



The Effect of the OK5R Method on the Critical Reading Skills of Fifth-Grade Elementary School Students

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ABSTRACT

This study was motivated by the low critical reading skills of fifth-grade elementary school students, which directly impacts their lack of deep understanding regarding various reading texts. The study aims to describe in depth and analyze the effect of implementing the OK5R learning method (Overview, Key Ideas, Read, Record, Recite, Review, Reflect) on improving students' critical reading skills. A pre-experimental method with a One-Group Pretest-Posttest design was employed. The research subjects consisted of 22 fifth-grade students from SD Islam As-Shofa Pekanbaru during the 2025/2026 academic year. Data collection involved a short-essay test specifically designed to measure six key indicators of critical reading skills: identifying important information, analyzing text content, interpreting meaning, drawing conclusions, evaluating text content, and reflecting on the text content as a whole. Descriptive statistical analysis results showed an increase in the class average score from 37.73 in the pretest to 44.41 in the posttest. The Shapiro-Wilk normality test confirmed that the research data were normally distributed, with significance values of 0.377 for the pretest and 0.161 for the posttest. Furthermore, hypothesis testing using the Paired Sample t-Test yielded a significance value of 0.000 (< 0.05), demonstrating that the alternative hypothesis was accepted. Although the N-Gain test resulted in an average score of 0.1095—classified as low—it can be concluded overall that the OK5R method still exerted a positive and significant influence on the critical reading skills of fifth-grade students at SD Islam As-Shofa Pekanbaru.

Keyword : OK5R method, critical reading skills, elementary school students

INTRODUCTION

Reading is one of the four language skills, alongside listening, speaking, and writing. Developing students who are proficient in language skills is a primary goal of Indonesian language instruction at the elementary school level (Mubin & Aryanto, 2023). Language proficiency encompasses several aspects, one of which is reading ability. Reading can be understood as an individual's capacity to comprehend the content of written material—whether it be instructions, informational texts, or literary works (Linggasari & Rochaendi, 2022). Reading ability also serves as a crucial asset for students to broaden and deepen their knowledge through various sources (Darmawanti et al.,

2024). Furthermore, achieving proficiency in reading is considered a valuable milestone in a person's life (Aqmarani et al., 2022).

Evidence indicates that reading proficiency levels in Indonesia—specifically reading comprehension—are low compared to other nations (Jasmine et al., 2024). PISA results show Indonesia with an overall score of 371, placing it third lowest in reading ability (Sadli & Saadati, 2019). Yati et al. (2021) outline several common challenges elementary students face regarding reading comprehension, such as the inability to answer questions comprehensively, difficulty interpreting word meanings within the text, an inability to identify the main

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idea of ??each paragraph, and difficulty retelling the text in their own words.

Critical reading, a component of reading comprehension, is defined by Harianto (2020) as a reading activity that requires the reader to simultaneously understand and grasp the message conveyed by the text. Ambarita et al. (2021) add that this skill is essential for students not only to sharpen their thinking and enrich their vocabulary but also to enable them to evaluate the content of what they read. Teachers can employ various strategies to enhance students' reading skills, one of which is the use of diverse instructional methods. One such option is the OK5R method (Overview, Key Ideas, Read, Record, Recite, Review, Reflect). This method utilizes a constructivist approach that encourages students to build their own understanding through structured stages (Saragih et al., 2020). The OK5R method is considered suitable for reading instruction because it employs systematic strategies and encompasses a variety of activities that help students comprehend texts more comprehensively (Nasrul et al., 2020).

Previous studies on the implementation of the OK5R method in Indonesian language instruction at the elementary school level generally conclude that there is an improvement in students' reading abilities; however, the majority of these studies focus on general learning outcomes across various text types and predominantly utilize classroom action research or instructional material development approaches. This study differs from previous research by specifically focusing on critical reading and employing a quantitative approach using a pretest-posttest design.

