

# The Effectiveness of the OH RATS (Overview, Headings, Read, Answer, Test Study) Strategy in Learning to Write Journal Notes

Dian Fatmawati<sup>1</sup>, Kastam Syamsi<sup>2</sup>

<sup>1</sup>Graduate Student, Yogyakarta State University, Indonesia

<sup>2</sup>Lecturer of Yogyakarta State University, Indonesia

Corresponding Author: Dian Fatmawati

DOI: <https://doi.org/10.52403/ijrr.20221019>

## ABSTRACT

This study aims to determine the effectiveness of the OH RATS strategy in learning to write journal notes. This type of research is a quasi-experimental design with a pretest-posttest control group design. The population of this study was 252 students of class X SMA N 9 Yogyakarta. Determination of the sample is done by random sampling technique. Based on the determination obtained class X MIPA 2 as the experimental group and class X MIPA 4 as the control group. Data collection is done through tests. The validity of the instrument is the content validity which is consulted to the expert. The data analysis technique used is the t test for normality and homogeneity. The results showed that the OH RATS strategy was more effective than the conventional strategy in learning to write journal notes. This is evidenced by the t-test with a t-value of 2.996 and significant with p ( $p < 0.05$ ). Based on these results, the OH RATS strategy is effective in learning to write journal notes.

**Keywords:** Effectiveness, strategy, notes, OH RATS, writing.

## INTRODUCTION

### Background of Study

Indonesian language learning needs serious attention because it is the basic capital for the learning and development of Indonesian children. One of these learning includes the ability to read. Nurgiyantoro (2017:391) argues that reading is a person's mental

activity in understanding the writing system, especially regarding letters and spelling as a form of speech from other parties. In addition, activities that consider the purpose of cognitive activity or called reading, which aims to communicate thoughts across time and space (Willingham, 2017:21).

Students' reading ability needs to be supported by familiarizing students with literacy, namely exploring knowledge by reading books. This is as expressed by Duffy (2009:3) that the main thing to achieve success in learning to read is to inspire students to become readers, as well as to develop students who are accustomed to reading. The principle is to build students' understanding of reading through students' experiences with reading.

Similar to reading, writing skills must also be possessed by students. Lenz (2014), suggests that reading comprehension involves the reader, the writer, and the decoding of the author's work to build an approximate understanding of the author's message associated with background knowledge. Thus, reading comprehension is constructing meaning from the text (<http://www.specialconnections.ku.edu>).

Therefore, readers and writers can influence reading comprehension ability. In addition, the success of a student's reading can be seen if the meaning captured by the student is in accordance with the results of the author's interpretation. This gives students

the opportunity to further explore reading comprehension in the text. Students can start by making simple questions (hypotheses) before doing reading comprehension activities. Subadiyono (2014:7) states that questions can be used to reveal the level of reading comprehension ability.

Armstrong (2015:9) also states that there is an attachment between reading and writing, namely reading is not worth a penny without understanding and conversely understanding written texts is impossible without reading. That means reading is not just understanding the reading without meaning, but it is necessary to include both to know the purpose of the reading. This is done to develop one's reading skills. In addition, someone who is skilled in reading activities will more easily understand written texts and will become a more creative person.

Ghazali (2013:205) suggests that a person's writing ability cannot be separated from the influence of reading. Reading by writing, both are seen as a reciprocal relationship. This is due to reading as a result of the implementation of various literatures which are the basis for student learning success in schools. In addition, (Diyanni & Borst, 2017:3) suggests that students need to be active, active, and critical readers in order to have basic skills for successful learning at every school level and academic success. Thus, students are required to be able to communicate the knowledge they have.

In this regard, a new innovation is needed in learning to write journal notes in the classroom. Teachers must be able to build motivation for students by creating a conducive learning atmosphere.

Currently, many learning strategies have been developed in the world of education. The strategy developed is expected to be an alternative to assist students in writing journal notes, one alternative is the OH RATS strategy. The OH RATS strategy assumes that learning will be effective by paying attention to reading comprehension techniques and exploring students' potential.

