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THE USE OF OARWET IN IMPROVING THE SECOND YEAR STUDENTS THE READING COMPREHENSION OF DESCRIPTIVE TEXT OF SMPN 6 MERBAU

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Abstract

The aim of this research is to know the effectiveness of using OARWET method in improving students' reading comprehension of descriptive text of SMP Negeri 6 Merbau. The subjects or participants of this research is the second year class A students of SMPN 6 Merbau. The method used in this research is OARWET. In collecting the data, the researcher used objective test in improving the students' reading comprehension. The aspects evaluated in this research are finding factual information, main idea, reference, inferenceand restatement. The result showed that using OARWET method in improving the students' reading comprehension is effective. It is proven by the students' average score in reading which is classified to good level.

Keyword: reading comprehension, OARWET, descriptive text

INTRODUCTION

According to **Harmer (1983:153),** reading as an exercise dominated by eyes and brain. The eyes receive masseges and the brain has to work out the significances of these messages. In adition, **Alderson (2000)** defines reading as "an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become, totally absorbed". In other words, reading is a process to interpret the printed text with the ideas of the reader. A reader will be able to get the ideas of the text well by applying appropriate reading skills.

Reading comprehension is a skill that needs to be developed. Comprehension is a complex higher level skill that is much greater than decoding. It is important for students to develop comprehension strategies. There are some components of reading comprehension which should be focused on comprehending a reading text. **King and Sanley (1989:330)** state that there are five components that may help the students to read carefully such as finding factual information, main idea, reference, inference and restatement.

According to **Nuttall (1996)**, there are three central ideas behind reading: the idea of meaning, the transfer of meaning from one to another, and the transfer of massage from the writers to the readers. It means it is about how the reader can get the meaning by reading and to contribute to the process in reading text. Moreover, vocabulary is very important in order to understand the author's language in knowing the meaning of the words. According to **Nuttal (1986:26)**, the knowledge of vocabulary is an integral part of reading comprehension. Mastery of vocabulary is very useful for the readers in order to comprehend reading text as a whole. Furthermore, **Nunan (1991:127)** says that vocabulary is essential for successful learning second language. On the other hand, it is well established that good comprehensions tend to have good vocabularies (Anderson & Freebody, 1991; Nagy, Anderson, & Herman, 1987).

There are six steps in OARWET method, they are : Overview, Ask, Read, Write, Evaluate and Test.This method was introduced by **Maxwell and Norman (1980:580).** Actually, applying OARWET method can help the readers to comprehend reading text. Applying OARWET method needs the reader to perform the steps mentioned above. This method will be interesting for the students because everybody takes part or active to do the steps during reading process. It is a strategy every student need in reading English books. The aim of this strategy is to improve students' reading comprehension in reading text. **Shepherd (1971: Vol. 15. No. 1 (Oct 1971) page 71-71)** states that OARWET method is used for the purpose to improve reading effectiveness, obtaining information, acquiring greater understanding or improving a skill. The aim should be to improve concentration, reading speed, and memory of what the readers have read. Actually, OARWET method is used for any level to help students to monitor learning process in reading text.

METHOD

This is action research that was done in the classroom to improve the quality of the students in learning process. According to **Azhar, et all (2006:22)** classroom action research aims to improve and enhance the quality of learning in the classroom as well as to solve the problems encountered during the learning process. Action research is a process in cycle. There are some steps that the researchers should know if they want to conduct the action research. **Kemmis and Mc.Taggart (1988:10)** states that there are four fundamental aspects of the action research; they are planning, acting, observing, and reflecting.

The subjects or participants of this research is the second year class A students of SMPN 6 Merbau Meranty Regency. There were 20 students in the class. Most of them were found difficult to comprehend reading text especially descriptive text. So, the writer thinks that OARWET method can overcome this problem.

