

**THE EFFECTIVENESS OF OK4R STRATEGY TO TEACH READING
COMPREHENSION OF RECOUNT TEXT
(An Experimental Study in SMP Muhammadiyah Ngemplak in Academic
Year 2016/2017)**

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Abstract

This study is aimed at finding out whether there is a difference in the reading comprehension ability between grade eight students of SMP Muhammadiyah Ngemplak before taught by using OK4R strategy and those after taught by using a conventional technique and to finding out the effectiveness of OK4R to teach reading comprehension of recount text in the academic year of 2016/2017.

This research was classified as a quasi-experimental study. It involved 60 students from two groups, Class VIII A (30 students) as the experimental group and Class VIII B (30 students) as the control group. The experimental group was taught by using OK4R strategy whereas the control group was taught by using a conventional technique. The data were obtained by using two Reading Comprehension tests: pretest and posttest. The pretest was given to both groups before the treatment and the posttest was given after the treatment. The data of the pretest and posttest of both groups were analyzed by using descriptive and inferential statistics. After the data were tested and found to be homogeneous and normal, the hypothesis was tested using Independent-Samples T-Test.

The result of the research shows that there is a difference in the reading comprehension ability between the students who are taught by using OK4R strategy and those who are taught by using a conventional technique. It can be seen from the mean score in the posttest of the experimental group and the control group. The mean score of the experimental group is higher than the control group ($25.93 > 20.26$). Therefore, from the mean score it can be seen that there is an improvement both of two groups. The mean score of the posttest of the experimental group is higher than the posttest of the control group. It means that the use of OK4R strategy is more effective than a conventional technique. Besides, it is proved by the result of the hypothesis testing through Independent-Samples T-Test. The significance value of 0.000 is less than the significance level of 0.05 ($0.000 < 0.05$), which means that the result of this study are considered to have a significant difference. Therefore, the hypothesis of this study is accepted. It means that the use of the OK4R strategy significantly effectives and improves the students' reading comprehension ability in the English teaching and learning process at SMP Muhammadiyah Ngemplak.

Key Words: The effectiveness, OK4R strategy, reading comprehension

**KEEFEKTIFAN STRATEGI OK4R DALAM PEMBELAJARAN
MEMBACA PEMAHAMAN TEKS *RECOUNT*
(Studi Eksperimen Pada Siswa di SMP Muhammadiyah Ngemplak Tahun
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Abstrak

Penelitian ini bertujuan untuk mengetahui perbedaan kemampuan membaca pemahaman teks *recount* antara siswa yang mengikuti pembelajaran menggunakan strategi OK4R dengan siswa yang mengikuti pembelajaran tanpa menggunakan strategi OK4R serta menguji keefektifan strategi OK4R dalam pembelajaran membaca pemahaman teks berita pada siswa kelas VIII SMP Muhammadiyah Ngemplak.

Penelitian ini merupakan penelitian eksperimen dengan desain penelitian *pretest and posttest control group design*. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Muhammadiyah Ngemplak. Dengan menggunakan teknik *cluster random sampling* ditetapkan siswa kelas VIII A sebagai kelompok eksperimen, sementara kelas VIII D sebagai kelompok kontrol. Sampel dalam penelitian ini berjumlah 60 siswa. Teknik pengumpulan data berupa tes kemampuan membaca pemahaman teks *recount*. Validitas dalam penelitian ini adalah validitas isi dan validitas konstruk dengan *expert judgement*. Validitas dan reliabilitas butir soal dihitung dengan bantuan komputer program Itean. Teknik analisis data menggunakan uji-t dengan taraf signifikansi 5%. Sebelum dilakukan analisis data, dilakukan uji prasyarat analisis dengan uji normalitas dan homogenitas menggunakan bantuan komputer program SPSS 16. Pengujian menunjukkan bahwa data *pretest* dan *posttest* berdistribusi normal dan homogen.