Students must be able to learn optimally by using notebooks. Note books as a medium for students who are learning to write journal notes well based on what they read. Learning is focused on providing a hands-on and enjoyable learning experience. This is done by pre-reading activities (overview), learning to make hypotheses (headings), reading comprehension activities (read), writing journal notes by selecting relevant information (answer), and making corrections/review activities (test study). A teacher must also be able to collaborate the six components in teaching.

Based on the explanation, it can be concluded that the OH RATS strategy can be applied in learning to write journal notes. This strategy utilizes students' reading comprehension techniques. Thus, the OH RATS strategy is very important to be applied in learning to write journal notes.

## **LITERATURE REVIEW**

### **Reading Comprehension**

Nurhadi (2016:2) argues that an understanding of the contents of the reading as a whole can be done by reading activities. This is done because in reading activities a person needs to include critical thinking skills, so that what has been read with what has been critically thought is synchronized. The same thing was expressed by Perfetti & Stafura (2014:24), suggesting that a high-level cognitive process is reading comprehension. Thus, the benefit of reading activities carried out critically is that a reader can know the contents and objectives of the reading as a whole.

Reading as a language skill of course requires a process in understanding the concept of reading. Abidin, Mulyati, & Yunansah (2018:165) state that reading activities are carried out by starting to build meaning, utilizing the information in everyday life, and linking the information with the reader's experience. Submission of information in writing to students as a result of processing information related to life, so that students are more interested in understanding the contents of the reading.

Dalman (2014:5) suggests that reading is not just a cognitive process, but involves understanding and interpreting meaningful symbols/signs/writing. Nunan (2003:68) suggests that reading is characterized as a process to create meaning that involves two elements, namely information from the text and background knowledge of the reader. Somadayo (2011:10); Ruddell (2005:89) states that the reader already has the knowledge and experience associated with the content of the reading as a process of acquiring meaning.

Lehr (2013) suggests that the quality of reading material (text) is one of the difficulties in reading comprehension. Reading as basic capital related to literature. The literature that students need must be current, related to the social context, and of course become more interesting when read. In addition, everyone needs to combine reading activities with critical thinking. Smith (2003:27) also expresses the same thing, namely reading comprehension is a thinking process. In addition, a creative process will be created, if the teacher and students establish good cooperation with each other, so that the quality of reading skills can be well influenced.

Reading comprehension activities are carried out by interpreting reading in a complex way. Kandeou, Master & Christ (2016:63) suggest that reading comprehension activities are the most complex activities in understanding meaning, both implicitly and explicitly.

### **OH RATS Strategy**

Duffy (2009:13,19) states that strategy as a plan or an important part of understanding. The OH RATS strategy highlights five important elements as reading competence sharpening, namely (1) prereading, (2) hypotheses, (3) reading comprehension, (4) writing journal notes by selecting relevant information, and (5) reviewing notes.

The following are the steps of the OH RATS strategy developed by Berrent (1984:448-550), among others.

Steps to read the survey (pre-reading). The initial stage is the stage of reading the survey (pre-reading). Reading a survey is reading the parts that are considered important in an article and done quickly to get an overview of the writing. In this stage, students need to establish a mindset by making initial observations of the text to be read, including: reading the title of the text, seeing the illustration, and reading the introduction in the text to strengthen the mindset.

The second stage is the hypothesis stage. Each student must make five questions based on prior knowledge and write them in a note journal. There are five steps in journaling notes. (1) Students prepare Indonesian language notebooks. (2) Students open one blank page. (3) Write the chapter title and page number at the top. (4) Fold or line the notebook page in half lengthwise. (5) On the left side of the fold, write the title of the text to be read and write the question below it. By asking themselves one or two simple questions, students focus on reading for specific information.

The third stage is the stage of reading comprehension. At this stage students read the text part by part. At the same time, look for the main idea in each paragraph as well as look for answers to the hypotheses that have been made. This is done, because students are now reading for a purpose. The goal has been determined by the title and one or two questions asked. Thus they think about what they read.

The fourth stage is the stage of selecting relevant information. Students write the main information and continue to write answers. Students write it down in their journal notes. Continue by looking at steps 1, 2, 3 until the chapter is complete. This is done, because note-taking activities force students to think about what they have just read. They need to sort and select the information that is considered relevant and important for the topic. Journaling notes strengthens their thinking. So far, they have gone through the process of Read (Overview step), Think (Headings step),

Read (Read step), and Think (Answer step). Comprehension and retention will increase as they interact with the material.