There are two types of data which is conducted which are quantitative and qualitatuve data. For quantitative data, the writer gave a test to the students to get the data. The technique of collecting the data relates to the problem of the study in this research, the writer collected the data by using some tests. The test of this study is an objective test. Every cycle has 15 test items from 3 texts (5 items in each text). In the case of qualitative data, the data is also collected through the observation which is done by giving checklist of items on the sheet. The advantages of conducting classroom observations are teachers can gather data about actual students' behavior. The teacher and the students are the object of the observation. The writer prepares two observation tables. First observation sheet for the students. The second observation sheet for teacher in teaching that done by collaborator to give the assisgnment of her teaching method. The purpose of this observation is to know how the teacher teaches the students and the use of OARWET method in teaching and learning process.

In analyzing the data, the writer used two kinds of data analysis which are quantitative and qualitative data. In calculating quantitative data to know the improving of the students in pre-test and post-test, the researcher use the following formula:

$$M = \frac{X}{N} \times 100\%$$

Where:
M = Individual score
X = Number of correct answer
N = Number of items

(Harris, 1986:87)

Here is the interpretation of students' score in term of ability level by Harris (1986:79)

Scores	Level of Ability
81 – 100	Excellent
61 – 80	Good
41 – 60	Fair
21 – 40	Poor
0 – 20	Very Poor

For qualitative data, it is taken from the observation sheet or gather the data through the checklist of the observation sheet and field notes. There will be some question about the learning process through OARWET in the observation sheet. These data will be taken by the writer and one of the teachers at the school where this research will be conducted. The writer will analyzed the data and presented the result in the chapter four. **Persons and brown (2000)** describe the process of qualitative analysis as a mean of "systematically organizing and presenting the findings of the action research in ways that facilitate the understanding of these data"(p.55). There are three steps process for conducting this analysis: Organization, description, and interpretation. Organization means the form of interview transcripts, observational field notes and any existing documents that the researcher have collected. The second step in is to describe the main features or characteristics of the categories resulting from the coding of the data. This is the stage of the analysis process where the teacher-researcher begins to make connection between the data and original or emerging and research questions. The final step is to interpret that which has been simplified and organized. During this step the teacher-researcher examines events, behavior or other observations.

RESULT AND DISCUSSION

The main purpose of this research is to find out whether the use of "OAREWT Method" can improve the second year students of SMP Negeri 6 Merbau in comprehending reading text, and know the factors that can improve the students' ability in comprehending reading descriptive text.

The Result of Pre-Test

The pre test was given to the eleventh year students of SMP Negeri 6 Merbau as the research participants. There were 20 students who took the test. The pre test was given on july 16, 2012. It was multiple choices, consitsted of 15 questions. The result of the students' score in pre test was presented in Appendix III.

The pre test was conducted before the respondents were given treatment by using OARWET method. The number of students' who took the test was 20 students. As assumed before, the pre test score was low in average. It was 52,3. It means that the treatment was needed to improve students' rading descriptive text because the average score of pre test was lower than minimum score successful learning process (65). The result of reading of the second year students' in pre test is follows:

The Classification of Students Scores in Pre Test

Scores	Level of Ability	Frequency	Percentage
81 - 100	Excellent	1	5%
61 - 80	Good	4	20%
41 - 60	Fair	11	55%
21 - 40	Poor	2	10%
0 - 20	Very Poor	2	10%
Total		**20**	**100%**

The table above shows that a students (5%) in excellent level. 4 students (20%) are in good level. 11 students (55%) are in fair level. 2 students (10%) are in poor level and 2 students (10%) are in very poor level. From the explanation above, the stduents' ability in comprehending descriptive text is not satisfied before applying OARWET method in teaching and learning process.

1. **The Result of the Research in Cycle I**

   a. The Result of Observation

   The result of observation can be seen in the following table:

Students' Activities during Teaching and Learning Process in cycle I

No	Students' activities	Number of Students	Percentage (%)
1.	Overview	14	70%
2.	Ask	10	50%
3.	Read	19	95%
4.	Write	15	75%
5.	Evaluate	16	80%
6.	Test	17	85%
Total Average		**15**	**75%**

Based on the data above, the students' activities in comprehending reading of descriptive text at the cycle I is not really satisfied. It is proved that there are 14 students (70%) active in doing overview of descriptive text that is given by the teacher, 10 students (50%) active in making questions based on the overview that they did, 19 students (95%) active in reading detail of descriptive text, 15 students (75%) active in writing the summary of the text, 16 students (80%) active in

evaluating the material and 17 students (85%) active in doing the test. The teacher's activities are good but teacher still need the improvement.

