

THE EFFECT OF USING OKR5 STRATEGY ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT

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Abstract

There are many strategies that can be implemented in teaching reading, one of them is OKR5 strategy. The objectives of this research were to uncover whether or not there is a positive and significant effect of using OKR5 strategy on students' reading comprehension of descriptive text. The research was conducted on the tenth grade students of SMAN 1 Lemahabang. The method was quantitative method. The researcher applied a quasi-experimental design. It comprised pre-test, treatment, and post-test in the data collection. The sample was X MIPA 3 as the control group and X MIPA 4 as the experimental group. The total sample was 70 students. The experimental group received the treatment. In the pre-test, control group's average score was 53.82 while the experimental group's was 52.65. Meanwhile in the post-test, which was conducted after the given of treatment, the control group's average score was 63.97 while the experimental group's was 69.26. The calculation of independent samples test indicated that there was a significant difference between the post-test score of control group and experimental group. It was shown by the value of Sig (2-tailed) or p which was 0.029, lower than 0.05. The value of t_0 calculated from the T-test was 2.29, higher than the value of t table at the significance level of 5%, which was 1.67. Hence, it can be interpreted that H_0 was rejected and on the other hand, H_a was accepted. In conclusion, OKR5 strategy has positive and significant effect on students' reading comprehension of descriptive text.

Keywords: Reading Comprehension, Reading Strategy, OKR5 Strategy

BACKGROUND

Reading is one of the skills which have an essential role in this millennial era. Reading allows us to learn about people, about nations and their history, social studies, the language arts, sciences, mathematics, and the other thing that matters in human life. As the fast development of technology, hundreds even thousand books and articles are written and published, printed and online. People frequently pour their thoughts in the form of writing.

The more people read the more they know things. Unfortunately, sometimes it's not very easy to comprehend something that we read. It might take a few times for people to accurately understand what is being conveyed by someone's writing. In school, students do face the same problem. They find it difficult to comprehend text that they read. It happens due to several things. The fundamental things must be due to their lack of vocabulary and

knowledge. A good vocabulary and knowledge of words is essential for learning and understanding, and is at the base of reading comprehension (Hansen, 2016). When they do not know the meaning of words, it makes them unable to find the main idea of each paragraph they read because they do not know the meaning of the related word. Another difficulty might be due to their lack of prior knowledge. Hansen (2016) believed that prior knowledge is one of the important elements in comprehending a text, in order to build new information on knowledge one already has. Those things are only several of many reasons why students find it difficult to comprehend a text. Thus, teacher as a facilitator should try finding the most appropriate possible way, including method, technique, or strategy, to teach reading to students by considering those aforementioned things.

One of the strategies that can be implemented in order to improve students' learning achievement especially in reading is OKR5 strategy. OKR5 (Overview, Key Ideas, Read, Record, Recite, Review, and Reflect) strategy was firstly proposed by the director of Reading-Study Center of Cornell University, named Walter Pauk. He designed this strategy to help students effectively understand complex reading demands. The focus of this method is to let readers' attention fully concentrate on major concepts of the texts, and then to analyze the content with the prior knowledge and to do evaluation during the process of questioning and answering (Pauk, 2011). This strategy helps students to find the key ideas of the text by the second phase of the strategy. By applying OKR5 strategy, students' curiosity of a text will be triggered. By applying this strategy, it is expected to help to reach one of the teaching-learning goals, which is the achievement of students' comprehension of the teaching material. Based on the explanation above, the researcher put on interest to conduct a research using OKR5 strategy to teach reading especially descriptive text in order to find out its effect on students' reading comprehension.

Previous Research

In 2013, Eko Yuniarti held a study entitled *The Effectiveness of OK5R to Teach Reading Narrative Text at the Seventh Grade Students of SMPN 31 Purworejo in the Academic Year of 2012/2013*. Through pre-test and post-test, Yuniarti found out that the reading ability of the experimental group that was taught by using OKR5 and experimental group that was not taught by using OKR5 is different. There is a significant difference in the score obtained by the experimental group and control group after given the treatment of OKR5. She came to the conclusion that OKR5 method is effective to improve students' reading ability of narrative text.