Hasil penelitian menunjukkan bahwa ada perbedaan kemampuan pemahaman bacaan antara siswa yang melakukan pembelajaran dengan menggunakan strategi OK4R dan dengan siswa tanpa menggunakan OK4R. Hal ini dapat dilihat dari nilai rerata pada *posttest* kelompok eksperimen dan kelompok kontrol. Skor rata-rata kelompok eksperimen lebih tinggi dari kelompok kontrol (25,93 > 20,26). Oleh karena itu, dari rata-rata skor dapat diketahui bahwa ada peningkatan pada kedua kelompok. Skor rata-rata *posttest* kelompok eksperimen lebih tinggi daripada *posttest* kelompok kontrol. Artinya penggunaan strategi OK4R lebih efektif daripada teknik konvensional. Selain itu, dibuktikan dengan hasil pengujian hipotesis melalui *Independent-Samples T-Test*. Nilai signifikansi 0,000 kurang dari tingkat signifikansi 0,05 ($0,000 < 0,05$), yang berarti bahwa hasil penelitian ini terdapat perbedaan yang signifikan. Oleh karena itu, hipotesis penelitian ini diterima. Artinya, penggunaan strategi OK4R sangat efektif dan meningkatkan kemampuan pemahaman bacaan siswa dalam proses belajar mengajar Bahasa Inggris di SMP Muhammadiyah Ngemplak.

Kata kunci: keefektifan, strategi OK4R, membaca pemahaman

INTRODUCTION

This research is the effectiveness of OK4R strategy to teach reading comprehension of recount text at second grade of SMP Muhammadiyah Ngemplak. Reading is one of four skills in English, reading is the ability to get something or information from the text and a process of understanding and take a meaning of a word, idea, concepts and information. Reading skill has a purpose for the students to get information from reading source. Reading skill is a process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003: 68). The basic of reading is to get appropriate meaning from what we have read.

Recently, reading is very important, in Junior High School the students are demanded to read many kinds of text because they should have ability to understand every section of the text, because of that the students easy to gain the comprehension in reading text. By having a good skill in reading, the students will be easy to get information from much reading the source books. Moreover, the goal of students in reading is to get idea and information from the text. They are not only read the text but also get idea and information from the text. In other word, reading is important for students to comprehend the text.

Based on curriculum KTSP 2006 in Junior High School states that standard of reading competency is understanding and comprehending words and sentences from various texts. The students also should find the topic and identify the specific information from the text which have they read. The students get many kinds of text, kinds of that text are descriptive, procedure, recount and narrative. These texts forced the students to overview, scanning, comprehend the text with extensively, intensive and read aloud.

Based on explanation above, to reach some standard competency in learning reading text is not required the ability to understand how to identify the text following on which written also they have to required the ability of implied understanding in the passage. The ability is important for students who have a high curiosity to elicit a wrong perception about the information they obtain from the text following on.

In fact, the student in second grade of SMP Muhammadiyah Ngemplak cannot get the goal or indicator of recount text. From the writer experience, most of the students fail in reading English text because some problem. The students have low interest in reading English text, the students did not have enough vocabulary so the students not understand about the text and cannot answer the question that related to the text that has given by teacher, they also translate the text by each word and the strategy or method used by teacher is not interesting so the student feel bored when reading English text

Especially in English lesson, reading comprehension is not easy parts for students to teach. The process teaching learning activity in reading must be perfect packaging for active and attracted learning process then the students will be interest and motivate to learn.

The learning process will not succeed without the right and effective strategy. Teacher should be able to choose learning strategies appropriate to the situation and condition of the students. There are several strategies that can be used in teaching reading comprehension for student, for that the student more active in learning process. The learning strategies that need to be tested the effectiveness in teaching reading comprehension of recount text is OK4R. OK4R strategy was created by Dr. Walter Pauk, Director of the reading and Study Center at Cornell University. This strategy consist of seven way to help the students read the text more efficiently and to help the students focus on their reading text. These seven ways of OK4R are Overview, Key Ideas, Read, Recall, Reflect, and Review.

The objects of this research are the student of second grades of Muhammadiyah Ngemplak Junior High School. The reason why the researcher choose OK4R strategy are to tested this strategy is effective or not, to know the difference between students who study reading comprehension of recount text using OK4R strategy and without using that strategy.

THEORETICAL FRAMEWORK

OK4R (Overview, Key Idea, Read, Recall, Reflect and Review) Strategy

In teaching reading there are many strategies that can be applied by the teacher. One of them is OK4R strategy. According to Robinson (2000:10) state that OK4R is a method that can help the student focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use that information in an exam. It means that, this method is a method of reading a textbook so that the information they read really does enter the long term memory. Overview, Key ideas, Read, Recall, Reflect and Review (OK4R) strategy is a reading framework to help the students read more efficiently.