This study is titled "The Effect of the OK5R Method (Overview, Key Ideas, Read, Record, Recite, Reflect, Review) on the Critical Reading Skills of Fifth-Grade Elementary School Students in Pekanbaru City." The research question addressed is whether the use of the OK5R method affects the critical reading skills of fifth-grade students at SD Islam As-Shofa Pekanbaru. The study aims to describe the impact of the OK5R method on the critical reading skills of these students.

Theoretically, the research is expected to contribute insights into the use of distinct instructional methods regarding critical reading skills. Practically, the findings may serve as:

- a. Learning material for university students, teachers, and the general public to focus attention on students' reading instruction.
- b. A reference for other researchers conducting similar studies in the future.

LITERATUTURE REVIEW

1. Instructional Methods

Etymologically, the *Kamus Besar Bahasa Indonesia* (Great Dictionary of the Indonesian Language) defines a method as a systematic step taken to facilitate the execution of an endeavor so that desired results are achieved. HK et al. (2024) define an instructional method as the means by which educators deliver material, which simultaneously serves as the way learners receive the lesson during the learning process. Muharam et al. (2022) view instructional methods as systematic and organized tools utilized by educators to introduce variety into learning in order to achieve instructional goals; such variety is considered crucial for creating an enjoyable classroom atmosphere that optimizes the learning process, while also enabling educators to assess the success level of the learning activities conducted. Meanwhile, Julita & Sofino (2022) argue that an instructional method is a distinctive pattern for implementing an instructional design—utilizing various techniques, principles, and resources to optimally achieve learning objectives—which can be adapted to actual conditions in the field as instruction takes place. Based on these perspectives, a learning method can be defined as a means—taking the form of steps or patterns—utilized by educators to conduct learning activities and convey material to students in accordance with learning needs.

2. The OK5R Method

Mardhiyah et al. (2019) define the OK5R method as a reading method composed of a series



of steps aimed at fostering independent comprehension. This method is an evolution of the OK4R method introduced by Walter Pauk (cited in Kesselman-Turkel & Peterson, 2003), which comprises the stages of overview, key ideas, read, recite, reflect, and review (Yuliana & Rodiyana, 2020). The distinction of the OK5R method lies in the addition of a single stage—record—inserted after the key ideas stage. Drawing on Trianto (Saragih et al., 2020), the seven stages of OK5R are described in the following table.

Table 1
Steps of the OK5R Method

Step	Step	Explanation
<i>Overview</i>	Overview	Students skim the text to gain a broad overview of its content.
<i>Key Ideas</i>	Key Ideas	Students read and then identify the main ideas or thoughts.
<i>Read</i>	Read	Students read the text in greater depth.
<i>Record</i>	Record	Students note down important points.
<i>Recite</i>	Recite	Students recall the content of the text.
<i>Review</i>	Review	Students retell the content of the text in their own words and compare it with the original text.
<i>Reflect</i>	Reflect	Students contemplate what they have read, enabling them to connect the subtopics within the text

The seven OK5R stages outlined above are further categorized into three major phases. The first is the pre-reading phase—specifically the overview—conducted to gain a quick grasp of the reading's general outline and to serve as a warm-up for fully comprehending the text. The second

is the during-reading phase, comprising key ideas (students read to identify keywords or main points), read (students read the entire text to locate important information), and record (students jot down key notes or underline significant sections). The third is the post-reading phase, which includes recite (students articulate their understanding without looking back at the text), review (students reread the text to verify the accuracy of what was recited against the original), and reflect (students contemplate the core ideas they have gathered).

The OK5R method aims to foster student learning autonomy through the processes of planning, monitoring, and evaluating each stage (Mardhiyah et al., 2019); it also helps train student concentration, improves long-term retention of the reading's essence, and facilitates the understanding of new terms (Lestari, 2020). The note-taking involved in the process assists students in grasping new terms encountered in the text, enabling them to connect new information with existing knowledge and achieve a deeper, more meaningful understanding.