Based on the result of observation in cycle I, the writer rearranges the planing in teaching reading descriptive text by using OARWET method. It is done so that the students' ability in comprehending reading descriptive text will be better for the next cycle.

Result of the Post Test I

After doing the pre test to the second year students SMP Negeri 6 Merbau, the writer begin to applying OARWET method in improving students' ability in comprehending reading descriptive text to 20 students in SMP Negeri 6 Merbau. The averege score of the post test I is 63,3. It is clear that the writer have to continue this step into the second cycle or post test II because the average score of post test I under the Minimum Criteria of Achivement (KKM).

The category scores of students in post test I can be seen in the following table:

The Classification of Students' Scores on Post Test I (cycle I)

Scores	Level of Ability	Frequency	Percentage
81 – 100	Excellent	2	**10%**
61 – 80	Good	7	**35%**
41 – 60	Fair	10	**50%**
21 – 40	Poor	1	**5%**
0 – 20	Very Poor	0	**0%**
Total		**20**	**100%**

Based on the table above, it can be seen that in evaluation of the first cycle, 2 students (10%) are in excellent level. 7 students (35%) are in good level, 10 students (50%) are in fair level and a student (5%) are in poor level. There are no students in very poor level.

2.The Result of the Research in Cycle II

b. The Result of Observation

Based on the result of the observation at the second cycle, the teacher and students' activities in teaching and learning process are better than before, so it influence the students' ability in comprehending reading descriptive text. In this study, the researcher find that there is improvement to the students' ability in reading descriptive text by using OARWET method. It can be seen from the students' ability level in reading descriptive text by using OARWET method from pre test, post test cycle I and post test cycle II.

Below is the table of the description of the students' activities in learning reading by using OARWET method:

Students' activities during Teaching and Learning Process in Cycle II

No	Students' activities	Number of Students	Percentage (%)
1.	Overview	18	90%
2.	Ask	17	85%
3.	Read	19	95%
4.	Write	18	90%
5.	Evaluate	16	80%
6.	Test	19	95%
	Total Average	**17**	**89%**

The students' activities at cycle II is better than cycle I. On the other hand, there is in increasing activities by the students. It is proved that 18 students (90%) active in doing overview of descriptive text that given by the teacher, 17 students or 85% of the students active in making questions based on the overview that they did, 19 students (95%) active in reading detail of descriptive text, 18 students (90%) active in writing the summary of the text, 16 students (80%) active in evaluating the material and 19 students (95%) active in doing the test.

It can be concluded that there are very active comprehending reading of descriptive text by using OARWET method. And teachers' activities in second cycle also improve than first cycle. Teacher more clear in explaining the material and close to the students.

The Result of the Post Test II

The average score of the students is better in second post test or post test II. It is increased from 63.3 to 72,95. In order to increase students' motivation and activeness during the lesson that can not be reached in the first cycle, teacher tries to motivate the students' using interest topic.

The category scores of students in post test can be seen in the following table:

The Classification of Students Scores in Post Test (cycle II)

Scores	Level of Ability	Frequency	Percentage
81 – 100	Excellent	7	35%
61 – 80	Good	7	35%
41 - 60	Fair	6	30%
21 - 40	Poor	0	0%
0 - 20	Very Poor	0	0%
Total		**20**	100%

From the table above, we can see that 7 students (35%) can reach excellent level, 7 students (35%) in good level and 6 students (30%) in fair level. None of students fell into poor and very poor level. The mean of post test II is 72,95.

Based on the result of observation in teaching and learning process, it is found that motivation of students become growing after using OARWET method. Before using OARWET method most of the students' at class VIII SMP Negeri 6 Merbau difficult to comprehending reading text and low from KKM in that school (65). After doing the treatment the achieve of students always increase in pre test to post test I and to post test II.