In additional, Peterson (2006) OK4R strategy is instead of just starting at the beginning and reading through to the end, the students will do the assignment a lot and remember a lot more if students take the time to follow it. This strategy ask to students to focus about the topic. Then, the students can answer the question of the text that is given by teacher. Overview, Key ideas, Read, Recall, Reflect and Review (OK4R) strategy is one of an effective strategy to improve students reading comprehension and teaching reading comprehension by using Overview, Key ideas, Read, Recall, Reflect and Review (OK4R) strategy will pass some of the procedures as follows (Jeremy Clemens, 2012):

a. Overview

In this step, the students read the title, the introductory and summarizing paragraphs and all the heading included in the reading material. Then you will have a general idea of what topics will be discussed. Do the chapter by chapter.

b. Key Ideas

Now begin to work. Go over the text again and look for key idea. These are usually located in the first sentence of each paragraph and diagrams and captions or go back and skim the text for the key ideas (usually found in the first sentence of each paragraph). Also read the italics and bold type, bulleted sections, itemizations, pictures and tables. After this you know what the author's his saying about his topic.

c. Read

After students do the overview and you get Key Ideas which has prepared to read carefully and actively. The students read the reading to comprehensively, do this activity repeatedly while trying to get the author ideas. If you come to a new word which you do not know, look it up main a note of it. Perhaps its meaning will be clear as you complete that particular sentence but it is better to look for the word meaning read or the material this is frequently the only step that students perform.

d. Recall

In this step, close the book and immediately try to recall the main points of what you have read. This will have solidify the information in your mind. Put aside the text and say or write, in a few all that you have read. Say with the general topic when you make the survey key word or sentences, major points of what they have read (this is the time to put down read notes in your loose-leaf book). DR. Walter Pauk's says that one minute spent in immediate read nearly doubles retention of that piece of data.

e. Reflect

We have discussed before how meaningfulness can help improve learning. In this step, try to relate what they have read to things that already know. Try to find significance in what they have learned. In this step, students should reflect on the text as you reading it, trying to understand it, think of examples, and to relate the material to prior knowledge.

f. Review

At a later time, go over the text again to review material and refresh your memory. If you notice anything that you have forgotten, study those parts again. It should be done for the next short quiz, and then again for later test throughout the term. Several reviews will make that knowledge.

The Procedures Teaching in a Class Using OK4R Strategy

Here, the writer would give an example of applying the OK4R strategy in comprehending the reading text Abidin (2012: 98).

a. Overview

Take about 5 minutes to read first and last paragraphs. Read headings, Skim material.

- 1) The teachers ask to students read the title, the introduction summarizing paragraphs and all the headings in the reading material.
- 2) After that the students will have a general idea of what the topics.

b. Key Ideas

Pick out the key ideas the author is making. Change headings into questions by inserting words like: what, how, who, why, when.

- 1) The students go over the text again.
- 2) Skim the text for the key ideas.

c. Read

Read the selection carefully to see how the author supports the key ideas you found in the headings. Don't try to read too quickly at this stage.

- 1) The students read the reading text comprehensively.
- 2) Do this activity repeatedly while trying to get author's idea.

d. Recall

After reading each section, test your memory. Try to say or write down the main points. If you can't do it now, you won't be able to do it next week.

Now make a brief summary or go back and underline or highlight.

- 1) The teachers ask to the students close the book.
- 2) The students should be immediately try to recall the main points of what they have read.

e. Reflect

When you have finished reading and made you notes, sit back and think about what you have read. Try to relate it to something in your experience. Talk about what you have read.

- 1) The students try to relate what they have read to things that they already know.
 - 2) The students should reflect on the text as them read and trying to understand it and then think of examples.
- f. Review

To keep material fresh in your mind, review it every now and then. Reread your notes and try to say or rewrite the main points until they are firmly in your mind. The students go over the text again to review material and refresh they memory.

RESEACRH METHODOLOGY

This research can be classified as a quantitative research with quasi-experimental research type. In this research there are two groups that chosen by random sampling. The first is experimental group and the second is control group, both of them given pretest before doing treatment to know the early condition is there difference between experimental group and control group. Good result if the score of two groups there is no significant differences. According to Arikunto (2010: 125) the research design can be explained as follows:

The Research Design

Groups	Pretest	Treatment	Posttest
Experimental	O1	X	O2
Control	O3	-	O4

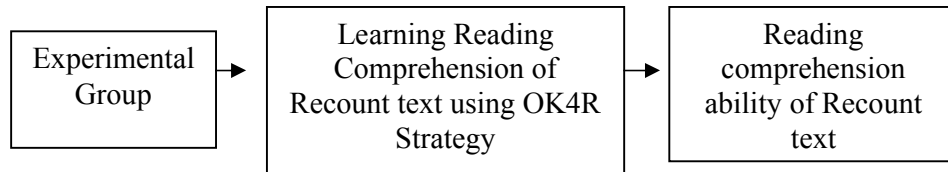
Note:

- E : Experimental Group
- C : Control Group
- X : OK4R Strategy
- O1 : Experimental Group Pretest
- O2 : Experimental Group Posttest
- O3 : Control Group Pretest
- O4 : Control Group Posttest

It can be seen that experimental group was given the special treatment using OK4R strategy and control group was given the conventional technique without OK4R strategy in learning reading comprehension of recount text.