Furthermore, Ramadhanti (2021) details the advantages of the OK5R method as follows:

- It encompasses various activities that enable students to better master the reading material.
- It aids in a comprehensive understanding of the text's content through the creation of key notes.
- It fosters longer retention of the material due to the extensive steps involved, particularly during the reflect stage.
- It cultivates students' critical thinking skills.
- It helps students deepen their understanding of the material contained in the text.

Aiman (2021) expressed a similar view, stating that the advantages of the OK5R method make the reading process more effective, efficient, and organized, while also enabling students to comprehend the material more easily and retain information better.

On the other hand, Yati et al. (2021) identified several limitations of the OK5R method, namely:

- a. It is difficult to implement with lower-grade students due to the extensive number of steps involved.
- b. Students who are reluctant to take notes will face difficulties, as the method requires them to record key points from the text.
- c. Students who are disinclined to read or think deeply may struggle to find the process manageable, as it demands a high level of focus.
- d. Students who tend to be reserved or quiet may find it challenging to articulate the results of their reading.
- e. Students unaccustomed to lengthy reading procedures will likely experience difficulties using this method.
- f. The activities within this method rely fundamentally on student independence; therefore, successful implementation must be tailored to the specific characteristics of the learners.

3. Critical Reading

Critical reading is a crucial ability for deeply understanding a text while simultaneously honing a reader's analytical and evaluative skills; it involves higher-order thinking processes—specifically analyzing, evaluating, and responding to the ideas encountered (A'isyah et al., 2025). This ability falls under Higher-Order Thinking Skills (HOTS), which are essential to develop in 21st-century education, as they train students to think logically, analytically, and reflectively when processing information from the texts they read (Khofsoh et al., 2026; Lengo et al., 2026).

Various experts have proposed different indicators for critical reading ability. Nurhadi formulated five indicators: the ability to interpret meaning, apply concepts from the text, analyze the text, synthesize the text, and evaluate the text (Aprillia

& Okaviarini, 2024). In contrast, Gusnetti et al. (2024) argue that critical reading indicators include the ability to formulate and answer questions, analyze character traits, draw conclusions, and identify the unique qualities of the text. Meanwhile, Khasanah et al. (2025) suggest that aspects of critical reading can be measured through the ability to identify information, analyze cause-and-effect relationships, construct event chronologies, infer moral messages, interpret values, and reflect on the text's message in the context of daily life. In addition to these views, Sultan (2018) outlines critical reading skills based on Facione's (1990) cognitive levels of critical thinking, categorizing them into six hierarchical skill levels: interpreting, analyzing, inferring (including drawing conclusions), evaluating, explaining, and self-regulating—each comprising specific sub-skills and indicators.

Based on the explanations provided by these experts, it can be concluded that critical reading indicators essentially center on the ability to comprehend, analyze, interpret, draw conclusions from, evaluate, and reflect upon the content of a text, although the specific formulations and emphases vary among the experts. This study adopts the critical thinking skill indicator framework proposed by Sultan (2018) as a reference for developing the assessment instrument, with details presented in below:

- 1) Identifying key information
- 2) Analyzing the text's content
- 3) Interpreting meaning
- 4) Drawing conclusions
- 5) Evaluating the text's content
- 5) Reflecting on the reading

Conceptually, each stage of the OK5R method is closely linked to critical reading indicators: the Overview and Key Ideas stages help students identify main ideas; the Read and Record stages train information analysis; the Recite stage reinforces conceptual understanding; the Reflect stage develops critical thinking skills through the evaluation of text content; and the Review stage helps stu-



dents revisit their overall understanding. Thus, the application of the OK5R method is expected to have a positive impact on the critical reading skills of fifth-grade elementary school students.

4. Conceptual Framework

This study was conducted to determine the effect of the OK5R method on the critical reading skills of fifth-grade students, motivated by the fact that many fifth-grade elementary students have not yet adequately met critical reading standards. The research process began with identifying the problem—specifically, the low critical reading skills of fifth-grade students—followed by a pre-test to assess their initial abilities. Subsequently, an intervention involving instruction using the OK5R method was implemented, followed by a post-test to measure students' critical reading skills after using the method. The pre-test and post-test data were then analyzed by comparing the results, yielding findings that served as the basis for drawing conclusions regarding the impact of the OK5R method on students' critical reading skills.