The improvement of students' motivation also can be shown at the result of obseravtion in cycle I and cycle II. It can be shown from the table:

Table XI. Students' activities in Teaching and Learning Process

No	Students' activities	Cycle	
		Cycle I	Cycle II
1.	Overview	70%	90%
2.	Ask	50%	85%
3.	Read	95%	95%
4.	Write	75%	90%
5.	Evaluate	80%	80%
6.	Test	75%	95%
	Total average	**75%**	**89%**

The students' activities in comprehending reading descriptive text through OARWET method has been increased in cycle II. It is proved that cycle I there are 14 students (70%) active in doing overview of descriptive text that given by the teacher, but in cycle II there are 18 students (90%) , in cycle I there are 10 students (50%) active in making questions based on the overview that they did, but in cycle II 17 students (85%), in cycle I and II there are19 students (95%) active in reading detail descriptive text, in cycle I there are 15 students (75%) active in writing summary of the text, but in cycle II there are 18 students (90%), in cycle I and II there are 16 students (80%) active in evaluating the material and in cycle I there are 17 students (85%) active in doing the test, but in cycle II there are 19 students (95%) active in doing the test.

Form the data analysis per cycle above, the writer can be conclude that the ability of the second year students of SMP Negeri 6 Merbau in comprehending reading of descriptive text by using OARWET method increase. The average score of students' in pre test increase in the post test. It can be seen from the result of the average scores from each test; in result pre test, it is 52,3 (fair level) increase in post test I to 63,3 (good level) and increase again in post test II to 72,95 (good level), so it is upper 65 as minimum standard of English at SMP Negeri 6 Merbau.

Here, she also showed the difference students' score in reading test.

The Clasification of Students Scores in Pre test, Post test I and Post test II

Range score	category	Frequency			Percentage		
		Pre Test	Post test I	Post testII	Pre test	Post test I	Post test II
81 - 100	excellent	1	2	7	5%	10%	35%
61 - 80	Good	4	7	7	20%	35%	35%
41 - 60	Fair	11	10	6	55%	50%	30%
21 - 40	Poor	2	1	0	10%	5%	0%
0 - 20	Very Poor	2	0	0	10%	0%	0%
Total		20	20	20	100%	100%	100%

From the table above, we can see that increase of students score result from pre test and post test. The result of pre test, a student is in excellent level, 4 students are in good level, 11 students are in fair level, 2 students are in poor level and 2 students are in very poor level. The result post test in first cycle, 2 students are in excellent level, 7 students are in good level, 10 students are in fair level, a student is in poor level. There are no students in very poor level. And the result of post test in second cycle, 7 students are in excellent level, 7 students are in good level and 6 students are in fair level. None of students fell into poor and very poor level. The students who in excellent, good and fair score increase and no students get poor and very poor scores in post test II.

CONCLUSION AND SUGGESTIONS

Based on the result of analysis data in chapter IV, it can be concluded that using OARWET method is an effective way in comprehending reading descriptive text. it can be seen from students' score in pre test, post test I and post test II. The average of the score is 52,3 while the average of the post test I is 63,3 and the average of the second test or post test II is 72,95. The data showed that the use of OARWET method can improve students' reading comprehension of descriptive text at the second year students of SMP Negeri 6 Merbau. It means OARWET method could be used as one of the method in teaching reading texts in increasing reading comprehension. Its also can seen from the pre test, post test I, post test II and observation sheet of the students' activity when applying OARWET method. By using OARWET method, it could help the students to understand the information easily because the steps of OARWET give them clues about the texts.

Based on the conclusion above, the writer implicated that OARWET method could be used to improve reading ability of the second year students at SMP Negeri 6 Merbau by paying more attention to the weakness of the method and overcome that weakness in order that the method worked effectivelly.

After conducting the result of the research, the writer would give some suggestions that are; first, The teachers need to prepare the interesting material befor teaching and learning process.second, the teacher should recognize what the students' need in teaching learning process. Not only what the teachers' want but how to make the students feel enjoyable and comfortable in teaching learning process. Third, the teacher should find an appropriate media or technique for teaching in order the lesson interesting. One of them by using OARWET method to increase the students' ability in comprehending reading text.the next, OARWET method is suitable to be applied by the teacher in the classroom activity to help the students in comprehending reading text. The last, using OARWET method in reading descriptive text made the students more active by the clues or the steps of this method.

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