

**THE APPLICATION OF OKRE (OVERVIEW, KEY IDEAS, REVIEWING,
AND EVALUATION) IN IMPROVING STUDENTS' READING
COMPREHENSION AT SMP NEGERI 23 MAKASSAR**

SKRIPSI



**Submitted to the Faculty of Teachership and Educational Science
in Partial Fulfillment of the Requirement for the Sarjana Degree**

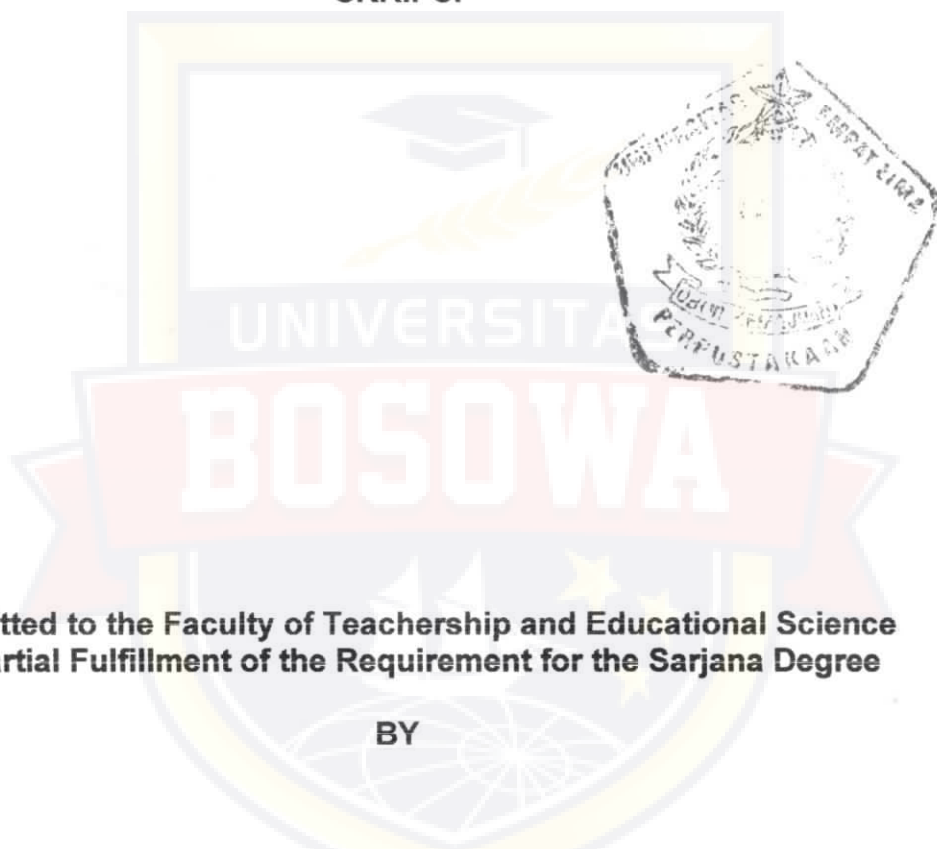
BY

**JUMIATI
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERSHIP AND EDUCATIONAL SCIENCE
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Arranged and submitted by

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “The Application of OKRE(Overview, Key Ideas, Reviewing, and Evaluation) in Improving Students’ Reading Comprehension at SMP Negeri 23 Makassar” beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko / sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, December 2013
Yang membuat pernyataan,

UNIVERSITAS

BOSOWA

Jumiati

MOTTO AND DEDICATION

" Real success is determined by two factors. First is faith and second is action "

(Reza M. Syarif)

This skripsi is dedicated to :

- © *My beloved Parents*
- © *My beloved Grandfather and Grandmother*
- © *All of my teachers and lectures*
- © *All of my friends*

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By reciting Bismillahi Rahmani Rahim, the researcher started the process of this activity including the primarily observation, literature review, writing process, getting research, and consultation. Therefore, the very gratefulness is adhered to almighty God (Allah SWT) and his messenger Muhammad SAW, who has given me the best everything to complete the whole process of this research. Therefore, the writer would like to express her great gratitude and appreciation, especially to :

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Mom and Dad, the writer could never repay for all you have done for her, your love and supports is priceless. The writer really appreciate all of your help and hopefully daughter, the writer owe everything to you.

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As human being, the writer does realize that what she presents in this skripsi is still far from perfection. Therefore, criticisms and suggestion will surely be appreciated. Finally, the writer pray may the almighty God bless all of them. Amin.

Makassar, December 2013

Jumiati

ABSTRAK

Jumiati.2013. *The Application of OKRE (Overview, Key Ideas, Reviewing, and Evaluation) in Improving Students' Reading Comprehension at SMP Negeri 23 Makassar*. (Dibimbing oleh Hj. Hanyah Haneng dan Hj. St. Haliah Batau).

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan OKRE (Overview, Key Ideas, Reviewing, and Evaluation) dapat meningkatkan kemampuan siswa dalam memahami isi bacaan dan mampu mengatasi kesulitan yang dihadapi siswa dalam memahami isi bacaan atau wacana. Permasalahan yang diangkat adalah dapatkah OKRE (Overview, Key Ideas, Reviewing, and Evaluation) meningkatkan pemahaman membaca siswa SMP Negeri 23 Makassar.

Penelitian ini adalah penelitian eksperimen yang dilakukan pada siswa SMP Negeri 23 Makassar kelas VIII - 1 yang berjumlah 40 siswa. Jumlah populasi dalam penelitian ini adalah 580 siswa kelas VIII. Yang terbagi ke dalam 12 kelas.

Hasil analisis data pada pre-test dan post-test menunjukkan bahwa nilai T-test adalah **40.94** dan nilai T-table **2.024**, berarti nilai T-test lebih bagus dari pada T-table atau (**40.94 > 2.024**). Hal itu menunjukkan bahwa kemampuan siswa memahami teks bacaan meningkat. Hal ini mengindikasikan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test.

Berdasarkan dari analisis tersebut, maka dapat disimpulkan bahwa penggunaan metode OKRE (Overview, Key Ideas, Reviewing, and Evaluation) dapat meningkatkan kemampuan siswa SMP Negeri 23 Makassar dalam memahami teks bacaan bahasa Inggris.

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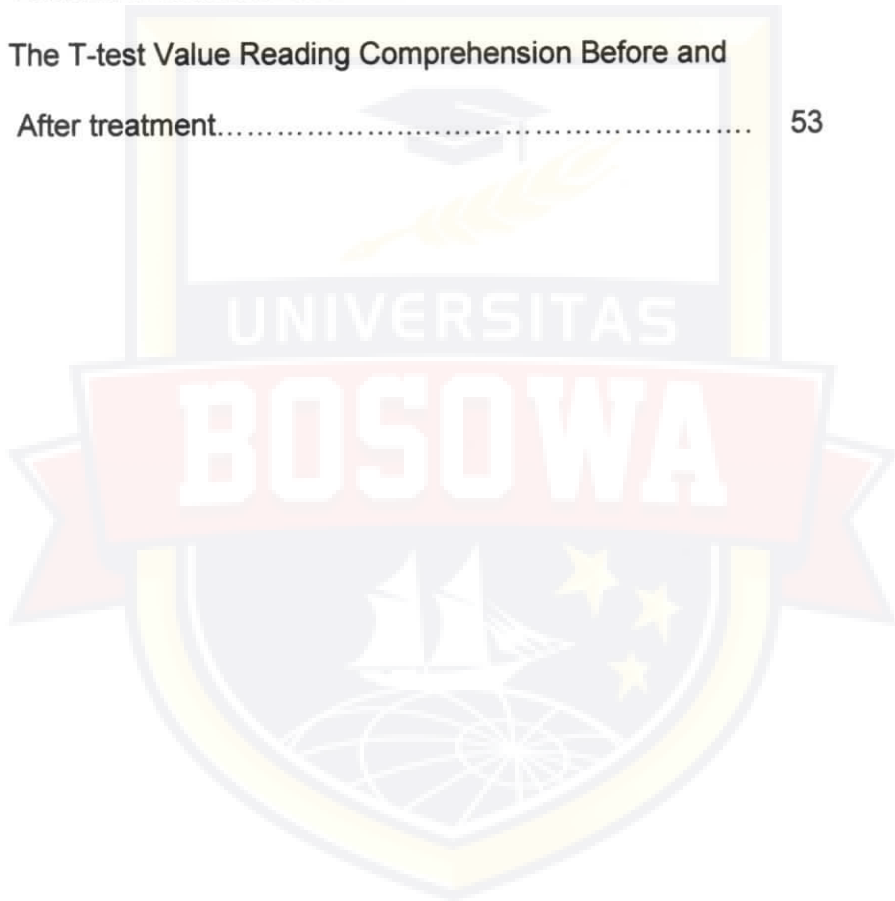
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CHAPTER I

INTRODUCTION

In this chapter the writer explained about the background, problems statement, objective of the research, significance of the research, scope of the research, and operational definition of terms.

A. Background

Reading is one of keys to get knowledge and information from books, magazines, news paper, study science and technology. The development of science demand people to read a lot. Many science books written in English, and reading skill will and students to fulfill their need. Habit in reading English can also enrich vocabulary, so it will facilitate students to understand contend of the reading text. However, many problems that occur in schools are the students very difficult to read properly or they difficult getting the main idea from the reading text.

At lower secondary school reading has been taught as one of the compulsory subjects and even up to the universities. That students are expected to be able to get skill in reading so that they will be easy to conceiving the reading task but in the reality at the school many problems turn up such as teacher cannot use suitable method, technique and material in teaching reading so students can't get good information of the text.

If the problem is unchanged without any solutions which is arise many impacts, as short-term impact which are students will find hard to answer exam questions as well as possible, they are difficult to follow the lesson in the class and the long-term impacts will result in the future effect as they will find hard to get job feasible.

English teacher is necessary to develop their teaching techniques because they can influence the student's success. Therefore, the English teacher must select the suitable method, technique and materials to teach.

The observation show that the interest of the second year students of SMP Negeri23Makassar is still low in learning English especially in reading comprehension. It is known that if students, have interest directly they can progress in learning English. Through of technique it will be applied. It is expected to be helpful to motivate the students to improve their reading skills.

As the problem to students, OKRE(Overview, Key Ideas, Reviewing, and Evaluation) is one method that can be used to teach reading. OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method is one of the teaching methods developed by Walker P. direction of Reading Study Center from Cornell University. OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method is abbreviation from Overview, Key Ideas, Reviewing, and Evaluation method.

By using this method is very effective because these methods support all of aspect in reading such as finding main ideas and easy to know information in the reading task. Relating to the statement before the researcher hopes that OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method can help the students to get higher achievement in learning English especially in reading comprehension. In this research, the students were given some reading materials in improving their reading comprehension ability.

Based on the definition before, the writer tries to discuss about the application of OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method in improving the reading comprehension on the second year students at SMP Negeri 23 Makassar.

B. Problem Statement

Based on the statement before, the writer would like to present the following research questions. How is the students' reading comprehension after applying OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method at the second years students at SMP Negeri 23 Makassar?.

C. Objectives of the Research

Relevant to the research question before, the objective of the research is to find out the students' achievement after learning English through OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method in classroom.

D. Significance of the Research

The result of the research is expected to give meaningful contribution for teacher and student of SMP Negeri 23 Makassar. The teacher can implement this method in learning process, particularly in developing students reading comprehension . And for the readers the result of the research can be helpful information, especially for the students and English teachers.

E. Scope of the Research

The writer focused on the application of OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method in improving the students' reading comprehension of the second year students at SMP Negeri 23 Makassar.