5. Relevant Research

This study draws upon several previously published studies of a similar nature. In their research, Mardhiyah et al. (2019) concluded that the use of the OK5R method could improve students' reading comprehension skills, although the results were also influenced by other factors—specifically, that some students were already somewhat familiar with the OK5R steps prior to the study. Septiana and Frasandy (2024) concluded in their study that the experimental class showed improvement following the implementation of the OK5R method. Similarly, Yati et al. (2021) concluded that the OK5R method effectively enhances students' reading comprehension skills. Unlike those studies—which generally focused on reading comprehension in a broad sense using classroom action research or instructional material development—this study specifically focuses on critical reading, em-

ploying a quantitative approach with a pretest-posttest design.

METHOD

Sugiyono (2022) defines the quantitative research method as an approach used to study a specific subject by employing instruments and quantitative or statistical data analysis to test proposed hypotheses. This study utilizes a quantitative method with a pre-experimental design. Quasi-experiments are described as a form of experimentation involving a treatment, impact measurement, and experimental units—without random assignment—aimed at drawing conclusions regarding changes induced by the treatment (Abraham & Supriyati, 2022; Razak, 2017). The specific design employed is the One-Group Pretest-Posttest Design.

The study was conducted at As-Shofa Islamic Elementary School in Pekanbaru (located on Jl. Tuanku Tambusai, Labuh Batu Barat, Payung Sekaki District) during the even semester of the 2025/2026 academic year, spanning five sessions. Research subjects were selected using purposive sampling—a technique involving selection based on specific criteria aligned with the research objectives. Grade V was chosen because the students possessed adequate basic reading skills and the class exhibited relatively homogeneous characteristics regarding age and academic ability. All 22 Grade V students at the school during the 2025/2026 academic year participated in the study.

Data were collected using four techniques. First, a pretest was administered before the experimental group received the intervention to assess the students' initial critical reading abilities prior to the implementation of the OK5R method. Second, a posttest was conducted after the intervention to determine whether instruction using the OK5R method influenced the students' critical reading skills. Third, observation was employed to record student behavior, active participation, and engagement during lessons, aiming to gauge stu-

dent responses to the method and understand classroom dynamics during the learning process. Fourth, documentation was used to supplement and reinforce the test and observation data; this included student rosters, attendance records, and student writing samples from before and after the intervention, as well as photographs and field notes documenting classroom activities.

In this study, the OK5R method is operationally defined as the intervention administered to the research subjects—the Grade V students—over three sessions, utilizing different texts for each session and a Student Worksheet (LKPD) as a guide. Briefly, the steps of the OK5R method begin with an overview stage to gain an initial impression of the text's content, followed by key ideas to identify important information or concepts, read to go through the entire text, record to note down the information found, recite to articulate the information acquired and understood, reflect to connect and assess the information from the reading, and finally review to revisit and reinforce understanding of the text as a whole. Critical reading ability in this study is defined as the students' capacity to process information from the text in depth; this is assessed based on six indicators presented in Table 2: identifying important information, analyzing text content, interpreting meaning, drawing conclusions, evaluating text content, and reflecting on the reading. This ability is measured through short-answer tests (pre-test and post-test) in which students read the text and then independently answer the questions posed; performance on each indicator is scored on a scale of 1 to 4 using an assessment rubric based on rating scale theory (Sugiyono, 2022).

