

The Effect OK5R Strategy On Students' Achievement In Reading Comprehension

Fery Irawan Simbolon
fersi.4ever@gmail.com

Abstract

Reading comprehension is a skill and knowledge that the students must understand and can use to find the text's central idea. Based on the researcher observation, almost all of the students at SMKN 2 Panyabungan faced reading comprehension difficulties. The researcher applied (OK5R Strategy) to know the effect on students' reading comprehension of descriptive text at the SMKN 2 Panyabungan. This research uses a quantitative method with experimental research and for collecting data using observation and tests. The sample used in this research is XI TB¹, as the experimental class consists of 20 students, and XI TM¹ as the control class consists of 20 students. The technique of sampling in this research is a saturated sampling. This research OK5R Strategy positively affects students' achievement in reading comprehension at eleventh-grade students SMKN 2 Panyabungan. Based on the result, the teacher can practice this strategy in the learning and teaching process.

Keywords: Effect, Reading Comprehension, OK5R Strategy

1. Introduction

Language is one of the media interactions, an essential instrument, and is often using in human life (Edwards, 2009 in Batubara, 2020). It is a means of communication to express the speaker's message to the listener. Through it, someone can tell something or meaning to others, such as feeling, thinking, opinion, and more information. There are different languages globally, including English, an international language used in substantial aspects of our life, such as education, economic, social, religion, and other sectors.

The English language is becoming from junior high school to university. To conducting the English language teaching-learning process consisting of four skills (speak, listen, write, and read). In general, speaking is an interactive process in production, reception, and information processing to build meaning between speakers and listeners. While listening is the ability to listen to others talking or speaking. Whereas writing is one of the central elements of communication, it can see from writing is the expression of ideas, conveying a message to the reader. Then, reading itself is the process of understanding a written text, and it is an activity to get advantages like knowledge, vocabulary, and new information. As one of four language skills, reading has its characteristics; it is a process to grasp a written text and experience in our daily activities from the text. Furthermore, reading comprehension is driving complex cognitive abilities that are essential in enhancing learning abilities and academic achievement (Meneghetti, Carretti, & De Beni, 2006).

The researchers found that students have difficulties in reading, the problem of reading comprehension is that students feel doubtful and sometimes do not dare to read the text in English because they are afraid to get wrong to read, and students felt read text in English was very difficult, and many students were confused and noisy in the class because they felt bored read in English. So it is expected that teacher support in the learning and teaching process, especially in teaching reading comprehension. The teacher should make learning and teaching reading interesting, enjoyable and quickly comprehend the text by using an appropriate strategy.

There are various strategies to teach reading comprehension, such as The overview, key ideas, read, record, recite, review, reflect (OK5R) strategy. Based on the problem

above, the writer hopes students can read well and understand reading comprehension through an OK5R strategy that positively affects students' performance in reading comprehension at eleventh-grade students SMKN 2 Panyabungan.

Reading Comprehension

Reading has a significant role in education. The learning process's education system demands good reading skills, with fluent reading skills showing general intellectual indicators. According to Richard (1998) stated that reading is an exercise that is predominantly and focuses on the eyes and brain. At the same time, Demirel (1999) mentioned that reading is an act or activity to deduce written symbols with cognitive behavior and psychomotor abilities. Furthermore, Nunan (1989); Tarigan (1990:7); Day and Bamford (1998:12); Grellet (1998); Harmer (2007: 99) said reading is a process and procedure of construction or deciphering image or sign, working from a smaller unit to larger, in other words, reading is techniques to unravel composed words structures to touch, carried or base importance information. Another explanation disclosed reading is the process of seeing, perceiving, and capture a text with its words, clause, sentences, punctuation marks, and other supporting elements to conclude a written or printed message (Arıcı, 2008 In Muhittin, 2019). After this, Scanlon (2010) uttered that reading is a complex process requiring the coordination, analysis, and interpretation of various information sources. Moreover, Snow (2002) stated that reading is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

The explanation above shows that reading skill is an obligatory skill, especially for students, expected to master it well. According to Lems et al. (2010), reading comprehension can construct meaning from a given written text. Furthermore, what is meant by reading comprehension is being able to use it as a skill to identify, understand, and apply written material information (Olson and Diller, 1982:42).

