

USING OK4R IN IMPROVING SENIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION

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Abstrak

Artikel ini bertujuan untuk memaparkan sebuah teknik dalam membaca yaitu *OK4R*. *OK4R* merupakan singkatan dari *overview*, *key ideas*, *read*, *recite*, *reflect*, dan *review*. *OK4R* merupakan sebuah teknik membaca yang menyuruh siswa untuk melakukan enam langkah dalam membaca: melihat sejenak keseluruhan teks, mencari ide kunci setiap paragraph, membaca keseluruhan teks dan mencari ide-ide dan detil pendukung setiap ide kunci yang telah didapatkan sebelumnya, mencatat ide-ide tersebut dan mengaitkannya ke pengetahuan sebelumnya atau ke kehidupan sehari-hari siswa, mengulang kembali untuk menulis kembali atau melafalkan semua ide-ide yang telah ditangkap dari teks tersebut. Teknik ini diterapkan di kelas dua sekolah menengah atas. Teks yang digunakan adalah eksposisi hortatori. Keunggulan teknik ini adalah siswa memiliki gambaran awal dari teks sebelum membaca keseluruhan teks karena siswa diminta untuk mengambil ide kunci dari setiap paragraf.

Key words: *OK4R*, reading technique, reading comprehension, senior high school

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A. Introduction

Reading is one of the four skills that have to be mastered by the students in learning English Language. Reading is a skill which is used for getting information. Reading is an activity where the students read the printed words and take the information stated on it. Reinking and Scheiner, 1985, in Kustaryo (1988: 2) give the definition of reading as a process of interaction with print and monitoring comprehension to build meaning. It means that the students are interacting with the material while reading.

Talking about reading, there are many definitions given by experts. Anderson (1999: 1) states “reading is an active, fluent process which involves the reader and the reading material in building material”. Furthermore, Celce-Murcia and Olshtain (2000: 119) say that reading is an interactive activity, involving a writer, a text and a reader. Anderson in Nunan (2008: 2) simplifies the definition of reading as the activity where people build meaning from reading material. It means that the students are interacting with their reading material while they are reading.

Reading will end in one destination called reading comprehension. Kustaryo (1998: 11) states that reading comprehension means what people get after they read the text. In addition, Anderson in Nunan (2008: 3) states that comprehension is the aim of reading. It means that people are reading their reading material to achieve comprehension. Furthermore, Reutzel and Cooter Jr (2009: 153) say, “Comprehension is the very heart and soul of reading”. It means that comprehension is so essential. Serravallo (2010: 43) gives similar definition. Serravallo says, “Comprehension is the heart of what it means to really read”. It shows that reading without achieving comprehension will result nothing to them. Moreover, according to RAND reading Study Group (2001) in Reutzel and Cooter Jr (2009: 154) reading comprehension (Sweet 7 Snow, 2003, p. 1) means the process of extracting and building meaning which happens simultaneously.

Many students have problems in reading. They do not know how to read effectively and efficiently. They do not about technique or strategy to make reading become more effective and efficient. They find difficult to understand and remember the message in the text. Therefore, they do not get comprehension in reading.

In language teaching, reading is important to be taught in the classroom along with the teaching listening, speaking and writing. Teaching reading is important because students are always faced with many English textbooks and pieces of text. Reading is also mostly done in examination.

In the senior high school, the students face many kinds of text. According to KTSP 2006, kinds of text in senior high school’s curriculum are recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review. In the first grade of senior high school, students will learn recount, narrative, procedure, descriptive,

and news item. In second grade, they will learn report, narrative, analytical exposition, narrative, spoof, and hortatory exposition. In the third grade, they will learn narrative, explanation, discussion, and review.

According to Permendiknas No.41 tahun 2007, teaching reading at senior high school consists of three stages, namely, pre- teaching, whilst teaching, and post teaching. Pre- teaching is the stage where the students are motivated and focused to learn. Whilst teaching is the stage where teaching and learning process happens. This is also called the core of teaching and learning process. The last is post teaching. Post teaching is a stage where teaching and learning process ends.