The research instrument underwent content validity testing by validators expert in the fields of language and Indonesian language education; this process involved evaluating content suitability, linguistic clarity, instrument comprehensibility, and the relevance of assessment items to critical reading indicators. Data analysis was conducted using IBM SPSS Statistics version 26 through a

three-stage testing process. First, the Shapiro-Wilk normality test was employed because the sample size (22 students) was below 50, with data considered normally distributed if the significance value exceeded 0.05 (Sianturi, 2025). Second, a homogeneity test was used to verify the equality of data variances. Third, a paired-sample t-test was conducted to compare pretest and posttest mean scores (Surani, 2023); the decision criterion was that if the significance value was less than 0.05, the OK5R method would be deemed to have an effect on students' critical reading abilities (Kolopita et al., 2022). Additionally, an N-Gain test was performed to assess the effectiveness of the treatment.

Once the N-Gain value is obtained using the formula above, the figure can be categorized according to the following ranges:

- a. High if $g = 0.70$
- b. Moderate if $0.30 = g = 0.70$
- c. Low if $g < 0.30$

The research procedure was structured systematically following the One-Group Pretest-Posttest design and was divided into three major stages. During the preparation stage, the researcher developed research instruments—such as teaching modules, a critical reading test, and an assessment rubric—and coordinated with the school administration and the Grade V Indonesian language teacher at SD Islam As-Shofa Pekanbaru. This stage also involved piloting the research instruments with students outside the actual research class to ensure clarity and suitability. The implementation stage began with a pretest to assess the students' initial critical reading abilities prior to the intervention; the test took approximately 60 minutes and was completed independently, without assistance, to ensure the results reflected each student's baseline proficiency.

Following the pretest, the researcher conducted instruction using the OK5R method over three sessions, followed by a posttest. The conditions for the posttest—including duration, instructions, and classroom atmosphere—mirrored those of the pretest to allow for an objective comparison.



son of results. In the final stage, the researcher collected all pretest and posttest data, evaluated student answers using a validated assessment rubric, analyzed the obtained scores via statistical testing, and subsequently compiled the research report and drew conclusions based on the actual findings in the field.

RESULTS

1. Pretest Results

The pretest was administered on Monday, February 26, 2026, to the Grade V class at SD Islam As-Shofa Pekanbaru. Twenty-two students participated, answering six short-answer questions based on a provided text. The analysis results show a minimum pretest score of 8 and a maximum of 67, with an average of 37.73, placing it in the low category (score range 21–40). The score distribution indicates that 2 students (9.09%) fell into the very low category, 9 students (40.91%) into the low category, 10 students (45.45%) into the moderate category, and 1 student (4.55%) into the high category; no students fell into the very high category.

2. Implementation of Instructional Intervention

Following the pretest, the study proceeded with an instructional intervention using the OK5R method across three sessions, each utilizing a different text.

The first session took place on Tuesday, February 10, 2026, using the text "Aksi Kecil Menjaga Bumi" (Small Actions to Protect the Earth), accompanied by a student worksheet (LKPD) to guide students through the stages of the OK5R method. Regarding the indicator of interpreting meaning, students were asked to determine the author's purpose from four available options before reading the text in its entirety (overview); most students were able to select the correct purpose, although some failed to consider the full title and text structure. Regarding the indicator of identifying important information, students were asked to determine the focus of the information to be sought prior to reading (key ideas); this ability showed signs of development

compared to the pretest results, although some students still required teacher guidance.

Regarding the indicator of analyzing text content, students completed cause-and-effect relationships based on the text (read and record); however, they still required significant guidance, particularly in logically determining the consequences of specific events. For the indicator of reflecting on the reading, students were asked to identify the most important action for protecting the Earth and provide personal reasons (reflect); they demonstrated a reasonable ability to connect the text's content to real-life situations, although some of the reasons provided remained somewhat generic. Overall, the first session revealed that the students' critical reading skills were still at a foundational stage—especially regarding text analysis—yet the session served as a basis for further development in subsequent meetings.

The second session took place on Wednesday, February 11, 2026, involving group work based on the text "Minapadi" (rice-fish farming) and focusing on four indicators: identifying key information, interpreting meaning, evaluating text content, and drawing conclusions. Regarding the identification of key information, students selected statements that aligned with the text while distinguishing them from those that did not (key ideas and read), demonstrating greater precision than in the previous session.

