Development of OCD (Offensive, Counter Attack, Defensive) Learning Strategies to Improve Understanding Reading Skills of 4th Grade Students

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Abstract: This research (R & D) uses a Four-D Model approach with the aim of developing OCD (Offensive, Counter Attack, Defensive) learning strategies to improve reading comprehension skills with exposition text material. 60 students were taken who were divided into control classes and experiments with homogeneous abilities. The nonequivalent control group desing test was used to determine the effectiveness of the OCD strategy to influence student learning outcomes by t test> t table = 6.76> 0.20017 and get 90.5% responses of students with very good categories. This shows that the OCD learning strategy can improve reading comprehension skills in exposition text material.

Keywords: development, strategy, OCD, reading comprehension, exposition text

INTRODUCTION

Reading comprehension is an inhibiting factor in the world of education, especially classical learning in high school elementary school. This fact is certainly a material consideration and reflection of each teacher in the teaching process. Sometimes students lack respect for reading activities and assume that reading is a simple process that only relies on the sense of sight and utterances. Such understanding is certainly contrary to the nature of reading comprehension. Because, in the process of reading a text, not only the eyes and utensils are functioned, but also the human mind (brain), as well as other tools found in individuals, such as prior knowledge related to text and understanding of vocabulary.

Reading is a complex process (Stern & Shalev, 2013, p. 432), and reading comprehension is a complex cognitive procedure, which ideally produces mental representation and coherence about certain content, namely the contents of one genre of comprehension text (Schmitz, Grasel, & Rothstein, 2017, p. 1117). The comprehension text itself is sometimes assessed directly and explored through questions (pre-read) and viewing or examining images of the text. Text that is used as a discipline tool in schools (Mason, Zaccoletti, Caretti, Scrimin, & Irene, 2018, p. 1) is exposition text. The main communicative purpose of the exposition text is "informing" so that the reader learns something (Kim & Clarania, 2017, p. 911). The exposition text will specifically be explored with knowledge of main ideas, explanatory sentences, difficult words, and discovering new knowledge using their own sentences. Because, according to Daley & Rawson (2018, p. 2) that students cannot memorize every word in detail from a genre of text. Hierarchically, the exposition text according to Herbert, Bohaty, & Lambert (2018, p. 2120) there are five exposition text structures, namely simple, comparable or contrasting descriptions, sequences, causes or consequences, and problems or solutions. Simplified by Montelongo & Herter (2010, p. 89) that exposition text is divided into four types, including problem-solution, comparative-contrast, cause-effect, and generalization.

Based on observations at SD Kemala Bhayangkari 9 that the fundamental problem that causes the objective of learning to read comprehension comprehensively is not yet fully understood is still conventional learning (teacher centered). This has an impact on students who are of moderate and low ability. Students with moderate and low ability have not and are not even actively involved in learning because the strategies implemented cannot yet demand the involvement of each student. The result of domination has a real impact on the learning outcomes of students with moderate and low abilities who have not been able to meet the standards of the Indonesian Language MSC (Minimum Standard of Completeness). For this reason, it needs to be evaluated to find strategic alternatives in minimizing the inability of students in reading comprehension learning.

The real phenomenon mentioned above can be overcome by developing learning strategies that can facilitate students in comprehending comprehensively one reading genre because it is one of the dimensions of the 2013 Curriculum demands, namely student activity in reading comprehension. According to Majid (2013, p. 4), learning strategies include the objectives of the activity, who is involved in the activities, the contents of the activities, the process of activities and the means of supporting activities. Rohman & Amri (2013, p. 29-30) classify strategies into four perspectives, namely direct, indirect, interactive, empirical, and independent learning strategies. The learning strategy implemented in learning to read the understanding of exposition texts in class IV students is called the OCD strategy. This strategy was adopted from the strategy of soccer (Futsal), namely offensive, counter attack, defensive. This OCD strategy is based on "activeness and collectivity" of students. It further emphasizes the role of students (student centered), while the teacher as a facilitator.

In this strategy, students will be divided into three groups with the initials O "offensive, C" counter attack ", and D" defensive ". Group D has a central role in answering all questions or objections proposed from groups O and C. Group O has a single role, namely asking, while group C has a dual role of asking and refutation. The three groups will be rolled following the referenced text changes (exposition text). Each group consists of high, medium and low ability students. The OCD strategy regulation requires each student to argue with a patterned strategy (low-ability students will answer first, after that are moderate-capable students, and high-ability students). So activeness and collectivity in learning are highly demanded and related to the Futsal match strategy system that a match will be successful if the structure of coordination between players is needed to minimize the tendency to centralize certain players or leaders (Travassos, Bourbousson, Esteves, Marcelio, Pacheco, & Davids , 2016, p. 99). The results of adoption of the Futsal strategy adapted into the learning steps, and implementation in learning reading comprehension are expected to be able to improve student learning outcomes in order to achieve MSC (Minimum standard of Completeness.