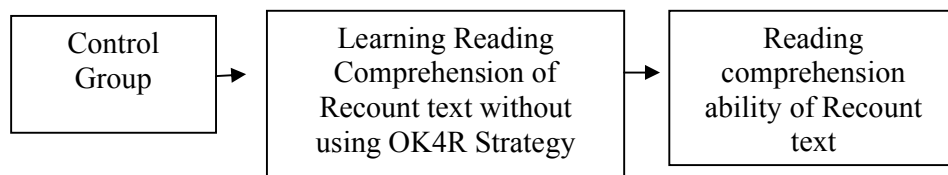
Research paradigm is the relation between variables in a research activity. Research paradigm can be explained as follows:

a) Experimental Group Paradigm



Picture 1: Experimental Group Paradigm Design

b) Control Group Paradigm



Picture 2: Control Group Paradigm Design

From research design and paradigm design above, experimental group and control group were taught by pretest. Experiment manipulation using OK4R strategy for experimental group and without OK4R strategy for control group. After that, both of them will taught by posttest.

The research was implemented in SMP Muhammadiyah Ngemplak, located at Banjarharjo, Bimomartani, Ngemplak, Sleman, 55584 on November - December, 2016. The data were collected about two months including the pretest and the posttest. The OK4R strategies were used in part of four meetings to the experimental group. The control group used conventional teaching techniques for four meetings.

According to Arikunto (2010: 173) Population is all members of any research subject. The population of this research included the eighth grade students of SMP Muhammadiyah Ngemplak in the first semester. The school has four eighth grade classes with 123 students. They are VIII A, VIII B, VIII C, and

VIII D in the academic year of 2016/2017. Each class consists of different numbers of students.

It was impossible to use all the population as the sample due to some considerations. Sample is the small group or sample is a portion of a population in research (Arikunto, 2010: 174). The researcher took two classes as the sample of the research. The research sample was selected by the cluster random technique. The researcher used random selection to determine which class will be the experimental group and the control group. From the existing population, the researcher took two classes as the experimental group and the control group. After the sampling selection, VIII A was selected as the experimental group and VIII B as the control group.

The sample above was divided into two groups. The first group was class VIII A as the experimental group and the second group was class VIII B as the control group. The experimental group was given the OK4R strategy in their reading comprehension activities. The researcher made lesson plans and some activities for every meeting based on the school-based curriculum. The control group was given the same materials but without using OK4R strategy in their reading activities. The students read the text that has given by researcher from the book and the teacher gave short explanation. Then, the students read the text carefully and do the test. Try out is needed before implementing the instrument to the sample of the research. The questions which are not reliable are discharged from the instrument. The questions in the instrument have to represent the function of reading. The try out was held on 2 November 2016. It involved class VIII C consisting of 31 students. After doing the try out, the researcher analyzed the data by using IteMan.

The quality of the instrument is very important in conducting a research. To draw a conclusion, the researcher should have data that is valid and reliable to use. Therefore, to know that the instrument is valid and reliable, the researcher does the validity test and reliability test.

Technique of Data Collection

The data were collected from the pretest and the posttest of the control and experimental groups. The tests were done for a period of 80 minutes, the test in the form of multiple choices. Meanwhile, the post-test is given after the treatment is done. The pretest was compared to the posttest in order to find out a significant difference of the students reading comprehension of recount text. The treatment was conducted in four meeting for the experimental group and the control group.

Technique of Analysis Data

There were two techniques of analyzing the data of this research, namely descriptive and inferential statistics. In the descriptive analysis, there were two formulas used in the computation; the mean and the standard deviation analysis. In the inferential statistics, this research used test of normality, test of homogeneity, and test of hypothesis.

The descriptive analysis was aimed at providing answers to the research question about the effect of using OK4R strategy to teach reading comprehension. The statistics used in computation were the mean and the standard deviation. The mean was the average score attained by the subjects of the research. The standard deviation was the average variability of all the scores around the mean. The larger the standard deviation was the more variability was from the central point in the distribution, and vice versa.

