, sea washing, embossed sand lies</td>
</tr>
<tr>
<td>Recite</td>
<td>San Ringgun Beach is one of many beaches that have beautiful scenery in Lampung. This beach is located in Sidodadi Village, Pesawaran District, Lampung.</td>
</tr>
<tr>
<td>Review</td>
<td>San Ringgun beach is one of many beaches that have beautiful scenery in Lampung. In addition to beautiful panoramic beauty, this beach also has another characteristic, namely embossed sand. San Ringgun beach with beautiful embossed sand is a perfect destination for visitors who want to enjoy their vacation with family.</td>
</tr>
<tr>
<td>Reflect</td>
<td>From my experience, I once visited Parangtritis beach, beach is hot and beautiful.</td>
</tr>
</tbody>
</table>
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Rizqi Aqdiatul Izza  
NIM : 23030150132  
Dosen Pembimbing : Hamman, S.Pd., M.Pd., Ph.D.  
Judul Skripsi pada surat penunjukan pembimbing skripsi :  
THE USE OF OKSR (OVERVIEW, KEY IDEAS, READ, RECORD, RECITE, REVIEW AND REFLECT) STRATEGY TO IMPROVE STUDENTS’ READING SKILL

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Hamman, S.Pd., M.Pd., Ph.D.  
NIP: 19730610 200003 1 001
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Rizqi Aqidatul Izza  
NIM : 23030150132  
Dosen Pembimbing : Hammam, S.Pd., M.Pd., Ph.D.  
Judul Skripsi pada surat penunjukan pembimbing skripsi :  
THE USE OF OK5R (OVERVIEW, KEY IDEAS, READ, RECORD, RECITE, REVIEW AND REFLECT) STRATEGY TO IMPROVE STUDENTS' READING SKILL  

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<td>1/10</td>
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<td>6</td>
<td>28/08/2012</td>
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<td>- Check the preminum and find the theory of sentences</td>
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<td>7</td>
<td>30/08/2012</td>
<td>Chap 11-15</td>
<td>- Revise the original data</td>
<td>1/10</td>
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<td>8</td>
<td>9/09/2012</td>
<td>Chap 3-5</td>
<td>- Appedixes</td>
<td>3/10</td>
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<td>9</td>
<td>11/09/2012</td>
<td>Chap 5-7</td>
<td>- Revise the conclusion under two</td>
<td>1/10</td>
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</table>

Dosen Pembimbing,  
Hammam, S.Pd., M.Pd., Ph.D.  
NIP. 197308102000031001
Kepada

Yth. H. Hammad, S.Pd., M.Pd., Ph.D.

Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:

Nama : Rizqi Aqiatul Izza
NIM : 23030150132
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE USE OF OK5R (OVERVIEW, KEY IDEAS, READ, RECORD, RECITE, REVIEW AND REFLECT) STRATEGY TO IMPROVE STUDENTS’ READING SKILL

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Mufid, S.Ag., M.Phil.
NIP. : 19690617 199803 1004
Kepada
Yth. Kepala SMK An-Nur Ampel
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menyerahkan bahwa:
Nama : Rizqiy Aqidatul Izza
NIM : 23030150132
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Dalam rangka penyesuaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:

THE USE OF OKSR STRATEGY TO IMPROVE STUDENTS’ READING SKILL OF THE ELEVENTH GRADE OF SMK AN-NUR AMPEL IN THE ACADEMIC YEAR 2019/2020
Dosen Pembimbing : Ham'am, S.Pd., M.Pd., Ph.D.

Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Waldy Dekan Bidang Akademik

Teguh, S.Ag., M.Phil.
NIP. 19690617 196803 1804
Perihal: Izin Penggunaan Inisial Nama

Kepada,

Yth. Guru Bahasa Inggris
SMK An-Nur Ampel

Dengan hormat,

Berhubungan dengan Penelitian Tindakan Kelas yang dilaksakan pada mata pelajaran Bahasa Inggris dengan judul: THE USE OF OKSR STRATEGY TO IMPROVE STUDENTS’ READING SKILL (A Classroom Action Research of the Eleventh Grade Students of SMK An-Nur Ampel in the Academic Year 2019/2020) maka saya yang bertanda tangan dibawah ini,

Nama : Rizqi Aqidatul Izza
NIM : 23030-15-0132
Prodi : Tadris Bahasa Inggris
Institut : IAIN Salatiga

Yang ingin mengajukan permohonan penggunaan inisial nama siswa pada lembar ugas siswa yang digunakan sebagai bagian dari penelitian tersebut. Demikian surat permohonan ini saya sampaikan sebagai syarat penerapan etika penelitian. Atas perhatian dan izinnya, saya sampaikan terima kasih.