This study aims to describe the feasibility of OCD learning strategies to improve the reading comprehension skills of fourth grade students, describe the practicality of OCD learning strategies to improve reading comprehension skills of class IV students, and describe the effectiveness of OCD learning strategies to improve reading comprehension skills of fourth grade students.

METHOD

This research is R & D using the Four-D Model adapted from Thiagarajan (1974, p. 37). Based on the Four-D development model, this study was developed until the phase of dissemination or dissemination. A total of 60 students divided into two classes namely experiment and control were taken randomly. The data collection instruments used in this study were note-taking techniques, documentation, observation sheets, questionnaires, and learning outcomes tests in the form of 30 MCQs. The feasibility analysis of the OCD learning strategy is done with a validation sheet that uses a Likert Scale. Practical analysis of OCD learning strategies using teacher and student observation sheets, teacher and student response sheets. Analysis of the effectiveness of the OCD learning strategy can be seen from the student learning outcomes test. Test the learning outcomes through the following stages of processing, (1) test the validity of the expert (lecturer) and be tested on students using the Product Moment correlation formula; (2) the test of learning outcomes is tested for reliability using the Spearman Brown formula; (3) normality test with the formula Chi squared; (4) homogeneity test with variant formula; and (5) t-test using the Nonequivalent Control Group Design.

RESULT OF RESEARCH

The results of the feasibility test of the OCD learning strategy are obtained from the validation sheet. Validated components are learning tools, initial ability test questions (pre-test) and final ability test questions (post-test). Questionnaire for the feasibility of learning strategies is given during individual trials and small group trials. The results of the validation sheet from the validator are as follows:

Table 1.
Results of Validation

Validation Sheet	Percentage	Category
RPP of OCD Learning Strategy	75,16%	Revision
Pre-test	86,98%	Worth using without revision
Post-test	88,78%	Worth using without revision
Teacher and Student Activity Sheet	88,75%	Worth using without revision
Teacher and Student Respon Sheet	91,75%	Worth using without revision

Source: secondary data proceed, 2019

From the results of the validation sheet, it was stated that the OCD learning strategy, learning tools, initial ability test questions (pre-test) and final ability test questions (post-test) were suitable for use in learning. Related to the results sheet of the feasibility response instrument for the learning strategy can be seen in table 2 below:

Tabel 2.
Result of Feasibility Questionnaire Strategy

Trials	Total Of Students	Scores Obtained	%	Interpretations
Trial Limited	10	88	79,77	Very good with revisions

Scale Trial Size	30	478	95,16	Very good

Source: secondary data proceed, 2019

The results of the student response questionnaire stated that the appropriate OCD learning strategies matched the percentage of limited trials and large-scale trials.

The practicality of the OCD learning strategy can be seen from the results of the observation sheets of teacher and student activities, teacher and student response sheets filled in by two fourth grade teachers in elementary school. The results of the percentage of learning implementation in table 3 below.

Tabel 3.
Teacher Activity Observation

Observer		Total	Percentage	Information
O1	O1			
30	30	60	93,75	Very good

Source: Secondary data proceed, 2019

Based on the data above, it can be concluded that the results of observation of teacher activities using the OCD learning strategy are very good. Furthermore, student activities during learning can be seen in table 4 below.

Tabel 4.
Student Activity Observation

Observer		Total	Percentage	Information
O1	O1			
30	30	60	93,75	Very good

Source: secondary data proceed, 2019

In accordance with the table above, it can be concluded that student activities during the implementation of learning using the OCD learning strategy are categorized very well. For the results of practicality questionnaire learning strategies can be seen in table 5 below.

Tabel 5.
Results of Practicality Questionnaire OCD Learning Strategy

Respondents		Total	Information
1	2		
26	27	53	Very good
Percentage		94,6%	

Source: secondary data proceed, 2019

Table 5 shows that OCD learning strategies are very good or practical to use in learning activities.

The effectiveness of OCD learning strategies is known through test results (student learning outcomes). Before being used for research, the learning outcomes test questions are first validated to the expert (lecturer). After that, it was tested on 10 students and calculated using the product moment correlation formula, with the question criteria said to be valid if r count> r table, which is 0.514. The results of the validation test can be seen in the following table.

Tabel 6.
Result of Question Validation

Valid Questions	Invalid Questions
1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19 20,21,22,23,24,27,28,29, 32,33,34,	22,25,26,30,35

Source: secondary data proceed, 2019

Of the 35 questions, there are 5 questions that are not valid so that 30 questions are taken to be used as learning outcomes test instruments. After testing the validity, reliability testing is done using the Spearman Brown formula. The calculation results obtained by the reliability of questions is 0.876. Referring to the interpretation of reliability according to Guilford, the test can be concluded to have very high reliability.