Inferential statistics is used to find out the information behind the data. The data will be analyzed using t-test, so normality and homogeneity test are needed. The data could not be analyzed using t-test if the data did not measure up the normality and homogeneity. Before the test, however, there was pre-analysis testing of normality and homogeneity.

Pre-Analysis testing is analyzed before doing the hypothesis testing. It is aimed to find out if the score distribution of the sample is normal or not and to find out if the samples' variation is homogeneous or not.

This test aimed to find out whether or not the collected data showed a normal distribution. This research used Kolmogorov-Smirnov test in the SPSS

version 16.00. Kolmogorov-Smirnov test assessed whether the data were normally distributed or not. If the P-values (significance) is less than $\alpha = 0.05$, the data were not normally distributed, otherwise if the P-values is more than $\alpha = 0.05$ then the data is normally distributed.

This test is used to analyze whether the sample variance is homogenous or not. Levene's test in the SPSS version 16.00 for windows computer program is used to measure the homogenous of the sample. The sample variance is homogeneous if the significant value is higher than 0.05.

The researcher used the t-test to test the hypothesis. The test was used to see whether the hypothesis is accepted or not. Independent-Samples Test is applied to analyze the difference and the significance of the result scores. Theoretically, it is significant if the significant value is lower than 0.05.

DISCUSSION

Having finished conducting the study in SMP Muhammadiyah Ngemplak, the researcher, then, analyzed the obtained data by using SPSS 16.0 with the selected formulas. After that, the researcher found that there were several evidences which proved theories that support the hypothesis that she formulated before. The evidences were in the form of numeric data based on the analyzing process. The data were collected before (pretest) and after (posttest) conducting the experiment in SMP Muhammadiyah Ngemplak by using OK4R strategy to teach reading comprehension of recount text in the experimental class and using conventional technique in the control class.

From the result of the posttest, the mean score of experimental group on their reading comprehension ability was 25,93 while that of the control group was 20,26. It can be interpreted that the mean score of the experimental group taught by using OK4R strategy was higher than the control group taught using a conventional technique. The improvement of the mean score of reading tests of the control and experimental groups is presented in table below.

The Improvement of the Mean Score of Reading Comprehension of the Control and Experimental Group.

Variable		Mean	The Improvement
Control Group	Pretest	17,76	2,50
	Posttest	20,26	
Experimental Group	Pretest	17,73	8,20
	Posttest	25,93	

In the first hypothesis testing, it was found that the students who were given OK4R strategy in the teaching learning process of reading had better reading comprehension ability than the students who were not. The mean score of the reading comprehension test of the experimental class was higher than the control group, i.e. $25,93 > 20,26$. The hypothesis was proved by the result of Independent Samples Test calculation of the posttest. The result can be seen in table below.

The Result of the T-test of the Posttest

Group	Mean	t_o	P	Statement
Experimental	25,93	9,888	0,000	Significant Difference
Control	20,26			

The table shows that the significance value is 0.000 which is lower than 0.05 (i.e. $0.000 < 0.05$). It implies that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It can be said that there is a significant difference in the reading comprehension of the students between the students who are taught by using OK4R strategy and those who are taught by using a conventional technique. In other words, the use of OK4R strategy has a positive influence to the students' reading comprehension ability.

In the second hypothesis testing, it was found that OK4R strategy is effective to teach reading comprehension of recount text. It can be seen from the mean gain score of control and experimental groups. Gain score of experimental

group was 8,2 and control group 2,5. Thus, gain score of experimental group higher than control group.

It has been explained in Chapter II that OK4R strategy can help the student focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use that information in an exams. It means that, this method is a method of reading a textbook so that the information they read really does enter the long term memory. Overview, Key ideas, Read, Recall, Reflect and Review (OK4R) strategy is a reading framework to help the students read more efficiently Robinson (2000:10). The data show that there was an improvement on the mean score of pretest and posttest of both classes. The finding were supported by Peterson (2006) OK4R strategy is instead of just starting at the beginning and reading through to the end, the students will do the assignment a lot and remember a lot more if students take the time to follow it. This strategy asks to students to focus about the topic. Then, the students can answer the question of the text that given by teacher.

Based on the result of the research, it can be said that OK4R strategy is a good technique that can be applied to the students in the junior high school level. This technique enables students to focus and save new information with their long term memory. This technique also enables students to engage with the topic given to them.

It can be concluded that the hypothesis proposed in this research which says “There is a significant difference in reading comprehension ability between the students taught by using OK4R strategy and those who are taught by using a conventional technique” is accepted and “OK4R strategy is effective to teach reading comprehension of recount text” is accepted.

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