OK5R Strategy

Walter Pauk develops the OK5R strategy; the OK5R strategy consists of 7 steps overview, key ideas, read, record, recite, review, reflect (Istarani et al., 2017). According to Sumbye (2006); Congos (2017), the OK5R strategy procedure is as follows.

Before Reading:

1. Ask yourself: "What has my instructor already told me about this subject?"
2. Overview the entire chapter or text for 1 -2 minutes.
3. Determine what ideas cover from the title, subheading, question, and summary.
4. Do not get into each paragraph yet. **During Reading:**

1) Key Ideas:

All texts have three elements: main ideas, supporting details, and transitions.

- a. Your job is to determine which are the main ideas and which are supporting details.
- b. Hint: Main ideas are what you need to understand. The details that follow help you do that.

- 2) Read-only a paragraph or short section and then stop to ask yourself: a. What is the main idea?

- b. What are the supporting details?
- c. Which transitional words separate main ideas from details and details from other details?
- d. Do I remember the material in this paragraph well enough to explain it thoroughly and accurately to someone else? If not, reread.
- e. Can i answer the questions at the end of each section without looking back? 3)
Record your Understanding:

Make marginal notes and underline keywords and phrases. Question the text.

Make sure all notes are in your own words. **After Reading:**

- 1) Recite so that you do not forget!
 - a. Cover the details.
 - b. In your own words, recite out loud the details of that main idea. It is the right way of moving information from short-term memory to long-term memory.
 - c. Check for accuracy.
 - d. Read, record, recite paragraph by paragraph until all material is covered.
- 2) Review several times each week by reciting aloud. This activity also moves information from short-term memory to long-term memory each time you do it.
- 3) Reflect
 - a. Think about the ideas: Consider them, compare them, notice where they agree and disagree.
 - b. Organize them into broader categories, or reduce them into smaller units. Test yourself often, especially leading up to a test.

2. Research Design

This study uses the quantitative method. According to Sugiono (2015), quantitative methods are used because of research data in numbers and analysis using statistics. In this research, the researcher will use the pretest-posttest experiment and control group design. The researcher will do two classes and then give a pre-test to determine the initial situation, whether there is a difference between the experimental and control groups, to learning OK5R strategy to compare the students' reading ability. The researcher made the questions and to analyze the questions based on the reading comprehension indicator.

The technique of Collecting Data

In this study, data collection techniques were carried out by observation and tests.

1. Observation
2. Test
3. Test of Validity and Reliability Test

To calculate the validity of this study, the authors used the formula from Arikunto (2013) as follows:

$$R_{xy} = \frac{N (\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N (\sum Y^2) - (\sum Y)^2\}}}$$

Explanations:

R_{xy} = The correlation of the scores on two halves of the test

- N = The number of students in each group
- X = The score of each component of reading scoring
- Y = The sum of all reading score
- $\sum x$ = The sum of total x score in each group
- $\sum y$ = The sum of the total score from each student
- $\sum xy$ = The sum of multiple scores from each student with the total score
- $\sum x^2$ = The sum of the square score in each component of reading
- $\sum y^2$ = The sum of all reading score square

4. Reliability Test

In this case, to calculate test reliability, the authors used the formula from Arikunto (2013) as follows:

$$r_{11} = \frac{(K)}{(K - 1)} \frac{(1 - \sum \sigma_i^2)}{(\sigma_t^2)}$$

Explanations:

- r_{11} = Index reliability
- K = Item variance \sum
- σ_{i2} = Number of items σ_{t2}
- = Total variance

3.Data Analysis

This study has several stages of analyzing data. In analyzing the results of observations, the researcher uses the formula from Arikunto (2007) as follows:

$$P = \frac{R}{T} \times 100\%$$

Explanations:

- P = Percentage
- R = Score Found
- T = Total Score

In addition to finding out the differences score of experimental class and control class, the researchers used the t-test formula by Arikunto (2007) as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{x^2 - y^2}{nx + ny - 2} \right] \left(\frac{1}{nx} + \frac{1}{ny} \right)}}$$

Explanations:

- t = The Score
- M_x = Mean of Experimental
- M_y = Mean of Control Class
- X^2 = Deviation Score of Experimental Group
- Y^2 = Deviation Score of Control Group
- N_x = Sample of Experimental
- N_y = Sample Contol

- x = Experimental Group
 y = Control Group

Criteria of Success

This school's criterion, especially in the English subject on 70, with this KKM, the test of students will know they are a success or not.