F. The Operational Definition of Terms

1. OKRE

OKRE stands for Overview, Key Ideas, Reviewing, and Evaluation. This term is used to describe the method in reading approach to read the task systematically. From the time sector implementation this method divide become three parts, namely :

- a. Before Reading (Overview);
- b. During Reading (Key Ideas,); and
- c. After Reading (Reviewing, and Evaluation) Shaffat (2009 : 16).

2. Method

Method is the way to do or create something (Echols in Sudarmin, 2009: 39). Its before doing something ,people have to recognize that planning by using method.

3. Reading

Reading is the process of putting the reader in the contact communicating with ideas. Reading could be defined as meaningful inter pretention of Witten symbols. Carel in Nanna (2006 : 6) defined reading as an activity between the reader and the writer. The writer sends the idea in a written from and the reader catches the idea from printed pages.

Based on the definition above. It can be concluded that reading is an interaction between the writer and the reader through a text. The writer tell the reader group the ideas in a written form.

4. Comprehension

Comprehension is always directed and controlled by the needs and purpose of the reader. Therefore, the reader cannot read with good comprehension if the subject of the text is one who does not know and has no real interest in it. Hornby in Fatmawati (2009 : 33) said that reading comprehension is a term to identify those skills needed to understand and apply that information contained within written material.

Based on the definition before, the writer concluded that the application of OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method in improving the students Reading Comprehension means that in teaching reading process, we use an effective way where students can over come the barriers to learn for getting result in improving their reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to sharpen the theoretical framework of this study, this chapter is devoted to review some relevant theories with reading comprehension, some factors that influence students' reading comprehension achievement, explanation of learning method with OKRE (Overview, Key Ideas, Reviewing, and Evaluation), theoretical framework and hypothesis.

A. Some Pertinent Ideas

1. Reading

Smith and Robinson (2002 : 8) define that reading comprehension means understanding, evaluating, utilizing of information and ideas gained through and interaction between the author and the reader.

Mansur (2000 : 23) define reading as active cognitive process of interaction with print and monitoring comprehension of establish meaning, the readers from a preliminary expectation about the material, the select, the fewest, most productive cues necessary to confirm or reject this expectation. This is a sampling process in which the reader takes adventure of this knowledge of vocabulary, syntax, and discourse.

Cooper (2006 : 12) states that reading is a developmental task : reading change from what primarily considered word recognition, through development of sight and meaning vocabulary and several methods of word attack, through different type of comprehension, to nature acts involving most of the higher mental process.

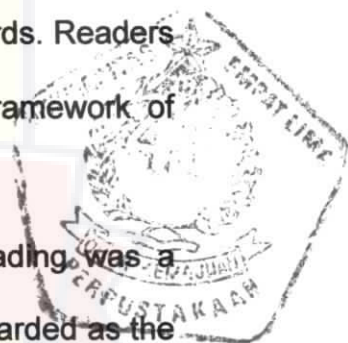
Readers use a Variety of reading strategies to assist with decoding (to translate into sound or visual representations of speech) and comprehension. Readers may use morpheme, semantics, syntax, and context clues to identify the meanings of unknown words. Readers integrate the words they have read into their existing framework of knowledge or scheme (schemata theory).

Charles in Hamka (2005 : 23) stated that reading was a transition of information process where the author was regarded as the information and the reader. On the other hand, receiver during reading process the reader interacted with the author directly.

Other types of reading are not speech based writing systems, such as music notation or pictograms. The commons link is the interpretation of symbols to extract the meaning from the visual notation.

2. Comprehension

Comprehension as it is currently viewed as a process by which reader construct by interacting with the text (Anderson and Pearson, 2006: 255 - 291). The understanding a reader achieves during



reading comes from the accumulated experience of the reader, experiences that are triggered as the reader decodes the author, words, sentences, paragraph, and ideas. Niles (2001: 60) defines comprehension as a process of integrating new sentences with antecedent information in extra essential structure. From the definition above, the researcher can conclude that comprehension is understood of the content and the idea of that passage. Knowing what the author wants to tell their readers.

B. What is Reading Comprehension

Reading has various definitions as the variety of people's points of view. Some of the definitions are as follows.

Thinker in Nanna (2006 : 12) states that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is ,if a student just reads loudly, but can not understand the content of the passages, it means he she fails in comprehending the passage.

Heilman (2009: 6) sates that reading is a complex activity that involves both perception and thought. It consists of two related processes: word recognition and comprehension. Word recognition refers to the

process of perceiving how written symbols correspond to one's spoken language . Comprehension is the process of making sense of words, sentences and connected text.

Marksheffel in Nanna (2006 : 13) state that reading is high complex, purposeful, thinking process engaged in by entire organism in while acquiring knowledge, involving news ideas, solving problem, or relaxing and reputation through the interpretation of printed symbols. Reading is process of a putting a reader of primary a cognitive process, which mean that the brain does most of the work. It is also skill that must be developed by practicing extensively and continually.

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Based on the definition before, the researcher concludes that reading is a process of getting messages from the written text. It means extracts the information from the text as efficiently as possible.

Wilhelm in Rusdi (2005 : 46) states reading comprehension is defined as understanding written that is read, or the process of constructing meaning from written material. This process is often complex and can be difficult for some people, especially people with a specific learning disability or intellectual impairment. The main strategies used in understanding written material includes :

- a. Applying the information being read to previous knowledge to gain understanding.
- b. Checking understanding as progressing through the text rather than just reading.
- c. Clarifying information where needed.
- d. Visualizing what is happening in the text to create a picture of context
- e. Identifying word and sentences meaning or decoding the text

Questioning written material by using existing knowledge to predict meaning.

Those are some definition of reading comprehension which has been proposed by some experts. Alexander (2000: 37) defines reading comprehension as interaction between thought and language.

Smith (2002: 59) define that reading comprehension means the understanding utilizing of information and gained through an interaction between reader and author and reader in which the written language becomes the medium. Adam (1998: 83-84) points out reading comprehension is an interactive process between the text and the reader prior knowledge.

Cunningham (2000: 45) states that lack of comprehension of a given passage may be accounted for in at least three ways that are:

1. The reader does not understand and know how to reading aloud and developing our habit to practice;
2. The clues provided by the author are not sufficient to suggest the students' how they want to learn and understand the silent reading to find out the meaning of the words;
3. The reader fined a consistent interpretation to improve speed and comprehension of reading comprehension.

According to Smith and Robinson (2002: 124-125) reading comprehension depends on many factors:

1. The reader's ability to attend the printed idea ;
2. The reader's background knowledge to which new information must be added;
3. The quality to lucidity writing itself;

4. The reader's purpose of goal in reading material.

Based on the information above the researcher conclusion of reading comprehension is understand of the text idea where in reading there are some interaction between teacher and students in classroom activity.

C. The Reading Principle

Burn in Nanna (2006 : 12) state twelve principles of teaching reading as follows :

1. Reading is a complex act with many factors that must be considered.
2. Reading is the interpretation of the meaning of printer symbols.
3. There is no correct way to teach reading.
4. Learning to read is continuant process
5. Students should be thought word recognition skill that will allow them to unlock the pronunciation and meaning familiar words independently.
6. The teacher should diagnose each students reading ability and use the diagnosis as a basic for planning instruction
7. Reading and the other language arts are closely interrelated.
8. Reading is integral part of all content area instruction within the education program.
9. The students need to see why reading is important.

10. Enjoyment of reading should be considered of prime importance
11. Readiness for reading should be considered of all of instruction.
12. Reading should be though in a way allows child to experience success.

From the twelve applying principles of learning to read required both teacher and students how to apply them either in the classroom or out of the class.

D. Process of Reading

Wood in Lyznayanti (2005 : 10) the process of reading covers the three processes that is

- (1) reading is a very complex process,
- (2), reading is a purposeful process and
- (3) reading is a thinking process.

Gray in Fatmawati (2009 :12) identifies four reading process there are :

1. Perception is the ability to pronounce the word as a meaningful unit
2. Comprehension is the ability to make individual words construct useful ideas as they are read in context.
3. Reaction is judgments action a feel about what the author has said
4. Integration is the ability assimilates the ideas or concept into one's background experience.

There are five process in reading according to Carrel (1996: 16) as follows:

1. Recognition-initiation

The brain must recognize a graphic display in the visual fields as written language and initiate reading. Normally this would occur once in each reading activity, through it is possible for reading to be interrupted by other activities. Examining pictures for example and them to be initiated.

2. Prediction

The brain is always anticipating and predicting as it seeks other and significance in sensory inputs.

3. Confirmation

If the brain predict, is much also seeks the variety its prediction. So it monitors to confirm or disconfirm with subsequent input what it expected.

4. The brain processes when it finds inconsistencies or its prediction are disconfirmed.

5. Termination

The brain terminates the reading when the reading text is completed but termination may accurate for the reason. The text is not productive in little meaning is being constructed or the meaning is already known, or the story is interesting or the readers finds it inappropriate is already

known or the story is interesting or the reader finds it inappropriate for the particular purposes.

So it can be concluded that in reading process, reader must optimize their brain in recognizing, anticipating or predicting, confirm, correcting and gain the message or information as the final result when terminating of a reading text.

E. Reading Technique

Besides language competence, reading technique is also important to be able to understand reading material. Otherwise, if students' read without any technique, they may not find what they want from their reading. Therefore, students who have determined what they expect to gain from their reading should select a reading technique which best suits their particular purpose. These reading necessities are thought to help to improve the students reading ability. Darussalam (2004 : 22) says that students should know some reading technique that they need for their collage work, they should be sure that suitable technique are used to facilitate their rapid understanding of the reading materials. Here are two reading techniques presented :

1. Skimming

Skimming means reading fast to get 'gist' or the topic of the reading material (Anderson 2003: 10). Skimming is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word byword, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

a. How to skim

In skimming, our overall purpose should be to read only those parts of an article or selection that contains the most important information. Our goal is to read what is most important and skip what is least important. The basic task of skimming then is to identify those parts of any reading material that contain the main ideas. The type of material the students are reading will, in part, determine how the students should adapt our reading techniques.

b. General guide of skimming

The title often announces the subject of the material and provides clues about the authors approach or attitude toward the subject.

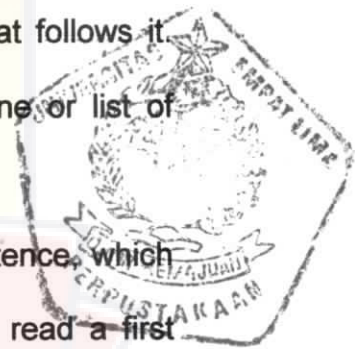
The subtitle or introductory By line. Some types of material include a statement underneath the title that further explain the title or is written to catch the reader's interest.

The introductory paragraph often provides important background information and introduces the subject. It may also provide a brief overview of the treatment of the subject.

A heading announces the topic that will be discussed in the paragraph that will be discussed in the paragraph that follows it. When read successively, the headings form an outline or list of topic covered in the material.

Most paragraphs are build around a topic sentence, which states the main idea is in the first sentences, if you read a first sentences that clearly is not the topic sentence, you might jump to the and of the paragraph and read the last sentences, might jump to the end of the paragraph and read the last sentences.

Key word : quickly glance through the remainder of the paragraph. Let our eyes quickly sweep through the paragraph. Try top pick out key words that answer who, what , when, where or how much about the main idea of the paragraph. Try to notice names, numbers, dates, places and capitalized or italicized words ad phrases. Also notice any numbered sequences. This quick glance



will add to your overall impression of the paragraph and will confirm that you have identified the main idea of the paragraph.

2. Scanning

Scanning is process of rapidly locating specific information in printed material (Anderson : 2003 : 12). Effective scanning requires a systematic approach and involves the following steps : checking the organization, forming specific question, anticipating clues work, identifying likely answer location, using a systematic pattern, and confirming your answer. Scanning technique must be adapted to suit the nature of the material.