Oni Anti Rista (2017) conducted a research using a strategy called SQ5R strategy. This strategy is basically OKR5 strategy in different term. In a quasi-experimental research entitled *The Effectiveness of Survey, Question, Read, Recite, React, Record, and Review (SQ5R) Technique to Improve Reading Comprehension for The Seventh Grade at MTs Raudhatun Najah*, she selected 26 students as the control group and 26 students as the experimental group. She conducted pre-test, treatment for experimental group, and post-test to collect the data. The result showed that this strategy has significant influence in improving students' ability of descriptive text.

Another research was conducted by Tanomchit Sangcharoon (2010) under the title *Reading and Writing Skills Development: The Use of SQ5R Technique*. In his research, he selected the sample of the research through purposive sampling. The sample was a group of 32 students at Satri Phattalung School and was taught for a semester in the English Fundamental Course. The result of SQ5R technique implementation showed that the technique was significantly improved students' reading comprehension and the response to literal, reinterperatation, and inference questions at level 0.01. Students' overall writing ability and four aspects of writing-summarization, reaction, organization, and language quality were

also significantly improved at. Students' reading and writing ability were positively correlated.

The Nature of Reading

Among the four skills in English, reading is the most emphasized in English teaching and learning process. Reading is not passive but rather an active process, involving the reader in the interaction with the text. Reading is constantly involves guessing, predicting, checking and comprehending. Reading is one of the skills in English that is very important to be mastered by the students because reading can help them to get new information.

The importance of reading becomes an aspect that should be considered among language skill. Reading is the practice of using text to create meaning. Heilman (1981) defines reading as a complex process that involves the reader strategically his or her knowledge and experiences to construct meaning. By getting the meaning in reading the students are able to follow the progress of technology and science which broaden their knowledge.

Reading is an activity of absorbing information from visual or written source. Scanlon (2010) proposed that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. In other words, reading is a process of thinking. In order to understand a text, readers should firstly understand words by words and the sentence they faced before then make a conclusion by relating all the content of the text. The reader obviously needs to be able to read the words, retrieve the words' meanings, put the words together to form meaningful ideas, and assemble a larger model of what the text is about.

According to Grabe (2009), reading is centrally a comprehending process. People read to understand the intended meaning conveyed by the writer in the writing. Reading can be called as an interactive process which happens in two ways between the writer and the reader. The text provides information that should be understood by the reader in a certain way. To understand and comprehend the text, the reader ought to bring the background knowledge to their reading in order to construct the meaning of the text before finally able to get what message the writer is trying to convey.

Based on the definition of reading proposed by several experts, it can be concluded that reading is not merely reciting what is written, but it is also involving visual and non-visual information hence the readers obtain the message conveyed in the text itself.

Purpose of Reading

In the daily life, it is inevitable that sometimes people encounter several types of text. The need to get information or even entertainment requires people to read differently based on the goals that want to be achieved. There are many reasons for people to read. Grabe (2009) proposed there are at least six major purposes of reading, particularly in academic settings. They are listed in the explanation below:

1. Reading for Information (Scanning)

This is a common reading purpose that enforces someone to read. To reach this reading purpose, people typically scan the text for a specific word, or a specific piece of information, or even some specific phrase. This reading activity involves a combination of scanning and skimming in order to guess the possible location of the information being looked for.

2. Reading for Understanding (Skimming)

In skimming, readers basically want to build a simple quick understanding of the text. People skim when they want to determine what a text is about in general and whether or not they want to spend more time to read it. In this reading purpose, people read a more

difficult text in order to realize what they need to know to understand the text and to decide which information found in the text is useful.

3. Reading to Learn

This is a reading purpose which frequently occurs in academic and professional settings. People read to learn when the information in a text is identified as important. In reading to learn, the readers are expected to remember the main ideas and every supporting detail of the text. The interaction between the readers and the text is also required. It means, when they read to learn, they do not merely read what is written in the text, but also do have to connect the text with their prior knowledge. It is aimed to make the readers fully engage to the text and deeply comprehend what they read.

4. Reading to Integrate Information

This reading purpose requires the readers to be able to synthesize information from multiplesources. Several texts may talk about the same related topic but there is also the possibility of them presenting incompatible fact or information. Thus, the readers are expected to decide which element of the text they have to select, prioritize and highlight, to subsequently create their own frame organization of the information synthesized from the combined set of text or sources.

