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**READING COMPREHENSION OF REPORT TEXT: THE EFFECT OF  
OK5R ACTIVITIES THROUGH COOPERATIVE LEARNING  
(LEARNING TOGETHER) VIEWED FROM READING  
INTEREST AT XI GRADE STUDENTS OF SMAN 1  
RANTAU KOPAR**

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**ABSTRACT**

*This study aims at investigating the effect of OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) activities through Cooperative Learning (Learning Together) on teaching reading of report text viewed from reading interest. This research was a quasi-experimental research by using 2x2 factorial designs. Reading interest was the moderator variable. Population of this research was XI grade students of SMAN 1 RantauKopar. Sample chosen by using cluster random sampling technique: XI IPA was the experimental class and XI IPS 1 was the control one. The instrumentation was questionnaire of reading interest and test of report texts reading. The data analyzed by using t-test and ANAVA for hypothesis testing. The result showed whether: (1) OK5R activities through learning together produced better result on students' reading comprehension than three-phase strategy; (2) students with high reading interest who are taught by OK5R activities through Cooperative Learning produced better result in reading than those who are taught by Three Phase strategy; (3) students with low reading interest who are taught by OK5R activities through Cooperative Learning produced better result in reading than those who are taught by Three Phase strategy; and (4) there is no interaction between both strategies (OK5R activities through Cooperative Learning and Three Phase strategy) and reading interest toward reading comprehension. OK5R activities through Cooperative Learning was an effective strategy in teaching reading of report texts at senior high school. Students who have high and average reading interest improves their reading comprehension with this strategy. Future research is encouraged exploring the application of this strategy in another kinds of texts as larger population and sample. It was implied that variation strategy used in teaching reading comprehension is important.*

**Keywords:** *OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) activities through cooperative learning, reading interest, reading comprehension, report text*

**INTRODUCTION**

Reading is a basic skill not only to stimulate literacy but also to gain the knowledge as much as possible. It makes reading has become an important play role in daily life. One of the main purpose of reading is to obtain the information or messages conveyed in the written

form. Through the information and written messages, a writer shares her idea and a reader catches her ideas then reader's knowledge improves directly. The reader can obtain some information, meanings, ideas, news, histories and the way of writer's thinking. Reaching this purpose, the reader has to master reading skills and a good strategy in reading activity.

Since reading is one of the crucial skills that have to be mastered in language learning, a reading teacher should be responsible to provide her students with this knowledge. During reading class activity, students are introduced by inferential and critical skills in reading. It means reading is not only about written facts and information but also unstated facts (Jufri, 2015). The teacher is asked to provide the students how to evaluate writer's ideas. It can help the students to recognize all information and get comprehension better.

In addition, based on Kurikulum Satuan Tingkat Pendidikan (KTSP) 2006 for SMA/MA, purpose of teaching reading at senior high school is to make the students have ability in informational level of literacy in order to enable them in accessing knowledge based on stated texts. It means that the students has to be able to get meaning, find the main idea, facts and information found in the text. Especially, for XI grade there are five kinds of text that would be studied. The texts are report, narrative, spoof, analytical exposition and hortatory exposition. It means that the XI grade students has to be able to get meaning, find the main ideas, facts and information from the texts of report, narrative, spoof, analytical exposition and hortatory exposition.

Meanwhile, interest is important for the students not only in reading but also in learning activities. Without having high interest in reading, the students fail in catch the ideas and get comprehension. Since it is also one of motivational variables that relates to the students' engagement and learning outcomes, a successful students indicated that she has high reading interest.

In fact, when the writer observed and interviewed English teachers and students on August 2016 at SMAN 1 RantauKopar, most of the XI grade students consisted of 27 students of Science and 52 students of Social still got low achievement of English to answer multiple choice questions of reading report texts distributed by the teacher at the end of the meeting, while the passing grade for English subject was 78. They could not pass the minimal mastery level criterion (KKM).