In scanning columnar material, determining how the material is organized is of outmost importance. A straight down-the-column scanning pattern is often affective. Identifying cue words and predicting from of the answer are most important when scanning prose material (Mikulecly : 1997 :24).

When scanning, the students only try to locate specific information and often we do not even follow linearity of the passage to do. In other words, we simply let out eyes wander over the text until we find what we are looking for, whether it is place, a kind of food, or less specific piece of information.

The key of effective scanning is to approach them material in a systematic manner. The following steps provide a systematic approach.

a. Check the Organization

Before the students begin to scan, check to see how the article or material is organized. The title of the item we are scanning and other labels, keys, and legends are importance to notice. They state what the graphics are intended to describe and tell you how it is presented.

b. From specific question

Scanning is effective only if the students have purpose, so try to fix in our mind what we are looking for by forming specific question about the topic.

c. Anticipate work clues

The next step is to anticipate clues that may help use to answer more rapidly. For example, if students are trying to locate the population of New York City in an article on the populations of cities, we might expect the answer appear in digits such as 3.3005.670 or in words such as "two million" or " three million". F we were looking for the name of a political figure in newspaper article, we should expected to find two words, both capitalized.

F. Types of Reading

Some common problems that teacher have in dealing with reading material are : learners lack of motivation, teacher are uncertain as how they should carry out language preparation, teacher are unsure about searching and the devising reading related activities. A good method of approaching these problems is to look at the reading session in terms of three phases : pre reading, while reading and post – reading.

In line with the three phases in teaching reading, Williams in Darussalam (2004 : 32) focuses of reading as follows :

1. Pre- Reading

Whorter in Darussalam(2004 : 21). He stated that pre-reading involves only at those part of the reading material that will tell you what is about or how it is organized.

Pre-reading is very effective because it helps a reader to give basic information about the organization and the content of the materials.

A teacher who starts the lesson in this way is hardly likely to motivate the learners. What the pre-reading phase tries to do are :

- a. To introduce and arouse interest the topic
- b. To motivate learners by giving reason for reading
- c. To provide some language preparation for the text.

Of course not of all these aims be relevant for all text. In some cases, language preparation does not mean that the teacher should

explain every possible unknown words be able to tackle the next without being totally frustrated by language difficulties. Furthermore, language preparation can often be carried out by the learners, as well as by the teacher.

In order to help prepare for pre-reading work, useful question that the teacher can ask him self are :

- a. What knowledge, ideas or opinion might be the learners already have on the task topic, and how can this knowledge be drawn out and used?
- b. Why should anyone want to read this text, and can the some, or similar, reason be generated in the learners?

The answer to these question will give clues to ways of introducing the text, motivating the learners, and at the some will incorporate language preparation. Visual (diagrams. Maps, photographs) drawing up lists. Or the setting or answering of question (oral or written) may all plays a part in pre-reading.

2. While Reading

This phase draws on the text, rather than the learner's ideas previous to reading. The aims of this phase are :

- a. To help understanding of the writers purpose
- b. To help understanding of the text structure
- c. To clarify text content

The traditional comprehension exercise at the end of a text is typical while-reading activity. In other cases the learner may be asked to find the answer to question given at the beginning of the text. Completing diagram or maps, making lists, taking notes are other types of while-reading.

3. Post reading

The aims of post-reading work are :

- a. To consolidate or reflect upon what has been read
- b. To relate the text to the learners own knowledge, interest, or reviews.

To work does not refer directly to the text, but grows of it. Post – reading may also include any action to the text and to the while-reading work for example, learners say whether they liked it and found it useful or not.

Setting up and organized post-reading work depend very much on all the objectives of the program as a whole. Post-reading work should thus contribute, in a coherent manner, to the writing, speaking and listening skill that the program aims to develop.

G. The Concept of OKRE Method

1. What is OKRE Method

OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method is one method that can be used to teach reading comprehension. OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method is one of the teaching methods developed by Walker P director of Reading Study Center from Cornell University. OKRE is abbreviation from Overview, Key Ideas, Reviewing and Evaluation.

This term is used to describe the method in reading approach to read the task systematically. From the time sector implementation this method divide become three parts namely :

- a. Before reading (Overview)
- b. During reading (Key Ideas)
- c. After reading (Reviewing, and Evaluation) Shaffat (2009 : 33).

1) Before Reading

According to Estil in Shaffat(2009 : 12), the purpose of before reading activities is to motivate the students' to want to read assignment and to prepare them to be able to read it.

Brown in Nanna (2006 : 14) says surveying is a specialized technique forgetting a mountain top new of as article chapter or

entire book. By surveying, a reader will be familiar with the chapter content, and it helps him to give a general point of view.

Overview : by sampling the chapter for 1-2 minutes to find out what it is about. Glance t heading and subheadings, question and summaries to determine what ideas are covered. Get the big pictures. Don't borrow into paragraphs, yet. Headings and subheadings will also help with over viewing. Overview helps overcome inertia to read and study (Denis2002 : 16).

2) During Reading

During reading strategies teach comprehension by making connection, generating question, and determining importance by guiding the reader to use proficient reader strategies.

Key Ideas. All textbook writing is made up of 3 literary elements : main ideas, supporting details, and transitions. Your job is to discriminate between main ideas and their supporting detail will help you do that (Denis 2002 : 18)

Read only a paragraph or short section and then stop to ask your self : what is the min idea ? what are the supporting and explanatory details? Which transitional words separate main ideas from details and details from other details? Finally : “ Do I remember the material in this paragraph well enough so that I could explain it completely and accurately to someone else?”.

To learn and remember, you must be actively involved in reading in the manner described above. That is why reading by stroking words with your eyes alone results in little to no learning. This is normal (Robinson 2002 : 42).

3) After Reading

Reviewing 2 and 4 times per week by reciting aloud. This activity also moves information from short-term memory towards long-term memory each time you do it.

Evaluation is the structured interpretation and giving of meaning to predicted or actual impacts of proposals or results. It looks at original objectives, and at what is either predicted or what was accomplished and how it was accomplished. So evaluation can be **formative**, that is taking place during the development of a concept or proposal, project or organization, with the intention of improving the value or effectiveness of the proposal, project, or organization. It can also be **summative**, drawing lessons from a completed action or project or an organization at a later point in time or circumstance.

2. The characteristics of the Material in OKRE Method

Teacher of English language are expected to be more creative and more innovative selecting and then presenting materials relatively

and using a wide variety of resources that can enhance and motivate students to learn English. Through anecdotes, the student will be entertained in reading the materials. The reading materials should be interesting, the teacher should notice that in selecting the materials he/she should be sure that they are in time of student's interest in order to draw their attention. This is important for the smoothness of the way to the students to good concentration and attitude toward reading lesson. If the materials are not interesting, the students will passively not pay much attention to the lesson. This way means that the teacher will be difficult to attain the objective of his teaching.

According to Huck in Darussalam (2004 : 14), intermediate students are interested in reading fiction, biographies, adventure and stories of the past. They like suspense, action and humor. Teacher can assess student personal reading interest them.

Cooper in Sudarmin (2009 : 10) states that unpracticed reading in a foreign language tend to use a word-by-word approach while more practice readers are able to chunk information. Based on the statement above, we can decide that the selected material should be at the language level of the student.

A material that is too difficult, where every word has to be explained, or which uses extremely complex grammatical construction is only likely to produce frustration similarly a material that is too easy

does not extend the students knowledge. The material should be regard, sequence and varied so their linguistic content and difficulty the ability of the students.

Reading materials reflect the culture perception of the writer therefore, many reading materials, especially non-scientific material, or culturally based and so can cause comprehension problems for the students. For example, Indonesian students might have difficulty with the story about an American child who gages in to his teacher's eyes in search of comparison. The opposite of true in Indonesian cultures where the children show respected by not looking into their superior's eyes.

Relate with how to select language learning material, Richard and Rogers in Fatmawati (2009 : 14) give specification :

1. Material will allow learners to progress at their own rates of learning
2. Material will allow for different styles of learning
3. Material will provide opportunities independent study
4. Material will provide opportunities for evaluating and progress in learning.

H. The Application Of OKRE (Overview, Key Ideas, Reviewing, and Evaluation) Method

The material represent from the teacher will be analyze by the students with three phases Before Reading, During Reading and After Reading. The three phase is :

1. Before Reading

Whoter (1992 : 22) call before reading activities enabling activities, because they provide a reader with necessary background to organize activity and to comprehend material.

Before reading students get ready to read a text selection. Before reading help the students get an idea of what the author might be trying to say, how the information might be useful, and to create a mental set that might be useful for taking in and storing information.

Before reading could include previewing headings, surveying pictures, reading introduction and summaries, creating a pre-reading outline, creating question that might need to be answered, making predication that need to be confirmed, etc. The primary questions for a teacher here is "What steps (observable as well as unobservable) should I teach students to do regularly and automatically that will prepare them in advance to get the most out of reading selection that need to be read more thoroughly.

When a teacher introduces a reading selection to students, walks students through the text, helps the students get ready to read through the use of advance organizer, or creates pre-reading outlines, he/she is ensuring content learning by compensating for the fact that students have not developed good Before – Reading.

Teacher will need to continue the lead students in these types of before reading activities to ensure content area learning occurs until students have been thought to fluently use Before – Reading. Teacher use of Before – Reading prompts and activities does not necessarily lead students to develop and use Before – Reading independently without direct and explicit instruction. This is why it is important to directly teach and provide practice that gradually requires students to use Before – Reading.

2. During Reading

During reading students learn to use while the are reading a text selection. During Reading help the students focus on how to determine what the author is actually trying to say and to match the information with what the students already knows. These strategies should be influenced by the Before – Reading because students should be using or keeping in mind the previews, outlines, question, predictions, etc that were generated before reading and then using this information to digest what they are reading.

The During Reading that help a students understand during reading includes questioning, predicting, visualizing, paraphrasing, elaborating (i.e., comparing what is read to what is known), changing reading rate, rereading, etc. the primary question for a teacher is :” What steps (observable and unobservable) should I teach students to do so that they will regularly and automatically figure out the intended meaning of the text and how it connects to what they already know?”.

When a teacher develops reading guides and outlines that need to be completed during reading requires students to ask and answer question, creates summaries as they read, etc., they are compensating for the fact that students have not developed good During Reading. Teacher will need to continue to lead students in this types of during reading activities to ensure content area learning occurs until students are taught to fluently use Before – Reading.

Teacher use of During Reading prompts and activities does not necessarily lead students to develop and use During Reading independently without direct and explicit instruction. This is why it is important to directly teach and provide practice that gradually requires students to use During Reading.

3. After Reading

After Reading students learn to use when they have completed reading a text selection. After Reading is used to help “look back” and

think about the message of the text and determine the intended or possible meanings that might be important.

After - Reading are used to follow up and confirm what was learned (e. g... answer questions or confirm predictions) from the use of before and during reading . However, After-Reading also help the reader to focus on determining what the big, critical, or overall idea of the author's message was and how it might be used before moving on to performance tasks or other learning tasks.

The primary question for a teacher is: "What steps (observable and unobservable) should I teach students to do so that they will regularly and automatically stop when they are finished reading a text selection and try to figure out the intended meaning of the text to determine what is most important and how they will use it ?"

When a teacher reviews a reading selection, leads a discussion on what was important about the author's message, helps students summarize or " look back" at what was read, provides a post-organizer, or asks students to complete a study guide over what was learned from reading text, the teacher is compensating for the fact that students have not developed good After-Reading.

Teachers need to continue to lead students in these types of before Reading-activities to ensure content area learning occurs until students have been taught to fluently use After-Reading. Teacher use

of after-reading prompts and activities does not necessary lead students to develop and use After-Reading independently without direct and explicit instruction. This is why it is important to directly teach and provide practice that gradually requires students to use After-Reading.