5. Reading to Evaluate

In this reading purpose, a more complex interaction of reading process is demanded. In academic and professional settings, readers are asked to give an evaluation and critic to several texts. The readers should be able to relate the information intertextually and to their background knowledge. This activity possibly involves not only readers' prior knowledge but also their interest, emotional response, and their attitude toward the text. Those elements give certain contribution to the readers' interpretation and evaluation of the text.

6. Reading for General Comprehension

This is the most common purpose for reading. This reading takes place when people read a good novel or an interesting newspaper and story. Simply, this is the reading for enjoyment and pleasure. Though it is identified as the basic of other reading purposes, in fact, reading for general comprehension involves a complex set of processes. In a first language environment, this purpose of reading is likely to be carried out effortlessly. This is due to the readers' broad knowledge of the vocabulary, syntactic structure, and word meaning of the language. Meanwhile, reading for general comprehension could be difficult for the second language readers due to the lack of exposure to the second language used in the text itself.

Reading Comprehension

Reading is a means of language acquisition of communication, and sharing ideas. These ideas are usually some sort of representation of language, such as symbols to be examined by sight and by touch. It is mean that reading is a result of the interaction between the perceptions of cognitive skills, knowledge of world and so on. It is called as reading comprehension.

Reading comprehension is the ability to construct meaning from a given written text (Lems et al., 2010). It is a dynamic competency. Reading comprehension varies in accordance with the purposes for reading and the text that is involved. The essential accomplishment of reading comprehension happens when there is an evolving interaction between the text and readers background knowledge.

Comprehension is the center of reading. Reading comprehension could possibly be affected by several things. Tankersley (2003) proposed three factors that may affect reading comprehension. The first is readers' knowledge of the linguistic structures of the text. The

second is readers' awareness of their own level of understanding. The third and most essential is the readers' prior knowledge in the content and vocabulary related to the text. One of the things that good readers do during the reading process is to make connections between background knowledge and new information in the text.

Based on several theories of reading comprehension stated previously, it can be concluded that reading comprehension is the process of making meaning from text to gain an overall understanding of what is described in the text by connecting what is written in the text with readers' prior knowledge and experience.

Descriptive Text

According to Anderson and Anderson (1998), descriptive or description describes a particular person, place, or thing. In other words, a descriptive text is simply a text which talks about what a person or a thing is like. Its purpose is to tell about the subject by describing its features without including personal opinions. Another expert, Ploeger (2000) proposed that a descriptive is used to add details about something physical: a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses' such as sight, hearing, smell, taste, and touch. From some definition above, it can be seen that the experts have similar concept about descriptive text, they said that a descriptive is to describe something, which might be a person, place, or object.

OKR5 Strategy

OKR5 strategy is one of many strategies that can be implemented in reading activity. This strategy was firstly proposed by the director of Reading-Study Center of Cornell University, named Walter Pauk. He designed this strategy to help students effectively understand complex reading demands. The focus of this method is to let readers' attention fully concentrate on major concepts of the texts, and then to analyze the content with the prior knowledge and to do evaluation during the process of questioning and answering (Pauk, 2011). OKR5 itself stands for Overview, Key ideas, Read, Record, Recite, and Reflect. Here are the brief explanations of them:

1. Overview
 - a. Read the title
 - b. Read the introduction of the chapter
 - c. Read the summary
 - d. Read the first and last sentence of the first paragraph
2. Key Ideas
 - a. Find out key vocabulary
 - b. Find out key ideas of each paragraph
3. Read
Read the whole text carefully
4. Record
 - a. Write down what you read
 - b. Find important information and paraphrase it
5. Recite
Say it loud without looking at what you record
6. Review
Re-read what you wrote down and remember the information.
7. Reflect
Ask yourself these following questions:
 - a. How important are these facts I read?
 - b. Where have I read or experienced these ideals before?

- c. Based on what I have read and experienced, how can I apply or use this information in another setting?

The Implementation of OKR5 Strategy in Teaching Descriptive Text

Teaching is an activity in which teacher facilitates and guides the students in order to reach the learning objectives. It is essential for the teacher to be able to develop and implement various strategies in the teaching and learning process. Aside from the fact that strategy plays role as one of the aids to achieve the goal of learning, the implementation of different strategy is also expected to prevent students from feeling bored of the conventional teaching and learning.