Low of reading achievement reflects that the students face some problems in comprehending the text. The writer assumes several problems caused the difficulties in comprehending the text. In order to have insufficient vocabulary, the students also do not apply the appropriate strategies. When the teacher asked the students about main idea of the

text, some of them just silent and some of them still try to start reading whole passages. Then, the students were lack of participation in teaching and learning process. When the teacher discussed about the text and tried to solve the problem, some students did not involve actively. Next, the some students were lack of reading interest. It could be seen from student's reaction when they answered the teacher's questions. The same students who had higher reading interest answered the questions for several times, but the others would rather do other activities such as chatting with another friend, or busy at their gadget. Next, the three phase strategy used by the teacher made the students bored because this strategy always used in class without any variation.

To solve the problems above, the writer suggests the teacher to use combination of two strategies called OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) activities through Cooperative Learning (Learning Together). This is a strategy for engaging students with the text in group. So student's reading comprehension and social skill can be improved by mixed method of OK5R activities through Cooperative Learning (Melati, 2017). Since there is no preview research about this strategy, the writer try to examine its effect on reading comprehension viewed from reading interest.

In relation to the identification above, there are five kinds of the texts studied in XI grade such as report, narrative, analytical exposition, spoof and hortatory exposition. The writer limits her study on report texts.

The aim of the research is to examine whether: (1) OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) activities through Cooperative Learning produces better result on students' reading comprehension than three phase strategy; (2) Students with high reading interest who are taught by OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) activities through Cooperative Learning produce better result in reading than those who are taught by Three Phase strategy; (3) Students with low reading interest who are taught by OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) activities through Cooperative Learning produce better result in reading than those who are taught by Three Phase strategy; and (4) There is no interaction between both strategies (OK5R activities through Cooperative Learning and Three Phase strategy) and reading interest toward reading comprehension.

## **METHOD**

This was a quasi-experimental research with 2x2 factorial design. Quasi-experimental research is the only type of the research that can test hypothesis to establish cause and effect

relationship (Gay, Mills and Airisian: 2009). This research compared the effect of two different treatment called experimental group and control group. The experimental group received new treatment – OK5R activities through Cooperative Learning. Then, the control group continued the current strategy – Three Phase Strategy. Reading interest was the moderator variable. Factorial matrix of OK5R activities through Cooperative Learning and Three – Phase Strategy was shown below:

Table 1. Factorial Matrix of Experimental and Control Classes

| Reading Strategy      | OK5R Activities through Cooperative Learning |                         | Three – Phase Strategy  |                         |
|-----------------------|--|-------------------------|-------------------------|-------------------------|
| Reading Interest      | High (A <sub>1</sub> )                       | Low (A <sub>2</sub> )   | High (A <sub>3</sub> )  | Low (A <sub>4</sub> )   |
| Reading Comprehension | $\mu A_1 B_1 = X_{1.1}$                      | $\mu A_2 B_2 = X_{2.1}$ | $\mu A_3 B_1 = X_{3.1}$ | $\mu A_4 B_2 = X_{4.1}$ |

Population of this research was the XI grade students of SMAN 1 RantauKopar academic year 2017/2018 which was totally 76 students. The students divided into three classes: XI IS 1 = 28 students , XI IS 2 = 27 students, XI IA 1= 21 students. The population was homogenous and normally distributed.

Instrumentation is the tool for gathering the data. Questionnaire of reading interest and test of reading comprehension used in this research. Questionnaire of reading interest assigned before the treatment conducted. The purpose is to investigate high and low reading interest students. Then test of reading comprehension assigned in pre and post-test during the treatment done.

## FINDINGS AND AND DISCUSSION

- a. Reading comprehension of students who are taught by OK5R activities through Cooperative Learning strategy is better than those who taught by Three – Phase strategy.