The fifth stage is the stage of reviewing notes. At this stage students reread notes and make corrections. Correction is done by adding important information (if any) and eliminating incorrect or inappropriate questions (if any). After that, students are asked to test understanding that can be done individually or in groups. This is done, because the activity of editing notes allows students once again to interact and think about the information that has been read and needs to be studied. It also forces them to choose the information they think is important. Self-testing and learning are simplified because by using the folded page technique, they really determine if they understand and what they remember. This will allow them to determine how much they have retained and specifically which areas still need to be studied. They will be able to test what they can remember and thus be able to monitor their own study time and effort.

Suggestions during teaching, namely: (1) Teach each step or group of steps as their own unit. Then teach the whole OH RATS. (2) Let students practice each step separately and then in combination. (3) Students have found and selected relevant information and limited their notes to one of the most difficult tasks. Help them by modeling it several times with the selected text. (4) After learning, students should modify it according to their own needs. (5) The teacher may need to remind them to do this. The OH RATS strategy is an excellent

tool for many subjects, not all subjects, so students need to know this.

## MATERIALS & METHODS

This research uses a quantitative approach with the type of experimental research, namely quasi-experimental. The design used is a pretest-posttest control group design. There were two groups that were chosen randomly, namely the experimental group and the control group. Each group was given a pretest and posttest. The experimental group was treated using the OH RATS strategy, but not the control group. The population in this study were all students of class X SMA 9 Yogyakarta, totaling 252 students. The sample is 72 students.

Data was collected by using multiple choice test method. The research instrument used was a multiple choice test assessment sheet. The instrument used in this study must meet the requirements to be said to be a proper instrument. Eligible instruments must be valid. The validity used is content validity or using expert opinion. Furthermore, the data analysis technique was carried out by using the t-test by taking into account the conditions for normality and homogeneity.

## RESULT

This study aims to examine the effectiveness of the OH RATS strategy in learning to write journal notes. The data in this study were obtained from the pretest and posttest scores, both experimental and control groups. Data calculation was carried out with the help of SPSS 21.00 computer program. The following is a description of the research results.

Table 1. Comparison of Data Pretest and Posttest

Data	Pretest		Posttest	
	Experimental group	Control group	Experimental group	Control group
N	36	36	36	36
Highest Score	87	80	100	93
Lowest Score	33	27	47	33
Mean	64.83	57.56	75.47	66.47

From table 1, it can be seen that there was an increase in the average score of 10.64 in the experimental group and 8.91 in the

control group. The difference in the mean score between the two groups was 1.73.

Then the data was tested for normality. The summary of the results of the normality test for the data distribution of the experimental

group and the control group is presented in the following table.

**Table 2. Summary of Normality Test Results Data Pretest and Posttest**

Data	N	Level of Significance	Sig (2-tailed)	Criteria Description
Pretest Experimental	36	5%	0.200	p>0.05 sig 0.200>0.05: Normal
Posttest Experimental	36	5%	0.200	p>0.05 sig 0.200>0.05: Normal
Pretest Control	36	5%	0.200	p>0.05 sig 0.200>0.05: Normal
Posttest Control	36	5%	0.114	p>0.05 sig 0.114>0.05: Normal

Viewed from table 2, it is known that the value of sig (2-tailed) of the pretest and posttest data of the experimental group and the control group is greater than 0.05. Thus, it can be said that the data has a normal

distribution. The data were eligible for analysis.

Furthermore, the data were tested for homogeneity. A summary of the homogeneity test results is presented in the following table.

**Table 3. Summary of Homogeneity Test Results Data Pretest and Posttest**

Data	Levene statistics	df1	df2	sig (2-tailed)	Description
Student learning outcomes					
Based on Mean	0.119	1	70	0.731	sig 0.731>0.05: Homogen
Based on Median	0.139	1	70	0.710	sig 0.710>0.05: Homogen
Based on Median and with adjusted df	0.139	1	69.87	0.710	sig 0.710>0.05: Homogen
Based on trimmed mean	0.105	1	70	0.746	sig 0.746>0.05: Homogen

Viewed from table 3, it is known that the value of sig (2-tailed) of the pretest and posttest data of the experimental group and the control group is greater than 0.05. Thus, it can be said that HO is accepted. That is, the scores of these variables are not different variants.