I. Advantages and Disadvantages OKRE Method

a. Advantages OKRE Method

1. Shaffat (2009 : 24) said that generally each book is composed of three elements: the main ideas, supporting details and transition. In used OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method students teaching and they are required to sort out the main ideas, supporting details, and transitions in the passage before students make inferences about parts of the text.
2. Sudarmin (2009 : 15) said the strategy of OKRE (Overview, Key, Ideas, Reviewing and Evaluation) method help transfer new information from short-term information into long- term information, through the creation of a joint and the relationship between new information and what is have known.

3. Students are easy to recall the essence of literature have they read their way to reopen the record have they made at the time they had finished reading.

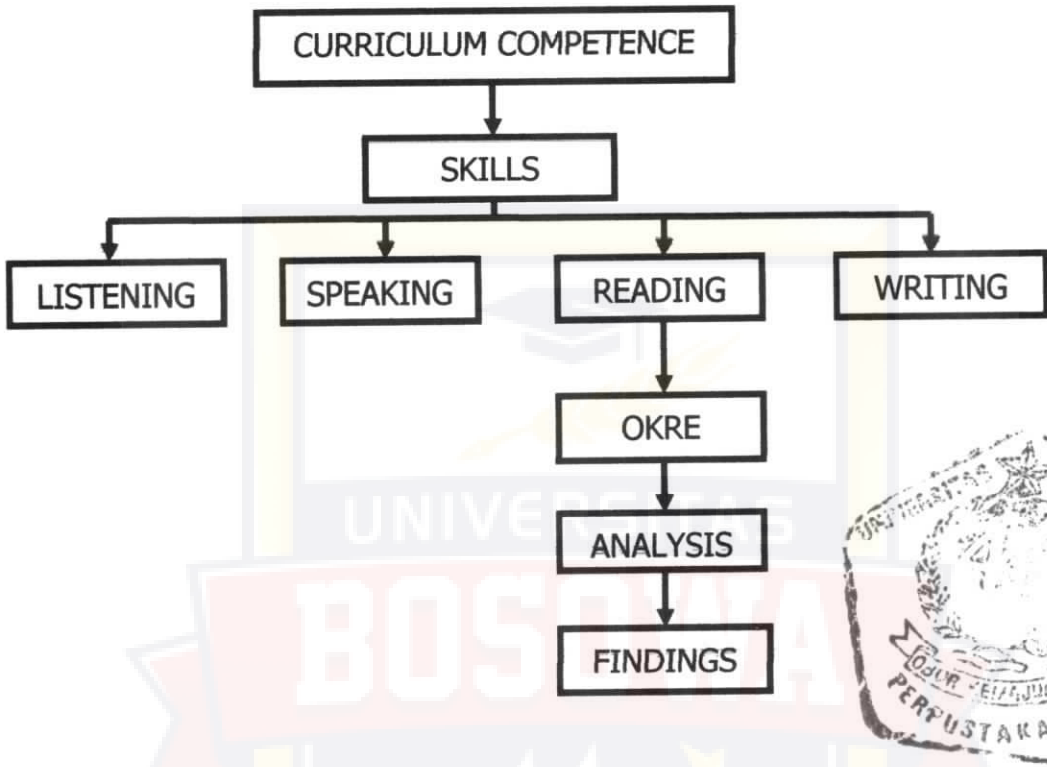
b. Disadvantages OKRE method

1. OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method only focused on students 'understanding of reading without attention to students' understanding of grammar and writing.
2. From the time the sector implementation Become divide this method three parts, namely:
 - a) Before reading (Overview);
 - b) During reading (Key Ideas,); and
 - c) After (reviewing, and Evaluation) Shaffat (2009 : 25).

So in the important of this method requires considerable time to carry out section by section to do the reader / student.

J. Theoretical Framework

The theoretical framework of this research was illustrated as follows :



K. Hypothesis

In this research, the writer applied the hypothesis as teaching reading through OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method can improve the students' reading comprehension at SMP Negeri 23 Makassar.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deal with the research design, variable of the research, population and sample, location of the research, research instrument, procedure of collecting data and technique of data analysis.

A. Research Design

The method that applied in this research was pre-experimental design which involved one group. It aimed to find out the effectiveness of using OKRE (Overview, Key Ideas, Reviewing, and Evaluation) in teaching reading comprehension to the second years students at SMP Negeri 23 Makassar. The success of pre-test (O_1) determined by treatment (X) and after gave the post-test (O_2).

The design can be illustrated as follows :

Pre-test	Treatment	Post-test
O_1	X	O_2

Gay (2000 : 20).

B. Variable of the Research

There are two variables in this researched. The first was independent variable and the second is dependent variables. Independent variables was teaching reading by using OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method and dependent variable are the students' comprehension in reading.

C. Population and Sample

1. Population

The population of this research was the students of SMP Negeri 23 Makassar 2013/2014 academic year. The total of populations were 580 students which consist of twelve classes. Each class consist of 40 students.

2. Sample

This research applied the total sampling technique. The writer chose class VIII – 1 as the sample. Total of the sample was 40 students.

D. Location of the Research

The Location of the research is at SMP Negeri 23 Makassar 2013/2014 academic year. The research was held on October until November 2013.

E. Research Instruments

The instrument of this research was reading text, which taken from an English text book. The test are formulated in multiple choice form with four option to know whether or not the students understand the text.

Besides that, the research used interview test to know whether or not the students use the method that has been given. Therefore in the post-test are intended to know the students' reading comprehension after gave treatments through the OKRE (Overview, Key Ideas, Reviewing, and Evaluation) strategy.

F. Procedure of Collecting Data

1. Pre-Test

Before doing treatment, pre –test was administrated to the students by spending one hour.

2. Treatment

Treatment was given after the pre-test. The writer gave treatment in some steps or session as follows :

- Introduction OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method and describe its activity for the students to have good understanding.
- The writer explained the steps of OKRE (Overview, Key

Ideas, Reviewing, and Evaluation) technique to students and how to read by using OKRE (Overview, Key Ideas, Reviewing, and Evaluation) to understand the whole text

- The students read the text by using the OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method.
- The students then, understand the text by OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method.

3. Post-Test

As a process after the treatment, the writer employed a post-test. It aimed to see the value of the treatment whether or not the result of the post-test is better than the pre-test.

G. Technique Of Data Analysis

The collecting data through the test used inferential statistic percentage score are also used to know the students' ability. The steps undertaken in quantitative analysis employing the following formulas :

1. Scoring the students' correct answer of pre-test and post-test

$$\text{Score} = \frac{\text{students correst answer}}{\text{total number of item}} \times 100$$

(Sudjana : 2008 : 144).

2. Classifying the score of the students' answer into the following scale :

- a. 9.6 to 10 is classified as excellent.
- b. 8.6 to 9.5 is classified as very good
- c. 7.6 to 8.5 is classified as good.
- d. 6.6 to 7.5 is classified as fairly good.
- e. 5.6 to 6.5 is classified as fair.
- f. 3.6 to 5.55 is classified as poor.
- g. 0 to 3.5 is classified as very poor.

(Depdikbud, 2000 : 32)

3. Classifying the score of the students' answer :

Classifications	Score	Indicator
(1)	(2)	(3)
Excellent	9.6 – 10	Makes few (if any) able errors of reading
Very good	8.6 – 9.5	The way to read rather the same with native speaker
Good	7.6 – 8.5	Understand most of what is read

to be continued

continuation

(1)	(2)	(3)
Fairly good	6.6 – 7.5	Understand of what is read but at lowers than normal understand of what is read
Fair	5.6 – 6.5	Little understand of what is read
Poor	3.6 – 5.5	Has great difficulty following what is read, understand with frequent repetition
Very poor	0.0 – 3.5	Cannot be read event in simple reading

(Rusdi, 2005: 286)

4. Findings the improvement of the students, the writer compares of pre-test and post-test by using the following way :

The formula of mean score :

$$X = \frac{\sum X}{N}$$

Where : \bar{X} = Mean score

$\sum X$ = The sum of all the score

N = The number of sample

(Gay, 2000: 28)

5. To find out and calculated the significant between the pre – test and post - test by calculating the value of the t- test. The following formula was employed :

The formula of t - test

$$t = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 (\sum D)^2}}{N(N-1)}}$$

Where:

t = Test of significance

\bar{D} = The difference of mean score

$\sum D$ = The sum of difference

N = Total number of samples

1 = constant number

(Gay, 2000 : 31)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts. They are the presentation of finding and discussion that explain and interprets the finding in the second section. In this chapter the writer analyzed the result after done the research include the explanation of problem faced by students in using OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method to change the students' reading comprehension as a result observation

A. Findings

In this section, the writer described the result of data analysis based on the problem statement in the pre - test and post – test. After presents the student's achievement of class VIII.1 in a table the writer analyzed the data by comparing the change that the students maked during this research.

The result of data analysis was found , in reading comprehension of the students thought trough OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method could be seen in the following table about the students' improvement in reading comprehension after done the research at SMP Negeri 23 Makassar..

Table 1 : The Students' Score and Classification in Pre – Test

No	Name of Students'	Test 1	Test 2	Total	Score	Classification
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Nur Aulia B.	7	3	10	5	Poor
2	Nurfadillah U.	8	4	12	6	Fair
3	Andi T. M. L	5	5	10	5	Poor
4	Urisnawati R.	8	6	14	7	Fairly Good
5	Dinda A. K.	6	6	12	6	Fair
6	Ratih P.	8	6	14	7	Fairly Good
7	Nurur Af. H.	7	7	14	7	Fairly Good
8	Aprila Sari	7	5	12	6	Fair
9	Nurul S. B.	8	4	12	6	Fair
10	Nur R. N.	7	3	10	5	Poor
11	Annisa	8	6	14	7	Fairly Good
12	Camellia I.	5	5	10	5	Poor
13	Putri D.	6	4	10	5	Poor
14	Asriani M.	7	5	12	6	Fair
15	Mersy A.	8	6	14	7	Fairly Good
16	Irna Sri W.i	5	5	10	5	Poor
17	Adinda M. C.	6	6	12	6	Fair
18	Aqilah F.	5	5	10	5	Poor
19	St. Agita N.	8	6	14	7	Fairly Good
20	Novita T. L.	5	5	10	5	Poor
21	Abdullah	5	3	8	4	Poor
22	M. Ersa Y. S.	8	2	10	5	Poor
23	Resdi April Y.	6	4	10	5	Poor
24	Muh. Faiz I.	6	6	12	6	Fair

to be continued

continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)
25	Kevin A. W. P.	7	5	12	6	Fair
26	Muhammad A.	6	6	11	6	Fair
27	Andika P. P.	5	5	10	5	Poor
28	Andi Ala.	5	3	8	4	Poor
29	Jasril S.	6	2	8	4	Poor
30	Fitri Dani H.	5	3	8	4	Poor
31	Randi M.	4	4	8	4	Poor
32	Alam Surya	6	2	8	4	Poor
33	Ahmad S. J.	4	4	8	4	Poor
34	Muh. Jiohira	5	5	10	5	Poor
35	Reinhard R.	4	4	12	4	Poor
36	Aan Al I. H.	5	5	10	5	Poor
37	Rusdi	8	2	10	5	Poor
38	Japhi N.	5	3	8	4	Poor
39	Lucky D. H	6	6	12	6	Fair
40	Arham I.	6	4	10	5	Poor
Total					213	
Mean Score					5,325	Poor

Source : SMP Negeri 23 Makassar

Based on the table 1 above in pre-test there were 6 students were classified as fairly good, 10 students were classified as fair, and 24 students were classified as poor. The table above show that in pre-test the total value was 213 and the mean score is 5,325. It show that students' reading comprehension low before applied OKRE

(Overview, Key Ideas, Reviewing, and Evaluation) method. The students are classified as poor after pre- test was given.