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 > \mu_2$$

Where:  $\mu_1$  = reading comprehension average score of experimental class

$\mu_2$  = reading comprehension average score of control class

Based on analysis of hypothesis by using T Test (Table 2), it was computed that mean of post-test score of experimental class was 24,64, but mean of post-test score of control class was 16,95. The  $t_{\text{observed}}$  was 3,04. Corresponding  $t$  for  $df = 37$  required for significance at the .05 level was 1,687. Since  $t_{\text{observed}} = 3,04$  was higher than  $t_{\text{table}} = 1.687$ , it could be concluded that  $t$  situated on rejected area of  $H_0$ . It meant

alternative hypothesis ( $H_a$ ) – reading comprehension of students who are taught by OK5R activities through Cooperative Learning strategy is better than those who taught by Three-Phase strategy – accepted.

Table 2. Summary of T test Result of Post-test Score for Experimental and Control Group

| Variable        | Group        | N  | $\bar{X}$ | $t_{\text{observed}}$ | $t_{\text{table}}$ | Conclusion                     |
|-----------------|--------------|----|-----------|-----------------------|--------------------|--------------------------------|
| Post-test Score | Experimental | 17 | 24,64     | 3,04                  | 1,687              | $H_0$ rejected, $H_a$ accepted |
|                 | Control      | 21 | 16,95     |                       |                    |                                |

- b. Students with high reading interest who are taught by OK5R activities through Cooperative Learning strategy gets better result in reading comprehension than those who are taught by Three – Phase strategy.

$$H_0 : \mu_{A_1B_1} = \mu_{A_2B_2}$$

$$H_1 : \mu_{A_1B_1} > \mu_{A_2B_2}$$

Analysis result of hypothesis by using T Test on Table 15 described that post-test score of high reading interest of experimental class students was 27,4, but mean of post-test score of high reading interest of control class was 18, 42. The tobserved was 2,28. Corresponding  $t$  for  $df = 10$  required for significance at the .05 level was 1,81. Since  $t_{\text{observed}} = 2,28$  was higher than  $t_{\text{table}} = 1,81$ . It could be concluded that  $t$  situated on rejected area of  $H_0$ . It meant alternative hypothesis ( $H_a$ ) – students with high reading interest who are taught by OK5R activities through Cooperative Learning strategy gets better result in reading comprehension than those who are taught – accepted.

Table 3. Summary of T test Result of Post-test Scoreof High Reading Interest for Experimental and Control Group

| Variable                                 | Group        | N | $\bar{X}$ | $t_{\text{observed}}$ | $t_{\text{table}}$ | Conclusion                     |
|--|--------------|---|-----------|-----------------------|--------------------|--------------------------------|
| Post-test Score of High Reading Interest | Experimental | 5 | 27,4      | 2,28                  | 1,81               | $H_0$ rejected, $H_a$ accepted |
|  | Control      | 7 | 18,42     |                       |                    |                                |

- c. Students with low reading interest who are taught by OK5R activities through Cooperative Learning strategy gets better result in reading comprehension than those who are taught by Three – Phase strategy.

$$H_0 : \mu_{A_1B_2} = \mu_{A_2B_2}$$

$$H_1 : \mu_{A_1B_2} > \mu_{A_2B_2}$$

On table 4, based on analysis of hypothesis by using T Test, it was computed that mean of post-test of average reading interest score of experimental class students was 1,721, but mean of post-test score of average reading interest of control class was 16,36. The  $t$  observed was 1,762. Corresponding  $t$  for  $df = 21$  required for significance at the .05 level was 1,721. Since  $t_{\text{observed}} = 1,762$  was higher than  $t_{\text{table}} = 1,721$ , it could be concluded that  $t$  situated on rejected area of  $H_0$ . It meant alternative hypothesis ( $H_a$ ) – students with low reading interest who are taught by OK5R activities through Cooperative Learning strategy gets better result in reading comprehension than those who are taught by Three-Phase method – accepted.