The t-test of the pretest data between the experimental group and the control group was conducted to determine the initial ability of the two groups. Meanwhile, the posttest t-test data was conducted to determine the final ability of the two groups. The summary of the results of the t-test data is presented in the following table.

Furthermore, data analysis was carried out to test the research hypotheses using tests.

**Table 4. Summary of Results T-test Data Pretest and Posttest Experimental Group and Control Group**

Data	t	df	Sig (2-tailed)	Description
Pretest and Posttest Experimental group	-5.273	35	0.000	sig 0.000<0.05: Significant
Pretest and Posttest Control group	-4.860	35	0.000	sig 0.000<0.05: Significant

Table 4 for the experimental group shows t of -5.273 and is significant with p (p<0.05). Thus, the results of the t-test indicate that there are differences in the results of the pretest and posttest. Meanwhile, the control group showed t of -4,860 and was

significant with p (p<0.05). Thus, the results of the t-test indicate that there are differences in the results of the pretest and posttest. That is, the null hypothesis (H<sub>0</sub>) is rejected and vice versa H<sub>a</sub> is accepted.

**Table 5. Summary of Results T-test Data Posttest Experimental Group and Control Group**

Data	t	df	Sig (2-tailed)	Description
Posttest Experiment Group and Control Group	2.996	70	0.004	Sig<0.05 0.004<0.05: significant

Table 5 shows t as 2,996 and significant with p (p<0.05). Thus, the results of the t-test indicate that there is a significant

difference in posttest results between the experimental group and the control group.

## DISCUSSION

The effect of the OH RATS strategy in learning to write journal entries can be seen from the results of the t test which shows the t count value of 2,996 and is significant with p ( $p < 0.05$ ). The results of the t test showed that there was a significant difference between the experimental group and the control group. The OH RATS strategy has an influence on reading comprehension skills because students can build their understanding of knowledge that relates new information to old information, through reading comprehension and presenting it in student journal writing.

The steps of the OH RATS strategy consist of the stage of reading the survey (pre-reading), the stage of making a hypothesis, the stage of reading comprehension, the stage of selecting relevant information, and the stage of reviewing notes. This strategy is able to help students improve their reading comprehension skills by utilizing student journals.

### Survey Reading Stage (Pre-reading)

This stage can help students with low interest and motivation to actively participate in learning. Students need to set a mindset by making initial observations of the text to be read, including: reading the title of the text, knowing the learning objectives in each chapter, reading the material, and doing assignments at the end of the early stages to strengthen the mindset. In this activity, the teacher tries to motivate students to be interested in learning.

### Hypothesis Making Stage

The stages of making a hypothesis in the OH RATS strategy can help students explore their journal notes. In this activity, students were not only given a text, but were also asked to make five questions based on their prior knowledge and write them down in journal notes. There are five steps in writing in a journal of notes. (1) Students prepare Indonesian language notebooks. (2) Students open one blank page. (3) Write the chapter title and page number at the top. (4) Fold or line the

notebook page in half lengthwise. (5) On the left side of the fold, write the title of the text to be read and write the question below it. It aims to explore students' understanding of the contents of the reading text by writing in journal notes.

### Reading Comprehension Stage

Reading comprehension activities can help students explore understanding the content of reading texts. In this activity, students read the text part by part. At the same time, students look for the main idea in each paragraph as well as the answers to the questions that have been made.

### Stage of Selecting Relevant Information

In this activity, students are asked to write down the main information and continue to write answers. Students write it down in their journal notes.

### Note Review Stage

Reviewing notes can exercise self-esteem and foster a critical attitude of students. At this stage students reread notes and make corrections. Correction is done by adding important information (if any) and eliminating incorrect or inappropriate questions (if any). After that, students are asked to test understanding that can be done individually or in groups. In this activity, students present the results of their work and other students give opinions about the results of the summary submitted. This stimulates students to express their opinions democratically regarding understanding the content of the text. In addition, the teacher also provides feedback and conclusions related to activities and learning materials.