Table 2 : The Students' Score and Classification in Post - Test

No	Name of Students'	Test 1	Test 2	Total	Score	Classification
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Nur Aulia B.	9	7	16	8	Good
2	Nurfadillah U.	9	9	18	9	Very Good
3	Andi T. M. L	9	9	18	9	Very Good
4	Urisnawati R.	10	10	20	10	Excellent
5	Dinda A. K.	10	8	18	9	Very Good
6	Ratih P.	10	10	20	10	Excellent
7	Nurur Af. H.	10	10	20	10	Excellent
8	Aprila Sari	9	9	18	9	Very Good
9	Nurui S. B.	10	8	18	9	Very Good
10	Nur R. N.	9	9	18	9	Very Good
11	Annisa	10	10	20	10	Excellent
12	Camellia I.	9	7	16	8	Good
13	Putri D.	8	8	16	8	Good
14	Asriani M.	10	8	18	9	Very Good
15	Mersy A.	10	10	20	10	Excellent
16	Irma Sri W.i	9	7	16	8	Good
17	Adinda M. C.	10	6	16	9	Very Good
18	Aqilah F.	10	6	16	8	Good
19	St. Agita N.	10	10	20	10	Excellent
20	Novita T. L.	9	9	18	9	Very Good
21	Abdullah	10	8	18	9	Very Good

to be continue

continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)
22	M. Ersa Y. S.	10	6	16	8	Good
23	Resdi April Y.	8	8	16	8	Good
24	Muh. Faiz I.	9	9	18	9	Very Good
25	Kevin A. W. P.	10	8	18	9	Very Good
26	Muhammad A.	9	9	18	9	Very Good
27	Andika P. P.	8	8	16	8	Good
28	Andi Ala.	7	7	14	7	Fairly Good
29	Jasril S.	10	6	16	8	Good
30	Fitri Dani H.	10	8	18	9	Very Good
31	Randi M.	8	6	14	7	Fairly Good
32	Alam Surya	10	8	18	9	Very Good
33	Ahmad S. J.	7	7	14	7	Fairly Good
34	Muh. Jiohira	8	8	16	8	Good
35	Reinhard R.	9	7	16	8	Good
36	Aan Al I. H.	8	8	16	8	Good
37	Rusdi	10	6	16	8	Good
38	Japhi N.	9	7	16	8	Good
39	Lucky D. H	10	8	18	9	Very Good
40	Arham I.	10	6	16	8	Good
Total					345	
Mean Score					8.625	Good

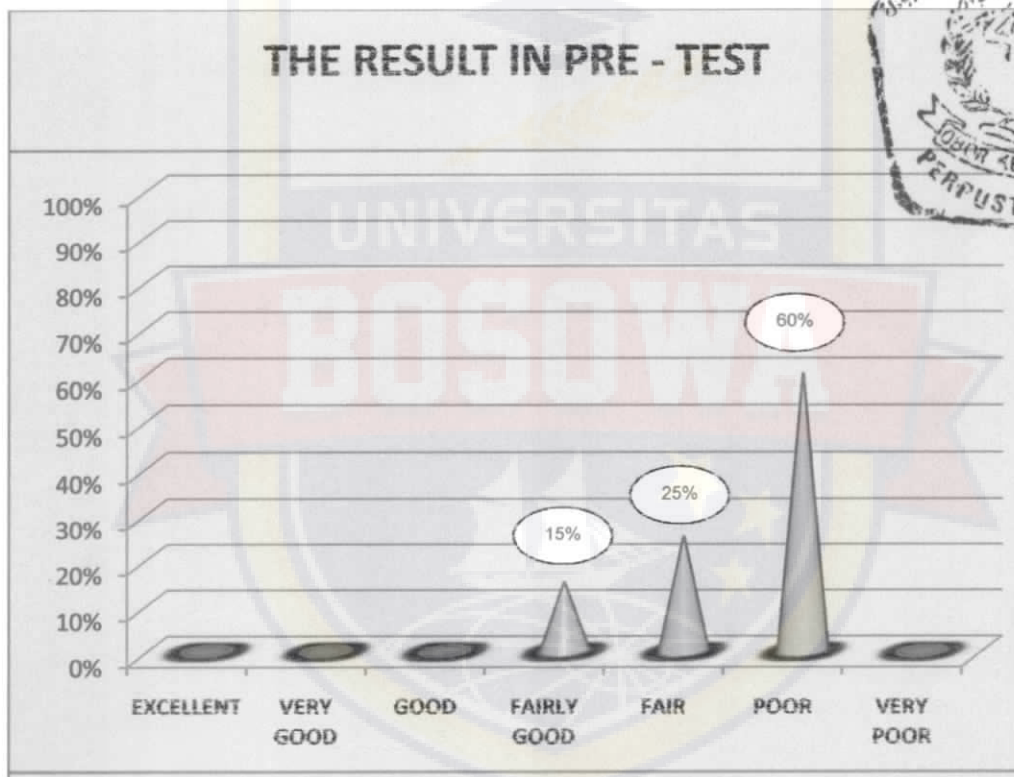
Source : SMP Negeri 23 Makassar

Based from table 2 page 46 above in post - test, there were 6 students classified as excellent, 16 student was classified as very good, 15 students were classified as good, and 3 students were

classified as fairly good. The table above show that the total value of in the post -test of 345 and the mean score was 8,625.

It show that students' reading comprehension after applied OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method is improved.

Chart 1 : The Rate Percentage of the Students' in Pre - Test

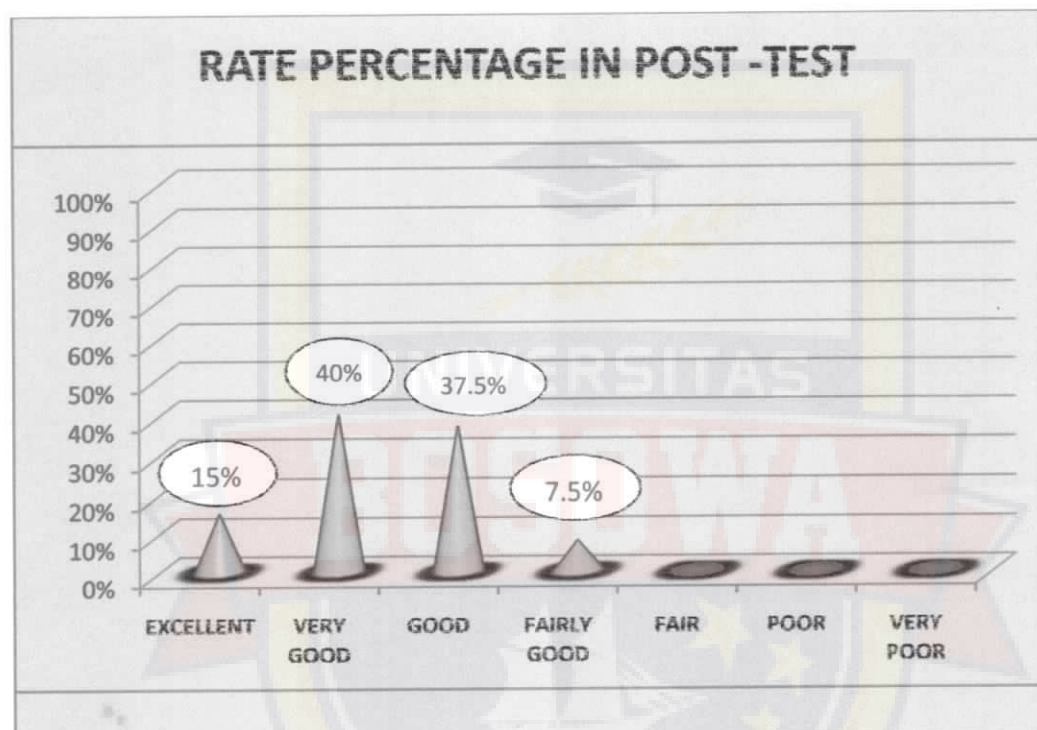


Source : SMP Negeri 23 Makassar

According to chart above, before the students were treated by OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method, there were 6 student classified as fairly good (15%), 10 students were classified as fair (25%), and 24 students classified as poor (60%).

The writer made conclusion based on the chart above that most of the students at SMP Negeri 23 Makassar was low comprehension in reading the paragraph.

Chart 2 : The Rate Percentage of the Students' in Post - Test



Source : SMP Negeri 23 Makassar

From the data on chart 2 above, after applied OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method, there were 6 students classified as excellent (15%), 16 students classified as very good (40%), 15 students classified as good (37,5%), 3 students were classified as good (7,5%), and none of the students was classified as fair, poor and very poor. The writer concluded that this strategy is

effective to improve reading comprehension of the students at SMP Negeri 23 Makassar.

The writer concluded that the students' rate percentages in post - test was higher than in pre - test. It proved after applying OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method reading comprehension the students' percentage is improved. It means that by applied the OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method in teaching and learning reading comprehension was effective to improve the students reading comprehension.

1. To know the mean score of reading comprehension test, the writer was calculated all score by used formula are as follows :

- a. Pre – Test

$$X1 = 213$$

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{213}{40}$$

$$\bar{X} = 5,325$$

- b. Post – Test

$$X2 = 345$$

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{345}{40}$$

$$\bar{X} = 8,625$$

2. To know the students' improvement score analysis for reading test, the writer used formula are as follows :

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

$$\% = \frac{8,625 - 5,325}{5,325} \times 100$$

$$= 61,96\%$$

Table 3 : The Students' Means Score in Pre – Test and Post - Test

Pre - test (X1)	Post - test (X2)	Improvement
5,325	8,625	61,96%

Source : SMP Negeri 23 Makassar

On table 3 above, it indicates that the students' improvement of the second year student who taught through OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method was success because the result of the mean score of the students' pre – test is 5,325 and post – test is 8.625 . The students' improvement of reading comprehension by using OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method was 61,96%.

3. To know the significant between t-test and t-table for analysis of reading comprehension test, the writer was calculated by used formula are as follows :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$X_1 = 213$$

$$X_2 = 345$$

$$\sum D = 131$$

$$\sum D^2 = 439$$

$$\bar{D} = \frac{\sum D}{N} = \frac{131}{40} = 3,05$$

$$t = \frac{3,275}{\sqrt{\frac{439 - \frac{(131)^2}{40}}{40(40-1)}}$$

$$t = \frac{3,275}{\sqrt{\frac{439 - \frac{17161}{40}}{40(39)}}}$$

$$t = \frac{3,275}{\sqrt{\frac{439 - 429.025}{1560}}}$$

$$t = \frac{3,275}{\sqrt{\frac{9,975}{1560}}}$$



$$t = \frac{3,275}{\sqrt{0.006394}}$$

$$t = \frac{3,275}{0.08}$$

$$t = 40.94$$

Table 4 : The T-test Value Reading Comprehension Before and After Treatment

t – test	t-table	Comprehension	Different
40.94	2.024	t-test>t-table	Significant

The result of t-table value in reading test indicated that the t-test value of reading were greater than t-table value ($40.94 > 2.024$), this finding used to determine the hypothesis that occurred in this research as stated that null hypothesis (H_0) is rejected when the value t-test was greater than the value of t-test, and alternative hypothesis (H_1) was accepted. It means that, in this research, automatically the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

Finally the researcher concluded that using OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method in teaching and learning process at SMP Negeri 23 Makassar was effective to improve the students' reading comprehension.

The student result on reading comprehension improvement through OKRE (Overview, Key Ideas, Reviewing, and Evaluation)method in the pre – test and post – test was shown in the following table.