The question of validity and reliability will be used for the pre-test and post-test questions in the experimental class during the field trials. The results of the pre-test and post-test will be tested by t-test to determine the effectiveness of the OCD learning strategy. However, before being tested with a t-test, the results of the pre-test and post-test first pass the normality test using the chi-square formula. The results of the pre-test and post-test normality test can be seen in table 7 below.

Tabel 7.
Normality Test

Normality Test	X count	X table	Information
Eksperimental Post-test	0,23333	0.242	Distributed data normal
Control Post-test	0.2	0.242	Distributed data normal
Eksperimental Post-test	0.13333	0.242	Distributed data normal
Control Post-test	0.13333	0.242	Distributed data normal

Source: secondary data proceed, 2019

The next step after the normality test is to conduct a homogeneity test to find out whether the two classes are homogeneous or not. The homogeneity test is carried out using the variance formula. The sample is said to be homogeneous if the value of Fh <Ft, with Ft of 1.861. The following are the homogeneity test results of the pre-test and post-test.

Tabel 8.
Homogenity Test

Homogenity Test	F count	F table	Information
Pre-test	1,091770	1,861	Homogenous
Post-test	1,360311	1,861	Homogenous

Sumber: data sekunder diolah, 2019

After it is known and proven that the distribution of the data of the two classes is normal and homogeneous, then a t-test with the criteria used is carried out Ho is accepted if tcount <t table. The t-test is carried out using the following formula (Arikunto, 2010, p. 349):

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^{\,2}}{n_1} + \frac{S_2^{\,2}}{n_2}}}$$

Based on the results of the calculation above, it was found that student learning outcomes after learning were 6.76. This can be interpreted that $6.76 \geq 0.20017$, it can be concluded that Ho is rejected and Ha is accepted. Thus there can be a significant difference between the learning outcomes of the experimental class students and the control class.

DISCUSSION

Feasibility of learning strategies based on the results of validation to learning device experts and elementary school teachers. The development of OCD learning strategies to improve comprehension reading skills is categorized very well. After going through the validation stage and being declared fit for use, the OCD learning strategy can be continued in the next stage, namely limited trials and wide-scale trials. In addition to validating the OCD learning strategy, validation of the learning device was also carried out, initial ability test questions (pre-test), and final ability test (post-test). The overall results of the validation indicate that the learning device, the initial ability test questions (pre-test), and the final ability test (post-test) questions are

appropriate to use. Based on the results of the feasibility analysis, the appropriate OCD learning strategy is used to increase the reading comprehension skills of fourth grade students.

The practicality of the OCD learning strategy can be seen from the results of the teacher activity observation sheet with a score of 93.75%, the observation sheet of student activity with a score of 93.75% very good category, and the practicality questionnaire of the OCD learning strategy filled by two grade IV teachers. 94.6% with a very good category.

The effectiveness of the learning strategy is based on the pre-test and post-test questions for the experimental and control classes in the field test, namely class IV SD Kemala Bhayangkari 9. Class IV B as the control class, while class IV A as the experimental class. Field trials were carried out using nonequivalent control group design techniques. To find out the effectiveness of the OCD learning strategy was calculated using the t-test. Based on the t-test that has been done, the results are 6.76. With t table for df 58 is 0.20017. From these results it can be interpreted that $6.76 \geq 0.20017$, then H_0 rejected and H_a accepted. Thus it can be concluded that there are significant differences between the learning outcomes of the experimental class students and the control class. So, learning uses effective OCD learning strategies to improve student learning outcomes. This is evidenced by the significant difference in learning outcomes between the experimental class and the control class.

CONCLUSION

Based on the results of the research and discussion the results of the study can be summarized as follows: (1) feasible OCD learning strategies are used to improve reading skills in understanding the exposition text of class IV students by referring to the results of the validation and strategy feasibility questionnaire stating that the OCD learning strategy is feasible. (2) The OCD learning strategy is used to improve reading skills in understanding the exposition text of fourth grade students. It can be seen from the calculation of the percentage of observation of teacher activities, student activities, and practicality questionnaires of learning strategies that are in a very good category. (3) Effective OCD learning strategy is used to improve reading skills in understanding the exposition text of class IV students based on the results of the t-test, where the value of t count> t table, which is 2.565> 2.093, or in other words Ho is rejected and Ha is accepted. So it can be concluded that learning uses an effective OCD learning strategy to improve student learning outcomes because there are significant differences in learning outcomes between the experimental class and the control class.

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