3.Data Analysis

The Result of Observation

In this research, the first steps that the researcher did were observation. The observation concentrated on finding out students' conditions at SMA N 2 Panyabungan and the school condition. The observation was conducted on October 14th 2019. The observation was concerned with finding out the school condition's information and recommending research implementation. The researcher obtained observations such as the condition and teacher strategy for teaching students in reading. Besides that student's learning condition, the researcher also got the students' data and other things to support the research.

In this research, the observation also concentrated on student performance in reading comprehension and their competency to find out the information based on their text. The focus of observation was to find out the difficulties that the student faced before implementing teaching reading comprehension by using overview, key ideas, read, record, recite, review, reflect (OK5R) strategy. The table below explains the observation result.

Table 1. Students of Observation Sheet

No.	Aspects	Yes	No
Pre Activity			
1.	The students' give greeting to the teacher	<input type="checkbox"/>	
2.	Response attention to the teacher explanation	<input type="checkbox"/>	
Activity			
3.	Students engaging in the teaching and learning process		<input type="checkbox"/>
4.	Students felt hard when the teacher asks them to read	<input type="checkbox"/>	
5.	Students listen to the passage that read by the teacher		<input type="checkbox"/>
6.	Students have difficulties in reading comprehension		<input type="checkbox"/> <input type="checkbox"/>
7.	Students share their difficulties in reading		<input type="checkbox"/>
Post Activity			

8.	comprehension with the teacher The students answer the question given by the English teacher	<input type="checkbox"/>	
9.	The students answer the question of the passage individually	<input type="checkbox"/>	
10.	Students listen to the conclusion that given by the teacher about the material reading comprehension	<input type="checkbox"/>	
11.	Students felt bored in the process of learning in reading comprehension	<input type="checkbox"/>	

The researcher found some reading comprehension difficulties from the observations conducted: the students do not want to read the text in English because they are afraid to read it. Students felt read text in English were very difficult and make them tired, and students have not behavior try to read the text in English. There is no confidence to read in English from students. Many students are confused and noisy in the class because they felt bored reading in English.

Based on these findings, the researcher concluded that reading comprehension is still in the low category. So, the researcher tough it was essential to use the superior strategy in reading comprehension. In this study will be tested with an overview, key ideas, read, record, recite, review, reflect (OK5R) strategy to increase students' reading comprehension competency at SMK N 2 Panyabungan.

The Result of Test and Data Analysis

A comparative analysis technique was used between two classes by applying the t-test formula to know the class differences.

1. The Result of The Differences Score and Deviation Score Pre Test and Post Test of Control Class

Table 2. The Differences Score and Deviation Pre Test and Post Test of Control Class

No	Name	Deviation	Pre Test	Square	Post Test
1.	A	20	60	40	1600
2	B	10	50	40	1600
3.	C	90	100	10	100
4.	D	70	74	4	16
5.	E	20	30	10	100
6.	F	10	30	20	400
7.	G	70	60	10	100
8.	H	80	80	0	0
9.	I	60	64	4	16
10.	J	80	78	2	4
11.	K	30	40	10	100
12.	L	10	52	42	1764

13.	M	30	32	2	4
14.	N	70	70	0	0
15.	O	50	54	4	16
16.	P	20	64	44	1936
17.	Q	90	70	20	400
18.	R	70	70	0	0
19.	S	30	50	20	400
20.	T	50	54	4	16
Total		960	1182	286	8572
Average		48	59		

Based on the information table above, it can conclude that the students' pre-test score was 960, and the students' post-test score was 1182, hence Deviation was 286 and square deviation 8572, and the students average pre-test score was 48, and the students' average post-test score was 59.