Teaching reading at senior high school requires the teacher to use appropriate strategy or technique. Many experts state that strategy or technique is important in reading. Anderson in Nunan (2008: 10) states that teachers should know about strategies that will help students to improve their reading comprehension.

Most teachers have already used strategy or technique in teaching reading, but they do not explain what kind of technique they want to apply. They do not explain how many steps the technique has. In addition, they do not explain what the students should do when reading by using the technique. Because of these problems, students do not read well.

To solve these problems, teachers are required to use appropriate strategy or technique in reading to help the students understand and comprehend the text. Reading technique is not always directly questioning to the text. Teacher may use other technique which offers different way to achieve reading comprehension. In this article, the writer introduces a strategy or technique called OK4R.

OK4R is the acronym of *overview, key ideas, read, recite, reflect, and review*. According to Tierney et al, OK4R technique was created by Dr. Walter Pauk in 1974. This technique offers six steps in reading. First, the students have to overview the text. They have to see the title of the text and first sentence of each paragraph. Second, they have to find key ideas. Key ideas which are used are key ideas in paragraph. It means that key ideas here are the same with main ideas of the text. Third, they read the text with full concentration. Fourth, they recite or write down main points by spell out all the key ideas. Fifth, they reflect it to the previous knowledge and daily life. Sixth or the last step is they review the text to keep what the text is about in their mind.

So, in this article, the writer wants to describe how the teacher uses OK4R technique to improve senior high school students' reading comprehension.

B. Discussion

1. Preparation

Teacher has to prepare anything before teaching learning process begins. Teacher has to prepare lesson plan. Then, teacher has to understand about OK4R technique before introducing it to the students. Next, teacher has to prepare a video or some pictures related to the text. After that, teacher has to prepare laptop, LCD projector, and text.

2. Classroom Implementation

a. Pre- teaching

In pre- teaching, teacher will greet the students.

Teacher : “Good morning students”

Students : “Good morning Ma’am.”

Then, teacher and the students are praying together and prepare anything to study. After that, teacher checks the attendance list. Next, teacher checks students’ readiness. At last, teacher may do apperception and motivation.

b. Whilst teaching

1) Exploration

Teacher explains that they are going to use OK4R (overview, key ideas, read, recite, reflect, and review). Before looking at the text, teacher will show a video or some pictures related to the topic that will be discussed. Teacher will ask the students some questions related to the picture.



The questions are *do you know what picture is this? Is it good or not for your health? Do you know why it is not good for your health?* After that, teacher will introduce the topic that will be discussed in whilst teaching, that is “*never try smoking.*”

2) **Elaboration**

At this stage, students are asked to look at the text.

Never Try Smoking

A lot of people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So, they ask one of the smoker friends for a cigarette.

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Everyday they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money. Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400.000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

Well, still want to try smoke? Think the facts before trying! If you are not smoker, you should never and never try to smoke.

Teacher reminds them that there are six steps to do. Here are the steps:

1. Overview the text

The title of the text is “never try smoking”. Students will know that the text will discuss about smoking and the reason why people should never try smoking. Then, the students

should look at the first sentence of each paragraph. It will help the students to know more about the text.

2. Finding key ideas

After overviewing the text, teacher asks the students to skim the text to look for the key ideas. Teacher reminds them that key ideas they have to look for are the same as main idea. So, they may read the first sentence of each paragraph. They also may read the whole paragraph and take points that are being talked. These key or main ideas are in the sentence forms.

For example:

A lot of people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So, they ask one of the smoker friends for a cigarette.

The key idea or main idea is “A lot of people, especially teenagers, who do not smoke, always want to try smoking.”

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Everyday they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money. Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400.000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

The key idea or main idea is “Apparently that makes them born smokers.”

Well, still want to try smoke? Think the facts before trying! If you are not smoker, you should never and never try to smoke.

The key idea or main idea is “if you are not smoker, you should never and never try to smoke.”