There are some suggested reading strategies that focus on the language skill on the content areas. One of them is OKR5 strategy. This strategy is developed in order to improve students' learning skill and language skill at the same time. OKR5 strategy assists students to recognize, understand, and recall the main points in a chapter or text. It consists of seven steps of activity. The implementation of OKR5 strategy, especially in teaching descriptive text, will be elaborated in the following explanation:

1. Overview

Overviewing is the key part of preparation (Pauk, 2011). This activity involves taking a guess of the broad picture of the content of the text. It is related to the ability of identifying the outline of the information. Practically, in this step students are asked to look briefly at the text or to simply take a glimpse of the text title and to subsequently infer an idea of what the general structure and content of the text would be. The overview step prepares students brain to capture knowledge and information from their reading because they are aware of what the reading is about.

2. Key Ideas

In this step, students use the topic and heading information obtained in the overview to build an initial assumption of main topics and important points of the text. Students might have a quick reading of the first and last paragraph to find out those points of the text.

3. Read

This is the step where students have to read the text carefully section by section or from one paragraph to another paragraph. They should be able to catch the information written in the text including main idea of each paragraph along with its supporting details. They should keep in mind the new information obtained from their reading so that they can connect it to the information they already know or infer from the previous step. In the reading step, students also should be aware of unfamiliar words that they might find in the text.

4. Record

After students are finished with their reading, they subsequently write down the information they have obtained. They note down what is the main idea of each paragraph and the details that support each of them. They also have to write unfamiliar words found in the text. Not only to write it, they also have to try to find the meaning of the words by looking to the dictionary. That way, it is expected to enrich their vocabulary.

5. Recite

In this step, students have to recite what they already noted from their reading. Recitation is not about memorizing words, it is about comprehending ideas (Pauk, 2011). Practically, in this step, students share their understanding and their findings by having a small discussion with their peer. They should be able to address it in their own words. They simply do a crosscheck to their understanding in order to make sure whether or not

they found the same information and have the same understanding of the text. This step allows students to compare and complement the finding of their reading.

6. Review

In this activity, students along with the teacher have a discussion about the text. Pauk (2011) believed that reviewing can help students to strengthen their understanding of what they have read. Teacher asks several students to present their comprehension orally to the class. The rest of the students should pay attention to what is being delivered by the speaker (student). Teacher as the facilitator provides students with the appropriate information relating to the content of the text. Teacher might also help students in finding the meaning of unfamiliar words found by students. Whenever students take note of their reading, there is a possibility that they do not completely understand what they have written down. Thus, this activity will help students to reinforce their comprehension.

7. Reflect

The last step is to reflect. In this step, students connect their newly learned information and ideas with what they already know. They try to infer what the significance of the information they have read is. They should contemplate what the information has to do with their life.

METHOD

This research used the experimental design. It is one of the quantitative researches which its essence is to observe the effect of an independent variable on a dependent variable. To be specific, this research belongs to the quasi-experimental. It is described as an empirical research that is used to estimate how a target population can be affected by a casual impact of certain intervention (treatment).

Research Method and Design

In this study the writer used a quasi-experimental design with one experimental group and one control group. The design of the experiment is:

Group	Pre-test	Treatment	Post-test
Experimental	√	√	√
Control	√	-	√

The table above showed that the researcher only conducted the treatment in the experimental group and did not give the treatment to the control group. Both of the group got the same pre-test and post-test. The effect of using OKR5 strategy towards students' reading comprehension of descriptive text was figured by calculating the score of pre-test and post-test from each group.

Research Instrument

The instruments used in this study are aimed to find out the learning outcome which is students' reading comprehension of descriptive text that is taught by using OKR5 strategy. The researcher conducted a set of test in order to collect the data.

A test in simple terms proposed by Brown (2004) is a method of measuring a person's ability, knowledge, or performance in a given domain. Djiwandono (2008) stated that there are two kinds of test based on the way of scoring, they are objective and subjective tests. Objective test is a form of questioning which has single correct answer. It consists of

matching test, true-false test, fill in the blank and multiple choice tests. Then, the subjective test is a form of questioning which may have more than one correct answer (or more than one way of expressing the correct answer).

1. Pre-Test

According to Richard (1990), pre-test is a test which is the try out phase of a newly written but not fully developed. In other words, pre-test is a test which is conducted before the learning process. This test was conducted as pre-activity in order to know students' competence before the treatment is given. The pre-test was given to both control and experimental group. The test was in the form of multiple choices.