The results of this study are in line with the research of Nourdad & Asghari (2017: 267-273) entitled "The Effect of Reflective Reading on Reading Comprehension of Iranian EFL Learners", which states that through journal notes, students can write down their thoughts and understanding, so that writing makes the process of writing down learning easier and helps the integration of new knowledge. Writing in student journals makes students think,

revise, clarify, and modify their ideas.

## CONCLUSION

The OH RATS strategy is effective in learning to write journal notes. This is evidenced by the t test obtained t count of 2,996 and significant with p (p <0.05). Based on these results, the OH RATS strategy is more effective than the conventional model in learning to write journal notes.

**Source of Funding:** None

## REFERENCES

1. Abidin, Y., Mulyati, T., & Yunansah, H. (2018). *Pembelajaran Literasi: Strategi Meningkatkan Kemampuan Literasi Matematika, Sains, Membaca, dan Menulis*. Jakarta: Bumi Aksara.
2. Armstrong, T. (2015). *The Multiple Intelligences of Reading and Writing Making the Word Come Alive*. USA: ASCD.
3. Berrent, H. I. (1984). OH RATS: A Note-Taking Technique. *Journal of Reading*, 27(6), 548-550. <https://www.jstor.org/stable/40029376>
4. Dalman. (2014). *Keterampilan Membaca*. Jakarta: Raja Grafindo.
5. Duffy, G. G. (2009). *Explaining Reading A Resource for Teaching Concepts, Skills, and Strategies Second Edition*. New York London: The Guilford Press.
6. Ghazali, S. (2013). *Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif-Interaktif*. Bandung: Refika Aditama.
7. <http://www.specialconnections.ku.edu>
8. Kandeou, P., Master, K., & Christ, T.J. (2016). Reading comprehension: core components and processes. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 62-69. <http://doi.org/10.1177/2372732215624707>
9. Lehr, K. (2013). *Instruction reading comprehension*. [http://www.specialconnections.ku.edu/?q=instruction/reading\\_comprehension](http://www.specialconnections.ku.edu/?q=instruction/reading_comprehension).
10. Lenz, K. (2014). *Reading comprehension*. [http://www.specialconnections.ku.edu/?q=instruction/reading\\_comprehension](http://www.specialconnections.ku.edu/?q=instruction/reading_comprehension)
11. Nourdad, N., & Asghari, R. (2017). The Effect of Reflective Reading on Reading Comprehension of Iranian EFL Learners. *International Journal of Applied Linguistics & English Literature*, 6(6), 267-273. <http://dx.doi.org/10.7575/aiac.ijalel.v.6n.6p.267>
12. Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw Hill.
13. Nurgiyantoro, B. (2017). *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE.
14. Nurhadi. (2016). *Teknik Membaca*. Jakarta: Bumi Aksara.
15. Perfetti, C. & J. Stafura. (2014). Word knowledge in a theory of reading comprehension. *Scientific Studies of Reading*, 18(1), 22-37, <http://doi.org/10.1080/10888438.2013.827687>.
16. Ruddell, M. R. (2005). *Teaching Content Reading and Writing*. USA: John Wiley & sons, Inc.
17. Smith, F. (2003). *Understanding reading: a psycholinguistic analysis of reading and learning to read 6th*. Hillsdale New Jersey: LEA.
18. Somadayo, S. (2011). *Strategi dan Teknik Pembelajaran Membaca*. Yogyakarta: Graha Ilmu.
19. Subadiyono. (2014). *Pembelajaran Membaca*. Palembang: Noer Fikri Offset.
20. Wiley, J., & Sons, I. (2017). *Critical Reading Across the Curriculum: Humanities Volume 1*. Diyanni, R., and Borst, A. (Ed.). West Sussex: Wiley Blackmell.
21. Willingham, D. T. (2017). *The Reading Mind A Cognitive Approach to Understanding How the Mind Reads*. San Francisco: Jossey-Bass.

How to cite this article: Dian Fatmawati, Kastam Syamsi. The Effectiveness of the OH RATS (overview, headings, read, answer, test study) strategy in learning to write journal notes. *International Journal of Research and Review*. 2022; 9(10): 173-179. DOI: <https://doi.org/10.52403/ijrr.20221019>

\*\*\*\*\*