Table 4. Summary of T test Result of Post-test Score of Average Reading Interest for Experimental and Control Group

| Variable                                    | Group        | N  | $\bar{X}$ | $t_{\text{observed}}$ | $t_{\text{table}}$ | Conclusion                     |
|---|--------------|----|-----------|-----------------------|--------------------|--------------------------------|
| Post-test Score of Average Reading Interest | Experimental | 12 | 23,5      | 1,762                 | 1,721              | $H_0$ rejected, $H_a$ accepted |
|   | Control      | 11 | 16,36     |                       |                    |                                |

d. There is no interaction between both of strategies (OK5R activities through Cooperative Learning and Three – Phase strategy) and reading interest toward reading comprehension.

$$H_0 : (\mu_{A_1B_1} - \mu_{A_1B_2}) - (\mu_{A_2B_1} - \mu_{A_2B_2}) = 0$$

$$H_1 : (\mu_{A_1B_1} - \mu_{A_1B_2}) - (\mu_{A_2B_1} - \mu_{A_2B_2}) \neq 0$$

Table 5. Summary of Mean Score of Reading Comprehension Test

| Strategy         | OK5R activities through Cooperative Learning |         | Three-Phase Method |         | Total |         |
|------------------|--|---------|--------------------|---------|-------|---------|
|                  | High   | Average | High               | Average | High  | Average |
| Reading Interest | 27,4   | 23,5    | 18,42              | 16,36   | 22,91 | 19,93   |
| Total            | 25,45  |         | 17,39              |         | 21,42 |         |

From Table 17, it could be seen that mean score of students who are taught by OK5R activities through Cooperative Learning strategy totally 25,45, but mean score of students who are taught by three-phase method was 17,39. Mean score of high and average reading interest for experimental group taught by OK5R activities

through Cooperative Learning, respectively, 27,4 and 23,5. Whereas mean score students who are taught by three-phase strategy of high and average reading interest students, respectively, 18,42 and 13, 36. Gain score of each group was really important because it referred to that students ability in reading comprehension of report text influenced by interaction of teaching strategy and reading interest. The interaction of teaching strategy and reading interest was described by the diagram below:

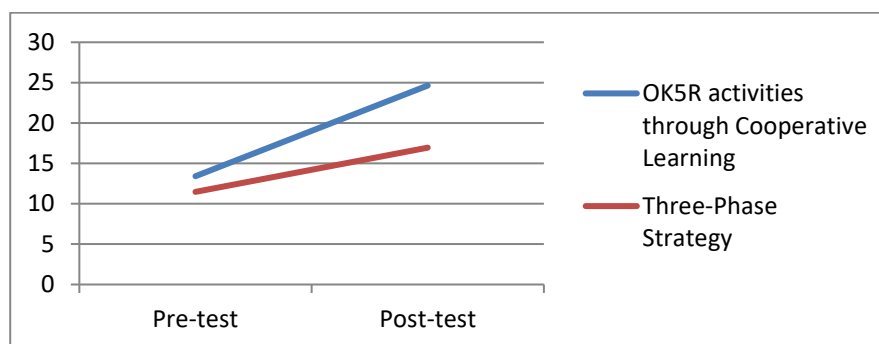


Figure 2. Interaction Diagram of Teaching Strategy and Reading Interest

## CONCLUSION AND SUGGESTION

Based on the result of the research above, it can be concluded that OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) activities through Cooperative Learning strategy gives a significant effect on reading comprehension of report text compared to three-phase strategy. Students taught by OK5R activities through Cooperative Learning with high reading interest gets better result in reading comprehension of report text rather than high interest students taught by three-phase strategy. OK5R activities through Cooperative Learning strategy helps average reading interest students to improve their reading comprehension of report text. Meanwhile, there is no interaction between strategies applied in the classroom and student's reading interest and their reading comprehension of report text.

From the conclusion above, some suggestions proposed. It is suggested for students who have high, average and low reading interest to improve their skill in reading comprehension of all kinds of text studied by applying OK5R activities through Cooperative Learning strategy. For further researchers who are taking this strategy, also suggested to conduct the relevant study for other kind texts. The additional studies which incorporate and expand population needed to generalize the result. It is implied that OK5R activities through Cooperative Learning strategy can be implemented as one of the variation in teaching reading at senior high school.

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