Next, regarding the interpretation of meaning, students worked in groups to formulate questions and answers concerning the drawbacks of the minapadi system (record), thereby beginning to construct their own understanding through discussion rather than merely receiving information passively. For the evaluation indicator, students reached a consensus on the worst consequence of the minapadi system's drawbacks and provided logical reasons (recite), although the process still relied heavily on group discussion. Regarding the drawing of conclusions, students synthesized a

conclusion about the minapadi system based on the entire text (review), showing an emerging ability to integrate various pieces of information into a coherent whole. Overall, the group discussion process in this session fostered more active cognitive engagement, resulting in clearer progress compared to the first session. The third session, held on Thursday, February 12, 2026, focused on an individual activity using the text "Sea Turtles: Guardians of Marine Life," which comprehensively exercised all six indicators of critical reading ability. Regarding the "interpreting meaning" indicator, students predicted the text's content based on the title and identified likely information (overview), demonstrating progress in activating prior knowledge. For the "identifying important information" indicator, students recorded key information from the text in a structured manner (key ideas and read), displaying a more systematic approach compared to the previous two sessions. Next, regarding the "analyzing text content" indicator, students mapped out cause-and-effect relationships based on the text (record), demonstrating more mature analytical skills. For the "drawing conclusions" indicator, students independently formulated conclusions based on the entire text (review), successfully integrating various pieces of information into a coherent and logical conclusion. Regarding the "evaluating text content" indicator, students assessed the clarity of the author's information delivery and provided supporting reasons (recite and reflect). Finally, for the "reflecting on the reading" indicator, students identified parts of the text that were difficult to understand and explained the reasons why. Overall, the third session showed improvement across nearly all indicators, with students appearing more independent and confident in completing tasks without requiring significant guidance from the teacher.

3. Posttest Results

The posttest was administered on Friday, February 24, 2026, from 08:30 to 09:40, involving 22 students; the test questions were equivalent in dif-

ficulty to those of the pretest. Analysis results show a minimum posttest score of 25 and a maximum of 71, with a mean of 44.41 and a standard deviation of 14.305. Descriptive statistics for the pretest and posttest are presented below:

Table 4
Descriptive Statistics for Pretest and Posttest

Data	N	Min	Max	Mean	SD
Pretest	22	8	67	37.73	-
Posttest	22	25	71	44.41	14.305

Following the intervention, the score distribution shifted toward higher values. No students fell into the "very low" or "very high" categories; 8 students (36.36%) were in the "low" category, 12 students (54.54%) in the "medium" category, and 2 students (9.09%) in the "high" category. A comparison of individual student pretest and posttest scores is presented below:

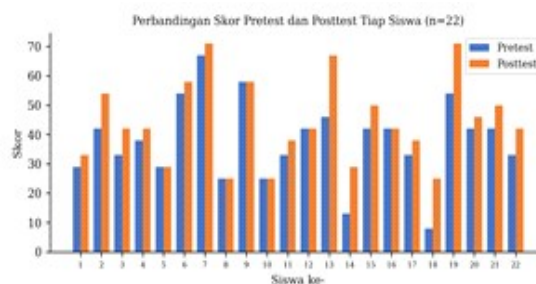


Figure 1
Comparison of Pretest and Posttest Scores for Each Student (n = 22)

4. Comparison of Scores by Indicator

The comparison of average scores by indicator between the pretest and posttest is presented in Table 5 and Figure 2.