3. Read

After the students find key ideas or main ideas, teacher asks them to read the text. They should read the rest of the sentences in each paragraph. They may write or underline difficult words in the text. Students should not read it quickly so that they can get what is being talked in the text successfully. For example:

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Everyday they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money. Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty disease. It is not only heart disease, stroke, and chronic lung diseases but also bladder, lung and pancreatic cancer. Even it was reported that around 400.000 American died each year. It was one every 80 seconds from tobacco-related illnesses.

4. Recite

After reading the text, students should close the text and try to say or write down what points they catch while reading. For example:

- 1) They cannot avoid smoking.
- 2) They enjoy.
- 3) Cigarette is as important as wallet, etc.

5. Reflect

After reciting the important points, the students should relate the topic to their daily life or daily experience. This step will make the students remember the text longer. For example, the students remember about people who smoke in their environment. They may imagine how they look like. They may remember news or advertisement related to smoking.

6. Review

After doing all the steps above, here is the last step of OK4R technique; review. The students and teacher are together reviewing the text. Teacher asks the students what the text is about. Teacher asks the students to mention difficult words they have found when reading the text. Teacher will make the meaning of each difficult word in the whiteboard. For example:

Teacher makes the list of difficult word as follow:

Apparently : actually, in fact.

Fairly : quite, rather.

Nasty : horrible.

3) Confirmation

At this stage, teacher asks the students some questions and discusses the answer. After that, teacher asks the students about what points that they get from the text. Teacher may discuss the text for a while with the students. The questions and the answers are:

1. *What does the text tell about?*
2. *Why is the new born smokers born?*
3. *What do they feel when they are smoking?*
4. *Do they realize that smoking is dangerous?*
5. *How important cigarettes for the active smokers?*
6. *What are the bad effects of smoking?*
7. *How many Americans died every year?*
8. *What does the text recommend to the reader?*

The answer:

1. *The effect of smoking.*
2. *Because smoking is something they want to try.*
3. *They feel enjoy.*
4. *Yes, they do.*
5. *It is as important as a wallet for their money.*
6. *Nasty disease, heart disease, stroke, and chronic lung disease, bladder, lung, and pancreatic cancer.*
7. *Around 400.000 Americans.*
8. *Think the fact before trying! If you are not smoker, you should never and never try to smoke.*

c. Post teaching

Teacher will conclude the lesson and praying together. after that, teacher says leave taking.

3. The Advantages of OK4R Technique

The advantages of OK4R technique are:

- a. Making the process of reading more effective and efficient.
This technique offers the students how to read effectively. Students will make their reading process more valuable. They will comprehend the text by following the steps offered by OK4R technique.
- b. Making the process of reading are well-organized.
This technique will make the students read in well-organized way. Starting with doing overview about the text, students will know a short

description about the text before reading it. After that, finding key ideas, reading, reciting, reflecting, and reviewing will come in sequence.

- c. Making the students remember the material longer.
The students should remember what they have read. By conducting OK4R technique, students will remember the material longer. This is caused by the four R that are offered by this technique. Doing reciting, reflecting and reviewing after reading the text will make the material stick in their mind longer.
- d. Making the students easy to comprehend the text because they are required to find key or main ideas in each paragraph. It will make the students get the description of what they are going to read letter.

C. Conclusion and Suggestion

OK4R is a good technique in reading. This technique requires the students to do overview or to get the general idea before reading. Then, they have to find key ideas by looking the first or the middle or the last sentence of each paragraph. Next, they are asked to read the text to get what is being talked in the text. After that, they recite or write down main points they have found. Then, they relate it to their daily life or experience. The last is they review the text to get conclusion about the text.

By using OK4R, the students are given the opportunity to make their time valuable while reading a text. The students is not only getting the information, but also improving their reading comprehension. Because of this reason, the writer wants to suggest the teacher to introduce OK4R technique in teaching reading. Teacher should explain the steps in this technique clearly so that the students are able to follow teacher's instructions easily. As the result, the students will understand about the technique and may apply it in another text and in another time outside the classroom.

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