2. Post-Test

Richard (1990) proposed that post-test is a test which is conducted after the learning took place. In this research, the test is used to know the students' competence after being taught by using OKR5 strategy. The result of pre-test and post-test will be compared in order to find out the progress that is made by the students. The researcher used multiple choice tests as the instrument.

Technique of Data Analysis

To analyze the collected data, the researcher used descriptive data analysis. It was aimed to describe the fact found in the field. The researcher used the t-test statistical analysis which is relevant to the computation in finding out the answer of the problem statements. The researcher used SPSS to process the data obtained from the pre-test and post-test. The researcher got the students' scores of the experimental and control group. The researcher calculated the mean score from both groups. For the purposes, to test the hypothesis, it was used t-test with the level of significance 0.05 (5%).

The mean score that obtain was analyzed and interpreted. The next step was to find out the standard deviation, standard error mean, and the degree of freedom. The result from the calculation then is used to find out the t_0 of the research. A set of normality and homogeneity testing was carried out beforehand.

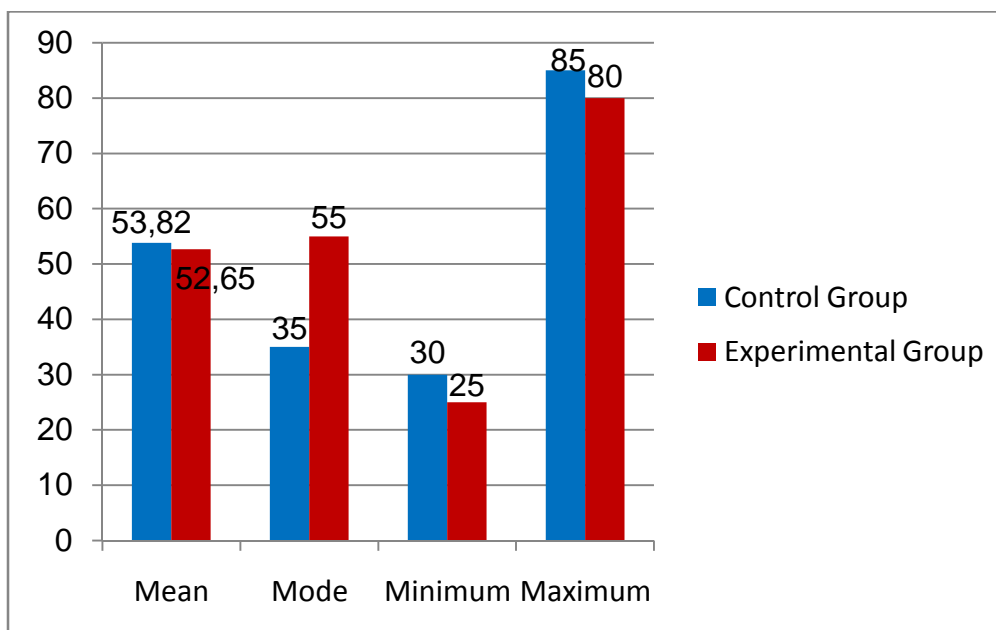
FINDINGS

In this section, the findings of the research will be presented. Those are including the students' reading comprehension before using OKR5 strategy, students' reading comprehension after using OKR5 strategy, and the effect of using OKR5 on students' reading comprehension.

The data from students' pre-test and post-test scores was collected as the main instrument of this research. The pre-test was administered before the treatment was given to the experimental group. The post-test, on their side, was conducted after the treatment was given. From the total sample of 70 students, with 35 students of each group, the data that can be used was 68 out of 70. It happened due to the absence of two students. One student from the experimental group missed the pre-test while the other one, who is from the control group, missed the post-test.