B. Discussions

The data collected through OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method described in the previous section show that the students' reading comprehension improved. It was support by the frequency and the post – test the student's score after attending in teaching reading through OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method was better than before giving to the students' treatment. Relating to the data collected in the pre - test and post - test it showed that the students' reading comprehension of the second year of SMP Negeri 23 Makassar was poor.

Rate percentage of the student's post-test is higher than pre-test after giving treatment. Is showed above it is supported that the students of SMP Negeri 23 Makassar have a good comprehension to learn English subject especially in reading comprehension. They had known that in era globalization, English is really important, so that they must be serious to learn English subject especially in reading skill. Before the students were treated by OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method, there were 6 student classified as fairly good (15%), 10 students

were classified as fair (25%), and 24 students classified as poor (60%). The writer made conclusion based on the chart above that most of the students at SMP Negeri 23 Makassar was low comprehension in reading the paragraph. The result in table 1 show that in pre - test the total value was 213 and the mean score is 5,325.

After applied OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method, there were 6 students classified as excellent (15%), 16 students classified as very good (40%), 15 students classified as good (37,5%), 3 students were classified as good (7,5%), and none of the students was classified as fair, poor and very poor. The writer concluded that this strategy is effective to improve reading comprehension of the students at SMPN 23 Makassar because the students has been treated in the second meeting. Several of the student are worked together to answered the question. After the writer calculated and checked all the test some of the students' have a same score and it caused the result valued in the post – test. The result in table 2 show that the total value of in the post –test of 345 and the mean score was 8,625.

Based on the result of the t-test, the writer found that there was a significance different between the result of pre-test and post-test. It means that there was significant different result of the pre - test before and after teaching and learning process by using OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method has brought a new nuance and technical strategy to improve students reading comprehension. The

English teacher at SMP Negeri 23 Makassar received this method as a new method in teaching and learning reading comprehension and it was a good method as a reference to conducted in other class to achieved the students reading comprehension. From this method, the variety in teaching and learning reading comprehension can be done and doesn't make the students get bored especially in learning English.

From the discussion above, it can be concluded that the second year students of SMP Negeri 23 Makassar have a good comprehension, after learning subject by using OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method.

The writer summarized that applying the OKRE (Overview, Key Ideas, Reviewing, and Evaluation) method is one of strategies in teaching English reading which helps the students to learn and determine idea and topic more easily, involves friendly and competition, but keep learners interested because this technique can create the students' achievement to get involved and participate actively in the learning activities. And also this technique enhances the students' to use English language in a communicative way.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two section. The first section deals with the conclusion and the second one deals with suggestion

A. Conclusion

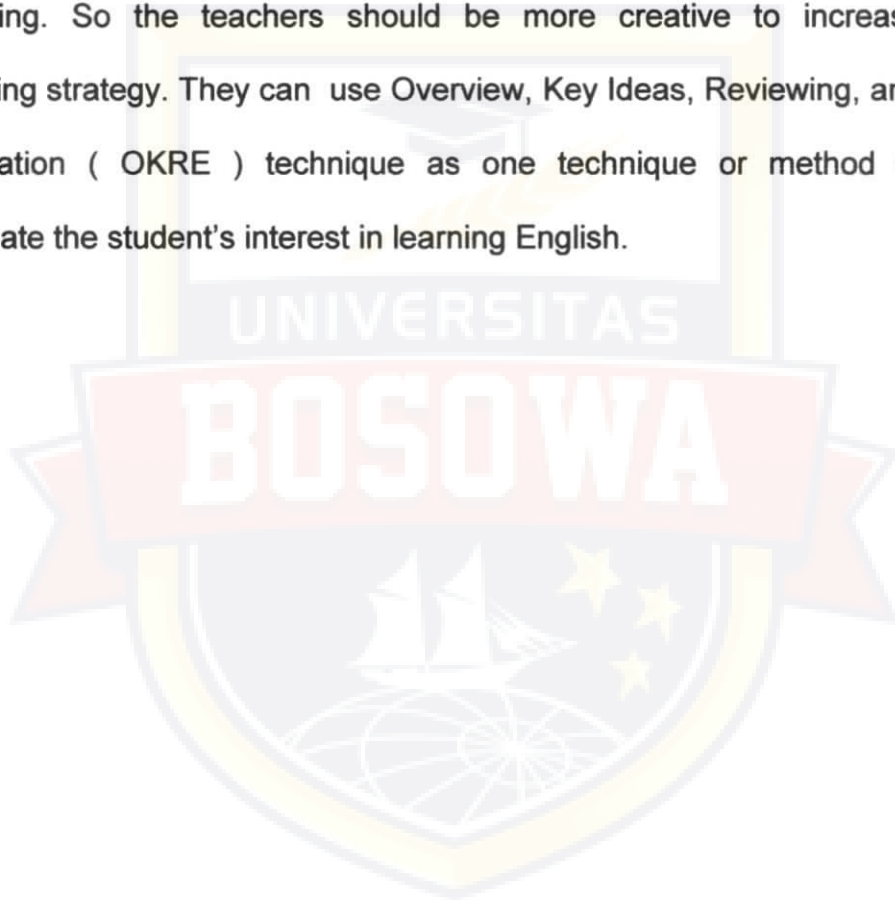
Based on the findings and discussion of the research, It can be concluded that by applied Overview, Key Ideas, Reviewing, and Evaluation (OKRE) technique can improve the students' reading comprehension. Based on the findings and discussion of the research it is proved by the total of pre - test (213) and post - test (345). At the level of the significance, t-test value is 40.94 while the t- table was 2.024. The application of Overview, Key Ideas, Reviewing, and Evaluation (OKRE) technique was effective to improve the students' reading comprehension.

B. Suggestion

Based on the result of data analysis and conclusion above the writer presents the following suggestions:

1. It is proposed to the English teachers should apply the Overview, Key Ideas, Reviewing, and Evaluation (OKRE) method in teaching and learning process especially in teaching reading. Mostly hoped, English teacher should apply this method as a way to improve students' reading comprehension.

2. English teacher should be more creative to choose method in practicing reading, so that the students will be more interested and motivated to study English.
3. Many students still feel so difficult to comprehend reading text, especially in identifying theme, main idea, details and gaining word meaning. So the teachers should be more creative to increase teaching strategy. They can use Overview, Key Ideas, Reviewing, and Evaluation (OKRE) technique as one technique or method to stimulate the student's interest in learning English.



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APPENDICES



Appendix 1 : INSTRUMEN PENELITIAN

JUDUL: The Application of OKRE (Overview, Key Ideas, Reviewing, and Evaluation) in Improving Students' Reading Comprehension at SMP Negeri 23 Makassar

Keterangan :

1. Tujuan penelitian ini adalah untuk menyusun tugas akhir (skripsi) pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar Peneliti mengharapkan kiranya para siswa bisa menjawab soal ini dengan jujur dan tepat.
2. Atas partisipasinya dan bantuan para siswa diucapkan terima kasih.

Nama :

Nis :

Kelas :

Petunjuk Pengisian

1. Bacalah soal ini dengan teliti sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar !

A. Read each paragraph and Then answer the following questions !

Do you know that a giraffe may grow more than six meters tall? Yes, the giraffe is a very tall animal. In fact, it is the tallest animal in the world.

A giraffe has a very long neck. Unfortunately, the giraffe cannot bend its neck easily. Thus, when it wants to drink water at a pool, the giraffe has to spread its front legs apart, so it can reach the water.

A giraffe feeds on plant only. Hence, it can reach the leaves on trees easily because of its height. Also, a giraffe has a very long tongue — about 0.5 meters long. The giraffe uses this long tongue skillfully to pick leaves off plants and trees.

This tall animal can protect itself very well. It has a very good sense of smell and sight. It can hear very well, too. It can also gallop very fast —at a speed of 50 km.p.h.

The giraffe's hind legs and long neck are also very useful. For example, a giraffe can kick its enemy with its hind legs or even hit out with its long neck.

1. What is the text about ?
 - a. A Lion
 - b. A snake
 - c. A giraffe
 - d. A Tiger
2. What does a giraffe use to kick its enemy ?
 - a. Front legs
 - b. Bent neck
 - c. Hind legs
 - d. Long tongue
3. What does the paragraph three tell us about ?
 - a. what the giraffe can do

- b. The weather around the lake.
- c. The fish in the lake.
- d. The water in the river.
4. Why was the giraffe use it long neck ?
- a. The place was exceptional.
- b. The weather around the lake was cold.
- c. to pick up leaves in a high trees.
- d. The water was warm.
5. "... tongue skillfully to pick leaves" (paragraph 3)
What does the underlined word mean ?
- a. Having serious attention.
- b. Keeping safe from danger.
- c. Very ingeniously
- d. Increasing in height.
6. What did the giraffe do when it wants to drink ?
- a. It have to came down to the water pool
- b. it has to spread its front legs apart safe
- c. it need to sit
- d. it will be standing behind the water pool
7. Which is INCORRECT about the giraffe ?
- a. has a very long tongue
- b. the tallest animal in the world
- c. it cannot hear very well
- d. It has a very good sense of smell and sight
8. "It can also gallop very fast (paragraph 4)
What does the underlined word mean ?
- a. has a very long ride
- b. it can run very fast
- c. it cannot run very well
- d. It has a very long legs

9. This tall animal can **protect** itself very well

What was the bold word mean?

- a. run
- b. hurt
- c. safe
- d. guard

10." The giraffe's hind legs and long neck are also very useful..."

What does the underlined word mean?

- a. create
- b. duty
- c. beneficial
- d. make

B. Read each paragraph and then choose the best answer.

Who is Superior

Why should Betty be inferior to Jhon? Everybody will just take it for granted. No further question are asked. Everybody think that it has been in line with nature. Psychology and Biological reason are most frequently given. Women are more emotional. Men are more rational. Physically women and men are different by nature. These are facts, all right. But, aren't there any other reasons that make women inferior to men? Social and cultural reasons, for example?

Some theorists believe that in the old days women actually had more authority than men. Later men came to a little higher civilization. Since then, men had to go hunting. Women were left at home. Hunting is more risky and dangerous. In addition, they began to realize the need of functional division of tasks. Women were supposed to take care of children or planting. Men got wider experience. Later men became much more powerful. Therefore, they were more authoritative than women. To keep his superiority, in later development, men began to create the matrilineal and matriarchal systems.

These systems, directly or not, have made the superiority of men over women firmer. Not only did men wish to have sons, but so did women.

1. People usually think of men's superiority to women as
 - a. Unfair
 - b. Very important
 - c. A small problem
 - d. Fair
2. What reasons are usually given ?
 - a. Social and cultural
 - b. Emotional and rational
 - c. Psychological and biological
 - d. Economic and social
3. In the old days men were
 - a. Not different from women
 - b. More civilized than women
 - c. More powerful than women
 - d. Less powerful than women
4. Functional division of tasks was needed when
 - a. Hunting became more dangerous
 - b. Women had more authority
 - c. Women stayed at home
 - d. Men had to go hunting
5. Who began to realize the need of functional division of tasks ?
 - a. Men
 - b. Women
 - c. Some theorists
 - d. Hunters
6. How did men keep his superiority ?
 - a. With patrilineal system
 - b. With wider experience

- c. With power
- d. By going out hunting

7. It is clear from the story that a daughter is

- a. More important than a son
- b. Less important than a son
- c. The same as a son
- d. Not wanted

8. It seems that writer wants to

- a. Change men's superiority to women
- b. Correct men's superiority to women
- c. Explain more why men are superior
- d. Correct the idea of men's superiority

9. The study of men's superiority to women's

- a. Cannot be found
- b. Is still needed
- c. Is planned
- d. Is very few

10. An example of functional division of tasks is

- a. A father goes to work, but a mother does not
- b. Men and women become soldiers
- c. A father and mother stays at home
- d. A father and mother take care of baby

Answer Key

1. D
2. C
3. C
4. B
5. B
6. B
7. B
8. B
9. B
10. D
11. B
12. D
13. B
14. C
15. A
16. B
17. A
18. B
19. B
20. B



Appendix 2 : The Students' Result in Pre - Test

INSTRUMEN PENELITIAN

JUDUL: The Application of OKRE (Overview, Key Ideas, Reviewing, and Evaluation) in Improving Students' Reading Comprehension at SMP Negeri 23 Makassar

Keterangan :

1. Tujuan penelitian ini adalah untuk menyusun tugas akhir (skripsi) pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa bisa menjawab soal ini dengan jujur dan tepat.
3. Atas partisipasinya dan bantuan para siswa diucapkan terima kasih.