The formula below is used to determine the standard deviation score in the control class.

$$M_y = \frac{\sum y}{N_y} = \frac{286}{20} = 14,3$$

$$\begin{aligned}
 y^2 &= \sum y^2 - \frac{(\sum y)^2}{N_y} \\
 &= 8572 - \frac{(286)^2}{20} \\
 &= 8572 - \frac{81796}{20} \\
 &= 8572 - 4089,8 \\
 &= 4482,2
 \end{aligned}$$

2. The Result of The Differences Score and Deviation Score Pre Test and Post Test of Experimental Class

Table 3. The Differences Score and Deviation Score Pre Test And Post Test Of Experimental Class

No	Name	Pre Test	Post Test	Deviation	Square Deviation
1.	a	76	90	14	196
2.	bs	50	90	40	1600

3.	Af	50	76	26	676
4.	r	50	74	24	576
5.	A	40	82	42	1764
6.	zf	50	78	28	784
7.	Fa	50	82	32	1024
8.	ir	50	76	26	676
9.	as	84	90	6	36
10.	m	70	46	30	900
11.	a	70	82	10	100
12.	s	30	46	16	256
13.	z	82	94	12	144
14.	N	50	72	22	484
15.	Na	60	72	12	144
16.	Nf	76	92	16	256
17.	Ra	50	74	24	576
18.	Rf	30	60	30	900
19.	Rd	76	96	20	400
20.	ssSr	50	64	14	196
	Total	1144	1536	444	11688
	Average	57	77		

Based on the information's above, it can be concluded that the students' pre-test score was 1144, and the students' post-test score was 1536, hence Deviation was 444 and square Deviation 11688, and the students average pre-test score was 57, and the students average post-test score was 77.

The formula below is used to determine the standard deviation score in the experimental class.

$$M_x = \frac{\sum x}{N_x} = \frac{444}{20} = 22,2$$

$$\begin{aligned} x^2 &= \sum x^2 - \frac{(\sum x)^2}{N_x} \\ &= 11688 - \frac{(444)^2}{20} \\ &= 11688 - \frac{197136}{20} \\ &= 11688 - 9856,8 \\ &= 1831,2 \end{aligned}$$

From the data of the standard deviation score on control and experimental class analyze above, it is obtained follow: M_x = (Mean experimental class) = 22,2 x^2 = (Deviation score of experimental class) = 1831,2

N_x = (The sample of experimental class) = 20

M_y = (Mean of control class) = 14,3 y^2 =

(Deviation score of control class) = 4482,2

N_y = (The sample of control class) = 20

The formula computing t-test is as follow:

$$\begin{aligned} t &= \frac{M_x - M_y}{\sqrt{\left[\frac{x^2 + y^2}{N_x + N_y - 2} \right] \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}} \\ t &= \frac{22,2 - 14,3}{\sqrt{\left[\frac{1831,2 + 4482,2}{20 + 20 - 2} \right] \left(\frac{1}{20} + \frac{1}{20} \right)}} \\ &= \frac{7,9}{\sqrt{\left[\frac{6313,4}{38} \right] \left(\frac{2}{20} \right)}} \\ &= \frac{7,9}{\sqrt{[166,14](0,1)}} \\ &= \frac{7,9}{\sqrt{16,614}} \\ &= \frac{7,9}{4,07} \\ &= 1,94 \end{aligned}$$

Based on the researcher observation and the result of the research, the researcher found that applying overview, key ideas, read, record, recite, review, reflect (OK5R) strategy to the students can affect students' reading comprehension descriptive text.

Testing Hypothesis

Hypothesis testing must be done to determine whether the hypothesis is accepted or rejected. In this proof, the degrees of freedom (df) are sought using the following formula:

$$\begin{aligned}df &= n_1 + n_2 - 2 \\df &= 20 + 20 - 2 \\df &= 40 - 2 \\df &= 38 \\t_{table} &= t(\alpha, n_1 + n_2 - 2) \\t_{table} &= t(0.05, 38) \\t_{table} &= 1.9\end{aligned}$$

Explanations:

Df = degree of freedom

N_x = the sample of experimental class

N_y = the sample of the control class

From the result above, we can know:

$$t_{obs} = 1,94 \quad t_{table} = 1,9$$

So it can be concluded that the hypothesis (H_a) is accepted, and the research hypothesis (H₀) rejected. It means that using OK5R strategy affects students' achievement in reading comprehension at eleventh-grade students SMKN 2 Panyabungan.