Students' Reading Comprehension before Using OKR5 Strategy

In order to measure students' reading comprehension before given the treatment, the researcher conducted pre-test to both experimental and control group. This part provides the data of the pre-test score obtained from both groups. Here is the description:

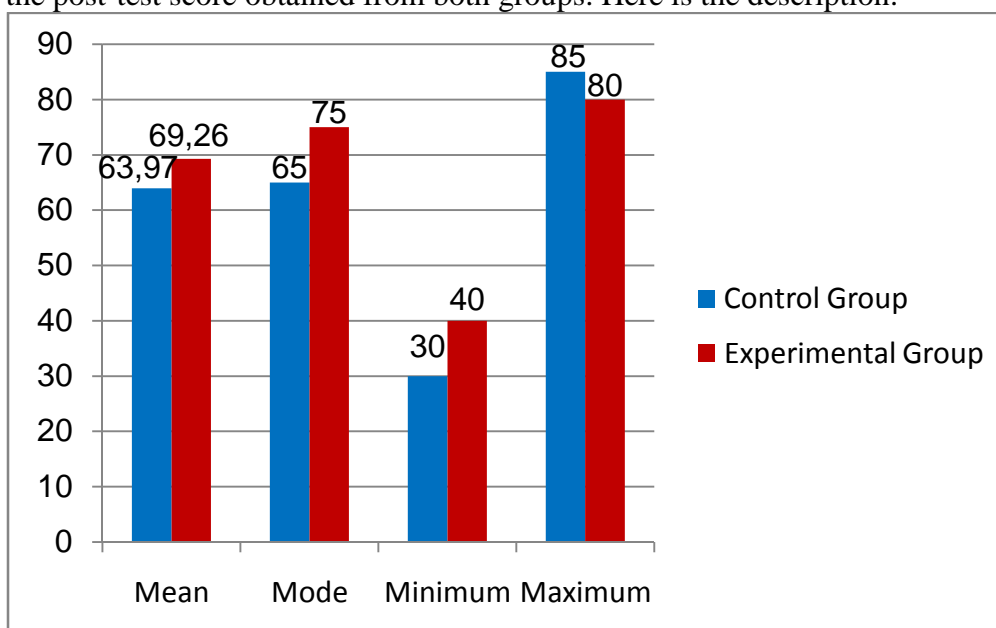


Based on the graphic above, we can see that in the experimental group, the highest pre-test score is 80 while the lowest score is 25. On the other hand, in the control group, the highest pre-test score is 85 while the lowest score is 30. Moreover, in the experimental group, the mean is 52.65, the mode is 55, and the median is 52.5. While in the control group, the average score or mean is 53.82, the mode is 35, and the median is 52.5.

It can be seen that the average pre-test score of the control group is higher than the experimental group with a difference of 1.17 points. Thus it can be concluded that students from the control group performed slightly better than students from the experimental group in the pre-test. It can be said that before being taught by using OKR5 strategy, students from the control group have better reading comprehension than students from the experimental group.

Students' Reading Comprehension after Using OKR5 Strategy

In order to measure students' reading comprehension after given the treatment, the researcher conducted post-test to both experimental and control group. This part provides the data of the post-test score obtained from both groups. Here is the description:



According to the graphic above, in the experimental group, the highest post-test score is 95 while the lowest score is 40. On the other hand, in the control group, the highest post-test score is 85 while the lowest score is 45. Moreover, in the experimental group, the mean is 69.26, the mode is 75, and the median is 72.5. While in the control group, the average score or mean is 63.97, the mode is 65, and the median is 65.

It is shown by the data that the average post-test score of the experimental group is higher than the control group. The score difference is quite significant, which is 5.29 point. Therefore, it can be concluded that after using OKR5 strategy, students from the experimental group gained a significant improvement in their scores.

The Effect of OKR5 Strategy on Students' Reading Comprehension

The independent samples test was conducted in order to find out whether or not there is a significant difference among students' mean of the obtained scores. The test was carried out using *IBM SPSS Statistics 16*. Here is the result:

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
GainScore	Equal variances assumed	.168	.683	2.227	66	.029	6.176	2.774	.638	11.714
	Equal variances not assumed			2.227	65.982	.029	6.176	2.774	.638	11.714

The table shows the value of Sig (2-tailed) or p was 0.029. The result of students pre-test and post-test scores from both groups is said to have a significant difference if the p value is lower than 0.05. From the output of the test above, the p value was obtained at the point of 0.029 which is lower than 0.05. Thus, it can be concluded that there is a significant difference between the reading comprehension of students from experimental group and control group.

From the result of the statistical calculation above, it is shown that the value of t_0 is 2.29 and the degree of freedom is 66. Considering the value of df , the value of t_{table} at the significance level of 5% is seen to be 1.67. By comparing the value of the calculated t ($t_0 = 2.29$) and the value of t_{table} ($t_{table} = 1.67$), it can be concluded that t_0 is bigger than $t_{table} = 2.29 > 1.67$.

