

**THE EFFECT OF USING OVERVIEW, KEY IDEAS, READ, RECALL,  
REFLECT AND REVIEW (OKRRRR) STRATEGY ON READING  
COMPREHENSION OF THE ELEVENTH GRADE  
STUDENTS AT MAN KAMPAR TIMUR**



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PEKANBARU  
1435 H/2014 M**

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(S.Pd)



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## EXAMINER APPROVAL

The thesis entitled *The Effect of Using Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR) Strategy on Reading Comprehension of the Eleventh Grade Students at MAN Kampar Timur* is written by Ismi Dahlia, SIN. 10914005041. It has been approved and examined by the examination committee of undergraduate degree on Jumadil Awal 30, 1435 H/ April 1, 2014 M at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau, as one of requirement Undergraduate Degree (S.Pd) in English Education.

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## ABSTRACT

**Ismi Dahlia, (2014) : The Effect of Using Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR) Strategy on Reading Comprehension of the Eleventh Grade Students at MAN Kampar Timur.**

The problems of this research were; Some of the students have difficulties in finding factual information of narrative text, some of the students have difficulties in finding the main idea of narrative text, some of the students have difficulties in identifying fact such as the names of characters, the time of the story or the place of the story on narrative text, some of the students have difficulties in analyzing the meaning of certain words on narrative text, some of the students have difficulties in identifying inference of narrative text. The main focus of this research was to find out whether there is significant effect of reading comprehension of Narrative text among students who taught by using Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR) Strategy Toward Reading Comprehension of the Eleventh Grade Students at MAN Kampar Timur.

The type of this research was a quasi-experimental research. The writer used *pre and post test* design. The writer took two classes as sample that consisted of 60 students. The first class was as experimental and the second was as control class. Experimental class was taught by using Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR) Strategy and control class was taught without Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR) Strategy. The technique of data collection was test. Test used was to find out students' reading comprehension of the Eleventh Grade Students at MAN Kampar Timur. The technique of data analysis used was T-test formula in order to find out the difference of students' mean score between experimental class and control class by using SPSS 16 version. The students' score was compared with T-table considered with degree of freedom (df).

Based on the data analysis, the writer concluded that there is significant effect of reading comprehension on Narrative Text between students who were taught by using Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR) Strategy and those who were taught without using Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR) Strategy with considered  $t_o = 5.293$  it was higher than T-table either in significant 5% = 2.00 or in significant 1% = 2.65 it can be concluded that  $H_a$  was accepted and  $H_o$  was rejected. So, it can be concluded that there is significant effect of students' reading comprehension on Narrative Text taught by using Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR) Strategy on Reading Comprehension of the Eleventh Grade Students at MAN Kampar Timur.

## ABSTRAK

**Ismi Dahlia, (2014) : Pengaruh Penggunaan Strategi Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR) terhadap Pemahaman Membaca pada Siswa Kelas Dua di MAN Kampar Timur.**

Masalah-masalah yang terdapat dalam penelitian ini diantaranya adalah; Beberapa siswa kesulitan menemukan faktual information pada teks narrative. Beberapa siswa kesulitan menemukan ide pokok pada teks narrative. Beberapa siswa kesulitan mengidentifikasi generic structure pada teks narrative. Beberapa siswa kesulitan mengidentifikasi kata penunjuk pada teks narrative. Beberapa siswa kesulitan mengidentifikasi tempat dan waktu cerita pada teks narrative. Tujuan utama dari penelitian ini adalah untuk mencari apakah ada perbedaan yang signifikan antara pemahaman membaca narrative teks siswa yang diajar dengan strategi Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR) dan pada siswa yang tidak diajar dengan strategi Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR) pada siswa kelas dua MAN Kampar Timur atau tidak.