Discussion

Reading is a complex system and process of deriving meaning from writing that requires all skills and knowledge to understand it. Reading comprehension is getting information from the text passively and processing it in mind to take its meaning. Because of that, the students had a technique that will help them in reading comprehension. Overview, key ideas, read, record, recite, review, reflect (OK5R) strategy is the one that can help the students be active in reading, and this strategy can help students determine the purpose of reading.

After the researcher implemented the OK5R strategy in reading comprehension, the researcher got data. It showed there several improvements from the student's result test. Most students are given attention to the researcher's explanation and could accomplish the task well.

The result calculation of the t-test, where the value of (t_{obs}) 1,94 is higher than t_{table} 1,9, at the level of significant 0,05. It shows that the hypothesis (H_a) is accepted, and the research hypothesis (H₀) on rejected. By using OK5R strategy affects students' achievement in reading comprehension at eleventh-grade students SMKN 2 Panyabungan. In other words, the students reading comprehension in the experimental class was better than the students in the control class at SMKN 2 Panyabungan.

3. Conclusion

In this study, the learning outcomes using the OK5R strategy showed that more than half of the students felt more motivated and interested in reading comprehension. The students more easily find out the information that they need by using the strategy used. In conclusion, after analyzing the data and discussion findings above, the researcher concluded that the OK5R strategy positively affected the students' reading comprehension

at tenth-grade students SMKN 2 Panyabungan. In the end, hopefully, this strategy can be tried by other teachers for the teaching strategy in their respective classes.

REFERENCES

- Aricı, Ali F. (2008). *Okuma Eğitimi*. Ankara: Pegem Akademi Yay. Eğt. Dan.
- Arikunto, Suharsimi. (2007). *Manajemen Pendidikan*. Jakarta: Rineka Cipta.
- Arikunto, Suharsimi. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Batubara, MH. (2020). On Pragmatic Implicature: Political Languages In 2018 Elections In Aceh. *International Journal of Humanity Studies (IJHS)*, 3(2). 251-265. <http://dx.doi.org/10.24071/ijhs.v3i2.2189.g1766>
- Congos, Dennis H. (2011). *Tutoring and Testing Center OK5R Study System*. Florida: University of Central Florida, Orlando.
- Day, Richard R., and J. Bamford. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press.
- Demirel, Ö. (1999). *İlköğretim Okullarında Türkçe Öğretimi*. İstanbul: MEB Yayınları.
- Edwards, J. (2009). *Language and identity an introduction*. New York: Cambridge University Press.
- Grallet, F. (1998). *Developing Reading Skill: a Practical Guide to Reading Comprehension*. Cambridge: Cambridge University Press.
- Harmer, J. (2007). *The practice of English language teaching*. Cambridge: Cambridge University Press.
- Istarani, dkk., (2017). *Metode Pembelajaran*. Medan: Media Persada.
- Kapena, Sumbye. (2006). *How to Succeed in Your Studies and Work*. Limuru: Paulines.
- Lems, Kristin., Miller, Leah D., and Soro, Tenena M. (2010). *Teaching Reading to English Language Learner: Insight from Linguistics*. New York: The Guilford Press.
- Meneghetti, C., Carretti, B., & De Beni, R. (2006). Components of reading comprehension and scholastic achievement. *Learning and Individual Differences*, 16(2006). 291–301. doi:10.1016/j.lindif.2006.11.001

Nunan, David. (1989). *Designing Task of Communicative Classroom*. Cambridge: Cambridge University Press.

Olson, J.P and M.H Diller. (1982). *Learning to Teach Reading in Elementary School*. London. MacMillan Publishing Company.

Richard, D. R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press.

Sağirli, Muhittin (2019). Comparison of reading comprehension levels of literate learners with different methods. *Education 3-13 International Journal of Primary, Elementary and Early Years Education*, 48(1), 100-117.

<https://doi.org/10.1080/03004279.2019.1593481>

Scanlon, Donna M. et al. (2010). *Early Intervention for Reading Difficulties: The Interactive Strategies Approach*. New York: The Guilford Press.

Snow, C, & Chair (2002). *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Santa Monica: Rand Education.

Sugiyono. (2015). *Metode Penelitian Kombinasi (Mix Methods)*. Bandung: Alfabeta.

Tarigan, Henry Guntur. (1990). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.