Table 5

Average Scores per Critical Reading Skill Indicator				
Indicator	Pretest	Category	Posttest	Category
Identifying important information	55.68	Moderate	40.91	Moderate
Analyzing text content	44.32	Moderate	47.73	Moderate
Interpreting meaning	38.64	Low	45.45	Moderate
Drawing conclusions	39.77	Low	40.91	Moderate
Evaluating text content	36.36	Low	47.73	Moderate
Reflecting on the reading	27.27	Low	37.50	Low

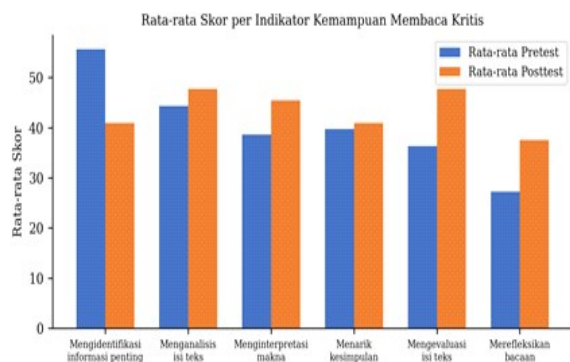


Figure 2
Average Scores per Critical Reading Skill Indicator

Based on Table 5, five out of the six critical reading skill indicators showed improvement following the implementation of the OK5R method. Three indicators shifted from the "low" to the "medium" category: evaluating text content (+11.36), interpreting meaning (+6.81), and drawing conclusions (+1.14). The indicator for reflecting on the reading material showed a significant increase (+10.27) yet remained in the "low" category, indicating that students' ability to con-

nect text content with daily life still requires strengthening. The only indicator to show a decline was identifying important information (a difference of -14.77); this was likely influenced by differences in text context between the pretest and posttest, even though the question types and difficulty levels were comparable.

5. Analysis Prerequisite Tests

Data normality was tested using the Shapiro-Wilk test because the sample size was fewer than 50 students (Table 6). Both significance values exceeded the 0.05 threshold; therefore, both pretest and posttest data were deemed normally distributed and suitable for analysis using parametric statistical tests.

Table 6

Shapiro-Wilk Normality Test Results

Data	Shapiro-Wilk Statistic	df	Sig.
Pretest	0.954	22	0.377
Posttest	0.936	22	0.161

The homogeneity test results showed a significance value of 0.503 (Sig. > 0.05), indicating no significant difference in variance between the students' critical reading skill data before and after the implementation of the OK5R method. Consequently, the data were considered homogeneous and met the requirements for hypothesis testing using a paired-sample t-test.

6. Hypothesis Testing and N-Gain Test

Hypothesis testing was conducted using a paired-sample t-test with the aid of IBM SPSS Statistics version 26, as presented in Table 7.

Table 7
Paired-Sample T-Test Results

Mean	SE				
Diff.	SD	Mean	t	df	Sig. (2-tailed)
-6.682	6.387	1.362	-4.907	21	0.000

The calculation yielded a t-statistic of -4.907 with 21 degrees of freedom (df) and a significance value (2-tailed) of 0.000, which is lower than the significance level of 0.05. Consequently, the null hypothesis (H₀)—stating there is no difference in students' critical reading skills before and after using the OK5R method—was rejected, while the alternative hypothesis (H_a)—stating there is a difference in critical reading skills—was accepted. The mean difference of -6.682 indicates a 6.682-point increase in the post-test compared to the pre-test, suggesting an improvement in students' critical reading skills following the instructional intervention.

The N-Gain test was used to determine the magnitude of the improvement in students' critical reading skills relative to their initial abilities prior to the intervention. The analysis results show N-Gain values ranging from 0.00 to 0.38, with a mean of 0.1095 and a standard deviation of 0.10879, falling into the low category. This indicates that, although there was a statistically significant effect, the overall magnitude of the improvement in students' critical reading skills was not optimal and was not uniform across all students.

DISCUSSION

Based on the research results, the OK5R method was proven to have a positive and significant effect on the critical reading skills of fifth-grade students at SD Islam As-Shofa Pekanbaru. This is evidenced by the increase in the mean score from 37.73 in the pre-test to 44.41 in the posttest, as well as the paired sample t-test result showing a significance level of 0.000. These findings align with the theory that the OK5R method is a reading approach helping students construct their own understanding through systematic steps; students are trained to identify main ideas, con-

nect information, restate the content of the reading, and reflect on their understanding (Mardhiyah et al., 2019). The findings also concur with Ramadhanti (2021), who explained that this method helps students comprehend reading material thoroughly, enhances memory retention, and fosters critical thinking skills.