Nama : Urtanawati Purki.....

Nis : 1210304.....

Kelas : VIII.1.....

Correct = 14

False = 6

$$(14/20) \times 100 = 70\%$$

Petunjuk Pengisian

1. Bacalah soal ini dengan teliti sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar !

A. Read each paragraph and Then answer the following questions !

Do you know that a giraffe may grow more than six meters tall? Yes, the giraffe is a very tall animal. In fact, it is the tallest animal in the world.

A giraffe has a very long neck. Unfortunately, the giraffe cannot bend its neck easily. Thus, when it wants to drink water at a pool, the giraffe has to spread its front legs apart, so it can reach the water.

A giraffe feeds on plant only. Hence, it can reach the leaves on trees easily because of its height. Also, a giraffe has a very long tongue — about 0.5 meters long. The giraffe uses this long tongue skillfully to pick leaves off plants and trees.

This tall animal can protect itself very well. It has a very good sense of smell and sight. It can hear very well, too. It can also gallop very fast — at a speed of 50 km.p.h.

The giraffe's hind legs and long neck are also very useful. For example, a giraffe can kick its enemy with its hind legs or even hit out with its long neck.

1. What is the text about ?
 - a. A Lion
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3. What does the paragraph three tell us about ?
 - a. what the giraffe can do

- b. The weather around the lake.
- c. The fish in the lake.
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4. Why was the giraffe use it long neck ?

- a. The place was exceptional.
- b. The weather around the lake was cold.
- c. to pick up leaves in a high trees.
- d. The water was warm.

5. "... tongue skillfully to pick leaves" (paragraph 3)

What does the underlined word mean ?

- a. Having serious attention.
- b. Keeping safe from danger.
- c. Very ingeniously
- d. Increasing in height.

6. What did the giraffe do when it wants to drink ?

- a. It have to came down to the water pool
- b. it has to spread its front legs apart safe
- c. it need to sit
- d. it will be standing behind the water pool

7. Which is INCORRECT about the giraffe ?

- a. has a very long tongue
- b. the tallest animal in the world
- c. it cannot hear very well
- d. It has a very good sense of smell and sight

8. "It can also gallop very fast (paragraph 4)

What does the underlined word mean ?

- a. has a very long ride
- b. it can run very fast
- c. it cannot run very well
- d. It has a very long legs



9. This tall animal can **protect** itself very well

What was the bold word mean?

- a. run
- b. hurt
- c. safe
- d. guard

10. "The giraffe's hind legs and long neck are also very useful..."

What does the underlined word mean?

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- b. duty
- c. beneficial
- d. make

B. Read each paragraph and then choose the best answer.

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Some theorists believe that in the old days women actually had more authority than men. Later men came to a little higher civilization. Since then, men had to go hunting. Women were left at home. Hunting is more risky and dangerous. In addition, they began to realize the need of functional division of tasks. Women were supposed to take care of children or planting. Men got wider experience. Later men became much more powerful. Therefore, they were more authoritative than women. To keep hus superiority, in later development, men began to create the matrilineal and matriarchal systems.

These systems, directly or not, have made the superiority of men over women firmer. Not only did men wish to have sons, but so did women.

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 - d. Fair
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- b. Correct men's superiority to women
- c. Explain more why men are superior
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3. Atas partisipasinya dan bantuan para siswa diucapkan terima kasih.

Nama : Ratih Purnamasari

Nim : 1210386

Kelas : VIII - 1

Correct : 14

False : 6

14 / 20 x 100 : 70%

(7)

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- b. Less important than a son
- c. The same as a son
- d. Not wanted
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- b. Correct men's superiority to women
- c. Explain more why men are superior
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- b. Is still needed
- c. Is planned
- d. Is very few
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- b. Men and women become soldiers
- c. A father and mother stays at home
- d. A father and mother take care of baby

Appendix 3 : The Students' Result in Post - Test

INSTRUMEN PENELITIAN

JUDUL: The Application of OKRE (Overview, Key Ideas, Reviewing, and Evaluation) in Improving Students' Reading Comprehension at SMP Negeri 23 Makassar

Keterangan :

1. Tujuan penelitian ini adalah untuk menyusun tugas akhir (skripsi) pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa bisa menjawab soal ini dengan jujur dan tepat.
3. Atas partisipasinya dan bantuan para siswa diucapkan terima kasih.

Nama : *Urisnawati Rusli*

Nis : *200384*

Kelas : *VIII.1*

Correct: 20 60

Petunjuk Pengisian

1. Bacalah soal ini dengan teliti sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar !

A. Read each paragraph and then answer the following questions !

Do you know that a giraffe may grow more than six meters tall? Yes, the giraffe is a very tall animal. In fact, it is the tallest animal in the world.

A giraffe has a very long neck. Unfortunately, the giraffe cannot bend its neck easily. Thus, when it wants to drink water at a pool, the giraffe has to spread its front legs apart, so it can reach the water.

A giraffe feeds on plant only. Hence, it can reach the leaves on trees easily because of its height. Also, a giraffe has a very long tongue — about 0.5 meters long. The giraffe uses this long tongue skillfully to pick leaves off plants and trees.

This tall animal can protect itself very well. It has a very good sense of smell and sight. It can hear very well, too. It can also gallop very fast — at a speed of 50 km.p.h.

The giraffe's hind legs and long neck are also very useful. For example, a giraffe can kick its enemy with its hind legs or even hit out with its long neck.

1. What is the text about ?
 - a. A Lion
 - b. A snake
 - c. A giraffe
 - d. A Tiger
2. What does a giraffe use to kick its enemy ?
 - a. Front legs
 - b. Bent neck
 - c. Hind legs
 - d. Long tongue
3. What does the paragraph three tell us about ?
 - a. what the giraffe can do

- b. The weather around the lake.
- c. The fish in the lake.
- d. The water in the river.

4. Why was the giraffe use it long neck ?

- a. The place was exceptional.
- b. The weather around the lake was cold.
- c. to pick up leaves in a high trees.
- d. The water was warm.

5. " ... tongue skillfully to pick leaves" (paragraph 3)

What does the underlined word mean?

- a. Having serious attention.
- b. Keeping safe from danger.
- c. Very ingeniously
- d. Increasing in height.

6. What did the giraffe do when it wants to drink ?

- a. It have to came down to the water pool
- b. it has to spread its front legs apart safe
- c. it need to sit
- d. it will be standing behind the water pool

7. Which is INCORRECT about the giraffe ?

- a. has a very long tongue
- b. the tallest animal in the world
- c. it cannot hear very well
- d. It has a very good sense of smell and sight

8. "It can also gallop very fast (paragraph 4)

What does the underlined word mean?

- a. has a very long ride
- b. it can run very fast
- c. it cannot run very well
- d. It has a very long legs

9. This tall animal can **protect** itself very well

What was the bold word mean?

- a. run
- b. hurt
- c. safe
- d. guard

10. "The giraffe's hind legs and long neck are also very useful..."

What does the underlined word mean ?

- a. create
- b. duty
- c. beneficial
- d. make

B. Read each paragraph and then choose the best answer

Who is Superior

Why should Betty be inferior to Jhon? Everybody will just take If for granted. No further question are asked. Everybody think that it has been in line with nature. Psychology and Biological reason are most frequently given. Women are more emotional. Men are more rational. Physically women an men are different by nature. These are facts, all right. But, aren't there any other reasons that make women inferior to men? Social and cultural reasons, for example?

Some theorists believe that in the old days women actually had more authority than men. Later men came to a little higher civilization. Since then, men had to go hunting. Women were left at home. Hunting is more risky and dangerous. In addition, they began to realize the need of functional division of tasks. Women were supposed to take care of children or planting. Men got wider experience. Later men became much more powerful. Therefore, they were more authoritative than women. To keep hus superiority, in later development, men began to create the matrilineal and matriarchal systems.

These systems, directly or not, have made the superiority of men over women firmer. Not only did men wish to have sons, but so did women.

11. People usually think of men's superiority to women as

- a. Unfair
- b. Very important
- c. A small problem
- d. Fair

12. What reasons are usually given ?

- a. Social and cultural
- b. Emotional and rational
- c. Psychological and biological
- d. Economic and social

13. In the old days men were

- a. Not different from women
- b. More civilized than women
- c. More powerful than women
- d. Less powerful than women

14. Functional division of tasks was needed when

- a. Hunting became more dangerous
- b. Women had more authority
- c. Women stayed at home
- d. Men had to go hunting

15. Who began to realize the need of functional division of tasks ?

- a. Men
- b. Women
- c. Some theorists
- d. Hunters

16. How did men keep his superiority ?

- a. With patrilineal system
- b. With wider experience

- c. With power
- d. By going out hunting

17. It is clear from the story that a daughter is

- a. More important than a son
- b. Less important than a son
- c. The same as a son
- d. Not wanted

18. It seems that writer wants to

- a. Change men's superiority to women
- b. Correct men's superiority to women
- c. Explain more why men are superior
- d. Correct the idea of men's superiority

19. The study of men's superiority to women's

- a. Cannot be found
- b. Is still needed
- c. Is planned
- d. Is very few

20. An example of functional division of tasks is

- a. A father goes to work, but a mother does not
- b. Men and women become soldiers
- c. A father and mother stays at home
- d. A father and mother take care of baby

INSTRUMEN PENELITIAN

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Nama : Ratih Purnamasari

Nis : 1210386

Kelas : VIII - 1

Correct : 20

Petunjuk Pengisian

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- b. Women had more authority
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- c. Is planned
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- a. A father goes to work, but a mother does not
- b. Men and women become soldiers
- c. A father and mother stays at home
- d. A father and mother take care of baby