Pada penelitian ini, jenis penelitian yang digunakan adalah penelitian quasi-eksperimental. Penulis mengambil pre dan post-test design. Penulis menggunakan dua kelas sebagai sampel yang terdiri dari 60 siswa. Kelas pertama sebagai eksperimental dan kelas kedua sebagai control. Kelas eksperimen diajar menggunakan strategi Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR) dan kelas control diajar dengan tidak menggunakan strategi Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR). Teknik pengumpulan data adalah tes. Tes digunakan dalam rangka untuk mengetahui pemahaman membaca narrative teks Siswa Kelas Dua MAN Kampar Timur". Teknik analisa data menggunakan rumus T-test dalam rangka untuk mengetahui perbedaan nilai rata-rata antara kelas eksperimen dan kelas control dengan menggunakan SPSS versi 16. Nilai yang diperoleh dibandingkan dengan T-table dengan mempertimbangkan degree of freedom (df).

Berdasarkan analisa data, penulis menyimpulkan bahwa ada dampak yang signifikan dari penggunaan strategi Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR) terhadap Pemahaman Membaca pada Siswa di Kelas Dua MAN Kampar Timur". Dengan mempertimbangkan  $t_o = 5.293$  lebih besar daripada T-table baik pada taraf 5% = 2.00 maupun pada taraf 1% = 2.65 hal ini berarti bahwa  $H_a$  diterima dan  $H_o$  ditolak. Dari penemuan penelitian, hal ini menunjukkan bahwa ada perbedaan yang signifikan antara pemahaman membaca narrative teks siswa yang diajar dengan strategi What's My Line dan pada siswa yang tidak diajar dengan strategi Overview, Key Ideas, Read, Recall, Reflect And Review (OKRRRR) pada siswa kelas Dua MAN Kampar Timur.

يسمي دهليا ( ) : تأثير استخدام استراتيجية نظرة عامة  
أذكر، تعكس ومراجعة الفهم القراءة للطلاب الصف الثاني في  
المدرسة عالية الحكومية كمبارشوق

المشاكل التي وجدتني هذه الدراسة تشمل؛ بعض الطلاب بصعوبات العثور على  
معلومات واقعية في نص سردي. بعض الطلاب لديهم صعوبة في العثور على الفكرة الرئيسية في  
الطلاب بصعوبات تحديد المؤشر على السرد النص. بعض الطلاب بصعوبات تحديد مكان وزمان قصة النص  
الهدف الأساسيمنهذه الدراسة هو إيجاد ما إذا كان هناك فرق كبير بين فهم القراءة النص  
السرد بالطلاب الذين يتعلمون مع استراتيجية نظرة

لا تدرس مع استراتيجية نظرة عامة  
أذكر، تعكس ومراجعة في الصف الثاني في المدرسة عالية الحكومية كمبارشوق لا.  
في هذه الدراسة الدراسة هي دراسة شبه تجريبية  
تصميم يستخدم مؤلفين كعينة تتألف من الدرجة الأولى كمتجريبية  
تدرس فئة تجريبية باستخدام استراتيجية نظرة عامة

ثانية  
فئة تحكم تدرس من قبلها يستخدم نظرة عامة استراتيجية نظرة  
تقنيات جمع البيانات  
هي الاختبارات. ويستخدم الاختبار من أجل تحديد فهم القراءة النص السرد بالطلاب في الصف الثاني في  
المدرسة عالية الحكومية كمبارشوق تحليل بيانات باستخدام صيغة اختبار تمن أجل  
قيمة بين الطبقة التجريبية والطبقة سيطرة باستخدام  
الاجتماعية الإصدار. قيم التي تم الحصول عليها مقارنة مع الجدول عن طريق النظر في درجة  
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استنادا إلى تحليل البيانات، و إلى أن هناك تأثير كبير استخدام استراتيجية نظرة  
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أكبر من الجدول لسواء = المدرسة عالية الحكومية كمبارشوق. مع مراعاة تو  
هذا يعني أن رفض هو = =  
وهذا يشير إلى أن هناك اختلافات كبيرة بين فهم القراءة النص السرد بالطلاب الذين  
يتعلمون مع استراتيجية نظرة عامة  
أذكر، تعكس ومراجعة في الصف  
تدرس مع استراتيجية نظرة عامة  
الثاني في المدرسة عالية الحكومية كمبارشوق.

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Pekanbaru, April 21, 2014

The writer

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