The results of this study reinforce findings from previous research. Mardhiyah et al. (2019) demonstrated that the OK5R method effectively improves students' reading skills. Septiana and Frasandy (2024) explained that students using the OK5R method experienced an improvement in reading skills following the intervention. Similarly, Yati et al. (2021) concluded that the OK5R method can enhance students' reading abilities. What distinguishes this study from the aforementioned ones is its specific focus on critical reading skills using a One-Group Pretest-Posttest design, thereby providing insight into the impact of the OK5R method on critical thinking within the context of reading.

However, the N-Gain test result, which was classified as low (0.1095), indicates that the improvement in students' critical reading skills was not yet optimal and was uneven across the various indicators and among the students themselves. This situation was likely influenced by several factors, including the relatively brief implementation of the OK5R method (spanning three sessions), the students' varying initial reading comprehension abilities, and the method's extensive procedural stages, which required students to take time to fully acclimate to each step of the learning process. The decline observed in the "identifying important information" indicator also suggests that variations in text context across sessions can affect student performance on specific indicators; consequently, maintaining consistency in text type and difficulty level warrants attention in future applications of this method.



These findings offer practical implications for primary school teachers when designing reading instruction. Implementing the OK5R method in a phased manner—transitioning from individual to group activities and back to individual work, while progressively increasing text complexity—proved effective in helping students build reading comprehension independence in a scaffolded way. This aligns with constructivist learning principles, wherein understanding is developed incrementally through structured learning experiences (Saragih et al., 2020). Thus, the successful implementation of this method in the classroom depends on the teacher's consistency in guiding students through each stage of the OK5R process, particularly those requiring higher-order thinking skills, such as "reflect" and "review."

This study has several limitations that should be considered when interpreting the results. First, the One-Group Pretest-Posttest design employed did not include a control group; consequently, the observed improvement cannot be fully isolated from the potential influence of factors other than the treatment itself. Second, the treatment was administered over only three sessions to a limited sample of 22 students at a single school; the relatively short duration of implementation was likely a contributing factor to the N-Gain score falling into the low category. Third, the use of different texts for each session—as well as between the pretest and posttest—introduced variations in topic familiarity that may have influenced student performance on specific indicators, as evidenced by the decline in scores for the "identifying important information" indicator. These limitations present opportunities for future research to refine the study design, extend the treatment duration, and broaden the scope of the research subjects.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the OK5R learning method has a positive effect on the critical reading skills of fifth-grade students at SD Islam As-Shofa

Pekanbaru. This is evidenced by the increase in the mean score from 37.73 on the pretest to 44.41 on the posttest, as well as the paired-sample t-test results showing a significance value of 0.000 (< 0.05), leading to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). Although the effect was statistically significant, it was not uniform across all critical reading indicators. Improvements were observed in five of the six indicators, whereas the indicator for identifying important information actually showed a decline. The average N-Gain score of 0.1095—classified as low—further confirms that the improvement was neither optimal nor consistent across all indicators or all students. Based on the findings of this study, the application of the OK5R method is recommended for teachers during the instructional process, as it has been proven to help students understand text content systematically and deeply while simultaneously fostering critical thinking skills. Teachers are advised to implement this method consistently to ensure optimal and equitable improvement in students' critical reading abilities. Furthermore, special attention should be paid to the indicators of drawing conclusions and evaluating text content, given that these represent higher-order thinking skills requiring more intensive practice. Supplementary activities—such as class discussions on text content, the collaborative formulation of critical questions, or providing feedback on student writing—can be integrated with the OK5R stages to further strengthen students' critical understanding. Schools are encouraged to support the implementation of active learning methods like OK5R by providing diverse reading materials that are relevant to students' lives. Future research could involve a greater number of sessions, employ a quasi-experimental design with a control group, or compare the OK5R method with other reading instruction methods to gain a more comprehensive understanding of its effectiveness.

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