SURAT PERNYATAAN

Terkait dengan surat permohonan penggunaan inisial nama yang disampaikan oleh Saudara Rizqi Aqidatul Izza terkait dengan Penelitian Tindakan Kelas yang dilaksanakan pada mata pelajaran Bahasa Inggris, dengan ini saya,

Nama : Ragil Argo Wiryatmo, S.Pd.
Jabatan : Guru Bahasa Inggris
Institut : SMK An-Nur Ampel

Dengan ini memberikan izin penggunaan inisial nama siswa dalam lembar kerja siswa sebagai bagian dari penelitian tersebut.

Demikian surat pemberian izin ini disampaikan semoga dapat digunakan sebagaimana mestinya.

Mengetahui,

Peneliti

Guru Bahasa Inggris

Rizqi Aqidatul Izza

Guru Bahasa Inggris

Ragil Argo Wiryatmo, S.Pd.

Ketua Kelas XII KP 2

Nur Hafiyah

Ampel, 28 Agustus 2019
Perihal: Izin Penggunaan Initial Nama

Kepada,
Yth. Guru Bahasa Inggris
SMK An-Nur Ampel

Desanget hormat,

Berhubungan dengan Penelitian Tindakan Kelas yang dilaksanakan pada mata pelajaran Bahasa Inggris dengan judul: THE USE OF OXES STRATEGY TO IMPROVE STUDENTS’ READING SKILL (A Classroom Action Research of the Eleventh Grade Students of SMK An-Nur Ampel in the Academic Year 2019/2020) Maka saya yang bertanda tangan dibawah ini,

<table>
<thead>
<tr>
<th>Nama</th>
<th>Rizqi Aqidatul Izza</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIM</td>
<td>23030-13-0132</td>
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<tr>
<td>Prodi</td>
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<td>Institut</td>
<td>IAIN Salatiga</td>
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</tbody>
</table>

Yang ingin mengajukan permohonan penggunaan foto untuk dokumentasi yang digunakan sebagai bagian dari penelitian tersebut. Demikian surat permohonan ini saya sahkan sebagai syarat pemanfaatan etika penelitian. Atas perhatian dan izinnya, saya sampaikan terima kasih.

SURAT PERNYATAAN

Terkait dengan surat permohonan penggunaan foto untuk dokumentasi yang disampaikan oleh santri Rizqi Aqidatul Izza terkait dengan Penelitian Tindakan Kelas yang dilaksanakan pada mata pelajaran Bahasa Inggris, dengan ini saya,

<table>
<thead>
<tr>
<th>Nama</th>
<th>Ragil Argo Wiryatmo, S.Pd.</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Guru Bahasa Inggris *</td>
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<td>Institut</td>
<td>SMK An-Nur Ampel</td>
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Dengan ini memberikan izin penggunaan foto untuk dokumentasi sebagai bagian dari peneliti tersebut.

Demikian surat pemberian ini disampaikan semoga dapat digunakan sebagaimana mestinya.

Ampel, 28 Agustus 2019

Mengetahui,

Peneliti

Rizqi Aqidatul Izza

Guru Bahasa Inggris

Ragil Argo Wiryatmo, S.Pd.

Ketua Kelas XII KP 2

Nur Fidiah
SURAT KETERANGAN
No. 1469/F.11/VIII/2019

Yang bertanda tangan dibawah ini Kepala SMK An-Nur Ampel Boyolali :
Nama : Syamsudin Joko Suseno, ST
Jabatan : Kepala Sekolah SMK An-Nur Ampel Boyolali,

Dengan ini menerangkan bahwa :
Nama : Rizqi Aqidatul Izza
NIM : 23030-15-0132
Mahasiswa dari : IAIN Salatiga
Tadris Bahasa Inggris
Fakultas Tarbiyah Ilmu Keguruan

Dengan judul “THE USE OF OKSR STRATEGY TO IMPROVE STUDENTS’ READING SKILL
(A CLASSROOM ACTION RESEARCH OF THE ELEVENTH GRADE STUDENTS OF SMK
AN-NUR AMPEL IN THE ACADEMIC YEAR 2019/2020)”.

Demikian surat keterangan ini dibuat dengan sesuagingga dan sebenar-benarnya untuk dapat
dipergunakan sebagaimana mestinya.

Boyolali, 28 Agustus 2019
Kepala
SMK An-Nur Ampel Boyolali

[Signature]

SYAMSUDIN JOKO SUSENO, ST