Appendix 4. The Students' Score and Classification in Pre – Test and Post - Test

No	Name of Students'	Pre – Test	Classification	Post - test	Classification
(1)	(2)	(3)	(4)	(5)	(6)
1	Nur Aulia Budiman	5	Poor	8	Good
2	Nurfacillah Umar	6	Fair	9	Very Good
3	Andi Trireski M. L.	5	Poor	9	Very Good
4	Urisnawati Rusli	7	Fairly Good	10	Excellent
5	Dinda Annisa K.	6	Fair	9	Very Good
6	Ratih Purnamasari	7	Fairly Good	10	Excellent
7	Nurur Afiah Hutari	7	Fairly Good	10	Excellent
8	Aprilia Sari	6	Fair	9	Very Good
9	Nurul Syafira B.	6	Fair	9	Very Good
10	Nur Rahmiati N.	5	Poor	9	Very Good
11	Annisa	7	Fairly Good	10	Excellent
12	Camellia Irwan	5	Poor	8	Good
13	Putri Dwiyantri	5	Poor	8	Good
14	Asriani Muflihan	6	Fair	9	Very Good
15	Mersy Angriani	7	Fairly Good	10	Excellent
16	Irna Sri Wahyuni	5	Poor	8	Good
17	Adinda Mutia C.	6	Fair	9	Very Good
18	Aqilah Fadhia	5	Poor	8	Good
19	St. Agita Ningrum	7	Fairly Good	10	Excellent
20	Novita Tandilobo	5	Poor	9	Very Good
21	Abdullah	4	Poor	9	Very Good
22	M. Ersa Yayang S.	5	Poor	8	Good
23	Resdi April Yandi	5	Poor	8	Good

to be continued

(1)	(2)	(3)	(4)	(5)	(6)
24	Muhammad F. I.	6	Fair	9	Very Good
25	Kevin Adi W. P.	6	Fair	9	Very Good
26	Muhammad A.	6	Fair	9	Very Good
27	Andika P. P.	5	Poor	8	Good
28	Andi Alamsyah	4	Poor	7	Fairly Good
29	Jasril Subiarto	4	Poor	8	Good
30	Fitri Dani H.	4	Poor	9	Very Good
31	Randi Mursalim	4	Poor	7	Fairly Good
32	Alam Surya	4	Poor	9	Very Good
33	Ahmad Syarif J.	4	Poor	7	Fairly Good
34	Muh. Jihira A.M	5	Poor	8	Good
35	Reinhard R. R.	4	Poor	8	Good
36	Aan Al Ikhsan H.	5	Poor	8	Good
37	Rusdi	5	Poor	8	Good
38	Japhi Nomura	4	Poor	8	Good
39	Lucky D. H	6	Fair	9	Very Good
40	Arham Ibrahim	5	Poor	8	Good
	Total	213		345	
	Mean Score	5,325	Poor	8,625	Good

Source : SMP Negeri 23 Makassar



Appendix 5. The Students' Score and Classification in Pre – Test

No	Name of Students'	Test 1	Test 2	Total	Score	Classification
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Nur Aulia Budiman	7	3	10	5	Poor
2	Nurfadillah Umar	8	4	12	6	Fair
3	Andi Trireski M. L	5	5	10	5	Poor
4	Urisnawati Rusli	8	6	14	7	Fairly Good
5	Dinda Annisa K.	6	6	12	6	Fair
6	Ratih Purnamasari	8	6	14	7	Fairly Good
7	Nurur Afiah Hutari	7	7	14	7	Fairly Good
8	Aprila Sari	7	5	12	6	Fair
9	Nurul Syafira B.	8	4	12	6	Fair
10	Nur Rahmiati N.	7	3	10	5	Poor
11	Annisa	8	6	14	7	Fairly Good
12	Camellia Irwan	5	5	10	5	Poor
13	Putri Dwiyantri	6	4	10	5	Poor
14	Asriani Muflihan	7	5	12	6	Fair
15	Mersy Angriani	8	6	14	7	Fairly Good
16	Irna Sri Wahyuni	5	5	10	5	Poor
17	Adinda Mutia C.	6	6	12	6	Fair
18	Aqilah Fadhia	5	5	10	5	Poor
19	St. Agita Ningrum	8	6	14	7	Fairly Good
20	Novita Tandi Lobo	5	5	10	5	Poor
21	Abdullah	5	3	8	4	Poor
22	M. Ersya Yayang S.	8	2	10	5	Poor
23	Resdi April Yandi	6	4	10	5	Poor

to be continued

continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)
24	Muhammad F. I.	6	6	12	6	Fair
25	Kevin Adi W. P.	7	5	12	6	Fair
26	Muhammad A.	6	6	11	6	Fair
27	Andika P. P.	5	5	10	5	Poor
28	Andi Alamsyah	5	3	8	4	Poor
29	Jasril Subiarto	6	2	8	4	Poor
30	Fitri Dani H.	5	3	8	4	Poor
31	Randi Mursalim	4	4	8	4	Poor
32	Alam Surya	6	2	8	4	Poor
33	Ahmad Syarif J.	4	4	8	4	Poor
34	Muh. Jiohira A.M	5	5	10	5	Poor
35	Reinhard R. R.	4	4	12	4	Poor
36	Aan Al Ikhsan H.	5	5	10	5	Poor
37	Rusdi	8	2	10	5	Poor
38	Japhi Nomura	5	3	8	4	Poor
39	Lucky D. H	6	6	12	6	Fair
40	Arham Ibrahim	6	4	10	5	Poor
Total					213	
Mean Score					5,325	Poor

Source : SMP Negeri 23 Makassar

Appendix 6. The Students' Score and Classification in Post - Test

No	Name of Students'	Test 1	Test 2	Total	Score	Classification
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Nur Aulia B.	9	7	16	8	Good
2	Nurfadillah U.	9	9	18	9	Very Good
3	Andi Trireski M. L	9	9	18	9	Very Good
4	Urisnawati Rusli	10	10	20	10	Excellent
5	Dinda Annisa K.	10	8	18	9	Very Good
6	Ratih Purnamasari	10	10	20	10	Excellent
7	Nurur Afiah Hutari	10	10	20	10	Excellent
8	Aprila Sari	9	9	18	9	Very Good
9	Nurul Syafira B.	10	8	18	9	Very Good
10	Nur Rahmiati N.	9	9	18	9	Very Good
11	Annisa	10	10	20	10	Excellent
12	Camellia Irwan	9	7	16	8	Good
13	Putri Dwiyanti	8	8	16	8	Good
14	Asriani Muflihan	10	8	18	9	Very Good
15	Mersy Angriani	10	10	20	10	Excellent
16	Irna Sri Wahyuni	9	7	16	8	Good
17	Adinda Mutia C.	10	6	16	9	Very Good
18	Aqilah Fadhia	10	6	16	8	Good
19	St. Agita Ningrum	10	10	20	10	Excellent
20	Novita Tandi Lobo	9	9	18	9	Very Good
21	Abdullah	10	8	18	9	Very Good
22	M. Ersya Y. S.	10	6	16	8	Good
23	Resdi April Y.	8	8	16	8	Good
24	Muhammad F.. I	9	9	18	9	Very Good

to be continue

continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)
25	Kevin Adi W. P	10	8	18	9	Very Good
26	Muhammad A.	9	9	18	9	Very Good
27	Andika P. P.	8	8	16	8	Good
28	Andi Alamsyah	7	7	14	7	Fairly Good
29	Jasril Subiarto	10	6	16	8	Good
30	Fitri Dani H.	10	8	18	9	Very Good
31	Randi Mursalim	8	6	14	7	Fairly Good
32	Alam Surya	10	8	18	9	Very Good
33	Ahmad Syarif J.	7	7	14	7	Fairly Good
34	Muh. Jiohira A.M	8	8	16	8	Good
35	Reinhard R. R	9	7	16	8	Good
36	Aan Al Ikhsan H.	8	8	16	8	Good
37	Rusdi	19	6	16	8	Good
38	Japhi Nomura	9	7	16	8	Good
39	Lucky D. H	10	8	18	9	Very Good
40	Arham Ibrahim	10	6	16	8	Good
Total					345	
Mean Score					8.625	Good

Source : SMP Negeri 23 Makassar

Appendix 7. The Students' Pre-test and Post-test, the gain and the Square of the Gain

No	Name	Pre – test	Post – test	Gain D	D ²
(1)	(2)	(3)	(4)	(5)	(6)
1	Nur Aulia Budiman	5	8	3	9
2	Nurfadillah Umar	6	9	3	9
3	Andi Trireski Marjuwa L	5	9	4	16
4	Urisnawati Rusli	7	10	3	9
5	Dinda Annisa Khalifah	6	9	3	9
6	Ratih Purnamasari	7	10	3	9
7	Nurur Afiah Hutari	7	10	3	9
8	Aprila Sari	6	9	3	9
9	Nurul Syafira Bahrul	6	9	3	9
10	Nur Rahmiati Nurdin	5	9	4	16
11	Annisa	7	10	3	9
12	Camellia Irwan	5	8	3	9
13	Putri Dwiyantri	5	8	3	9
14	Asriani Muflihan	6	9	3	9
15	Mersy Angriani	7	10	3	9
16	Irna Sri Wahyuni	5	8	3	9
17	Adinda Mutia Cahyani	6	9	3	9
18	Aqilah Fadhia	5	8	3	9
19	St. Agita Ningrum	7	10	3	9
20	Novita Tandi Lobo	5	9	4	16
21	Abdullah	4	9	5	25
22	M. Ersa Yayang Saputra	5	8	3	9
23	Resdi April Yandi	5	8	3	9
24	Muhammad Faisal I	6	9	3	9
25	Kevin Adi Winata. P	6	9	3	9
26	Muhammad Agung	6	9	3	9
27	Andika Pratama Putra	5	8	3	9
28	Andi Alamsyah	4	7	3	9
29	Jasril Subiarto	4	8	4	16
30	Fitri Dani Haeruddin	4	9	5	25
31	Randi Mursalim	4	7	3	9
32	Alam Surya	4	9	5	25
33	Ahmad Syarif Junaidi	4	7	3	9
34	Muh. Jiohira A.M	5	8	3	9
35	Reinhard Rivaldo R	4	8	3	9
36	Aan Al Ikhsan Hasda	5	8	3	9

to be continued

continuation

(1)	(2)	(3)	(4)	(5)	(6)
37	Rusdi	5	8	3	9
38	Japhi Nomura	4	8	4	12
39	Lucky Diwangkara H	6	9	3	9
40	Arham Ibrahim	5	8	3	9
Total		213	345	131	439
Mean Score		5.325	8.625	3.275	10.98

Source : SMP Negeri 23 Makassar

Appendix 8. The Distribution Critical Values-t

df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015

to be continued

continuation

17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745
25.	1.316	1.708	2.060	2.485	2.787	3.725
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31.	1.309	1.695	2.039	2.455	2.746	3.640
32.	1.308	1.693	2.036	2.450	2.740	3.638
33.	1.307	1.691	2.033	2.449	2.736	3.635
34.	1.306	1.659	2.030	2.447	2.730	3.630
35.	1.305	1.658	2.029	2.445	2.726	3.625
36.	1.304	1.657	2.028	2.440	2.720	3.599
37.	1.303	1.656	2.027	2.439	2.718	3.588
38.	1.302	1.655	2.025	2.435	2.714	3.576
39.	1.301	1.654	2.024	2.430	2.710	3.560
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

<http://www.westga.edu/distributioncriticalvalue-t/tsid001.htm>).

BIOGRAPHY



Jumiati was born on March 16, 1992 in Jinato, South Selayar. She is the second child in her family. Her father is Muh. Jufri and her beloved mother is Rohani.

She started her first study in 1999 in SDN 1 Jinato and she graduated in 2004. In 2004 she continued in SMPN 2 Pasimasunggu Timur until 2007. After graduating from junior high school, she continued her study in SMAN 1 Pasimasunggu Timur . She finished her study in 2010.

In 2010 she decided to continued her study at English Education Department of Faculty of Teachership and Educational Science University of 45 Makassar, S1 program.

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 23 MAKASSAR
Jl. Paccinang Raya II No.35 B Tello Baru Telp (0411) 445388 Makassar

SURAT KETERANGAN PENELITIAN

Nomor : 423.4/205/SMP.23/XI/2013

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 23 Makassar menerangkan bahwa yang tersebut di bawah ini :

NAMA : JUMIATI
NIM : 45 10 101 106
K/PROG/ JURUSAN : Pend. Bahasa Inggris

Penelitian telah dilaksanakan pada SMP Negeri 23 Makassar pada tanggal 09 Oktober 2013 dengan judul penelitian :

**THE APPLICATION OF OKRE (OVERVIEW, KEY IDEAS, REVIEWING, AND
SUMMARIZATION) IN IMPROVING STUDENTS' READING COMPREHENSION AT SMP
NEGERI 23 MAKASSAR "**

Demikian surat keterangan ini kami buat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



09 November 2013

Kepala Sekolah,

Drs. BASRI DJARRU, M.M.Pd

Pangkat: Pembina

NIP . 19551231 198003 1 177