Based on the explanation above, it is known that $t_0 > t_{table} = 2.29 > 1.67$ at the significance level of 5%. Hence, it can be interpreted that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. It means using OKR5 strategy has contribution to students' reading comprehension. It has positive and significant effect on students' reading comprehension.

DISCUSSION

This research was conducted for about a month, which took place at SMAN 1 Lemahabang. As previously mentioned, the main purpose of this research was to find out whether or not there is a positive and significant effect of using OKR5 strategy on students' reading comprehension, specifically descriptive text. In order to realize the purpose of this research, the researcher conducted a set of test and gave the treatment to the sample of the research. The result of the obtained data along with the calculation and some sets of data testing has been carried out and presented in the previous section.

Based on the result as described previously, it can be seen that the mean score of pre-test in X MIPA 4 was 52.65 and the mean score of pre-test in X MIPA 3 was 53.82. In other words, students of X MIPA 3 have better reading comprehension than those of X MIPA 4, even though the difference was slightly significant. This finding became one of the considerations for the researcher in the decision-making of the group. The researcher decided that the class with lower mean score of pre-test, which was X MIPA 4, was chosen as the experimental group and the class with higher mean score of pre-test, X MIPA 3, as the control group of the research. The experimental group received the treatment, which in this case was the implementation of OKR5 strategy in the teaching reading comprehension of descriptive text.

The second graphic showed the result of students score obtained from the post-test. The post-test itself was carried out after the treatment was given to the experimental group. Due to the limit of time, the researcher was only able to maximize the treatment for two meetings. From the table, it can be seen that the experimental group obtained 69.26 as the mean score of the post-test while the control group obtained 63.97. The result represented that both groups made significant improvement in their post-test compared to their pre-test scores.

Almost every student in each group made an improvement in their post-test. From the result, the mean score of the post-test from the experimental group was higher than the control group's. Students from the experimental group performed significantly better in the post-test after given the treatment compared to the students from the control group who did not receive the treatment. It can be seen from the gain score mean of both groups. The experimental group obtained 16.76. It was higher than what was obtained by the control group which was 10.59. The difference between the two of them reached 6.17 points. Hence, it can be concluded that the implementation of OKR5 strategy has positive and significant effect on students' reading comprehension of descriptive text.

A set of test, including testing of normality and homogeneity was carried out before the testing of hypothesis. The result showed that the data obtained from the research was normally distributed and homogeneous. Subsequently, the testing of hypothesis was performed. This was aimed to prove the researcher belief that OKR5 strategy has positive and significant effect on students' reading comprehension of descriptive text. Based on the calculation of the t_{test} or t_0 , it is known that the value of t_0 at the significance level of 5% with degree of freedom (df) 66 was 2.29.

By comparing the value of t_0 and t_{table} , it can be found the t_0 was higher than t_{table} ($t_0 > t_{table} = 2.29 > 1.67$). Thus, the null hypothesis was rejected and the alternative hypothesis was accepted. It means there was a significant difference between students score before and after

being taught descriptive text using OKR5 strategy. In other words, students who were taught using OKR5 strategy performed better reading comprehension, specifically of descriptive text. Therefore, it can be interpreted that OKR5 strategy has contributed positive and significant effect on students' reading comprehension of descriptive text at the tenth grade students of SMAN 1 Lemahabang.

CONCLUSION

Based on the finding, data analysis, and interpretation, it can be concluded that there was a positive and significant effects of using OKR5 strategy on students' reading comprehension of descriptive text at the tenth grade students of SMAN 1 Lemahabang. This conclusion was supported by the result of analysis, calculation, and several sets of test performed to the obtained data.

The effect of using OKR5 strategy on students' reading comprehension can be seen from the post-test score. The mean score of experimental group was 69.26 while the control group's was 63.97. The higher score obtained by the experimental group indicated that students who were taught using OKR5 strategy have better reading comprehension. The testing of hypothesis also showed that the value of t_{test} or t_0 at the significance level of 5% with degree of freedom (df) 66 was 2.29, higher than the t_{table} , which was 1.67. It means the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In other words, OKR5 strategy has contributed a positive and significant effect on students' reading comprehension of descriptive text at the tenth grade students of SMAN 1 Lemahabang.

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