

# LAPORAN PENELITIAN



## RESEARCH APPLYING OK4R TO EMBELLISH READING COMPREHENSION

Oleh:

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**2019**



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**SURATTUGAS**

Nomor: NJ-T06/LP3M/0085/A.1/03.2019

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Jabatan : Mahasiswa Fakultas Agama Islam

Diberi tanggung jawab bersama mahasiswa sebagaimana terlampir untuk melakukan Pengabdian dengan judul **“Applying OK4R to Embellish Reading Comprehension”** pada tanggal 15 Maret s.d. 30 Desember 2019.

Demikian Surat Tugas ini dibuat untuk digunakan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb.*

Paiton, 10 Maret 2019  
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1. Wakil Rektor 1 Universitas Nurul Jadid (sebagai laporan)
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## HALAMAN PENGESAHAN

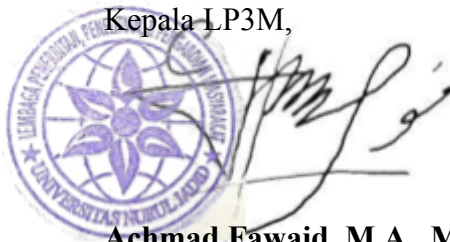
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Pengusul



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Mengetahui,  
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## **SURAT PERJANJIAN / KONTRAK PENELITIAN**

Nomor : NJ-T06/A-7/116/03.2019

Nama Pekerjaan : Penyusunan Penelitian Beserta Luarannya Kolaborasi Dosen dan Mahasiswa Universitas Nurul Jadid Tahun 2019

Nama Program : Program Penelitian dan Pengabdian Universitas Nurul Jadid

Sumber Dana : Internal Universitas Nurul Jadid

Pada hari ini Senin tanggal 04 (Empat) bulan Maret tahun 2020 (dua ribu dua puluh) di Paiton Probolinggo, yang bertanda tangan dibawah ini:

- 1. ACHMAD FAWAID, M.A., M.A.**, Kepala Lembaga Penerbitan, Penelitian dan Pengabdian kepada Masyarakat (LP3M) Universitas Nurul Jadid Paiton Probolinggo, berkedudukan di Probolinggo, bertindak untuk dan atas nama Universitas Nurul Jadid Probolinggo beralamat di Pondok Pesantren Nurul Jadid Karanganyar Paiton Probolinggo, selanjutnya dalam Perjanjian Kerjasama ini disebut **PIHAK KESATU**.
- 2. Zaenol Fajri, M.Pd** dosen pelaksana Penelitian Universitas Nurul Jadid Tahun 2019 selanjutnya dalam Perjanjian Kerjasama ini disebut **PIHAK KEDUA**.

Selanjutnya **PIHAK KESATU** dan **PIHAK KEDUA** secara bersama-sama disebut **PARA PIHAK**:

Berdasarkan Surat Keputusan Rektor Universitas Nurul Jadid Probolinggo Nomor 0129 Tahun 2019 tentang Pedoman Penelitian dan Pengabdian kepada Masyarakat UNUJA dan Surat Keputusan Rektor Universitas Nurul Jadid Nomor 468 Tahun 2019 tentang Pedoman Penelitian dan Pengabdian kepada Masyarakat, **PARA PIHAK** telah sepakat untuk mengadakan suatu Perjanjian Kerjasama/Kontrak, yang mengikat **PARA PIHAK** dengan cara kontrak Lumpsum untuk melaksanakan Penelitian **Applying OK4R to Embellish Reading Comprehension** dengan ketentuan seperti dimaksud dalam pasal-pasal tersebut di bawah ini.

**PASAL 1**  
**TUGAS KERJA**

- (1) PIHAK KESATU dalam kedudukannya seperti tersebut di atas, memberi tugas tersebut kepada PIHAK KEDUA, dan selanjutnya PIHAK KEDUA menerima tugas tersebut untuk melaksanakan pekerjaan (a) Penyusunan Laporan Penelitian, (b) Pendampingan Mahasiswa,
- (2) Perjanjian Kerjasama / Kontrak ini mengikat PARA PIHAK dan dilakukan dengan cara kontrak Lumpsum yaitu bahwa penyelesaian seluruh pekerjaan ini dilakukan dalam batas waktu tertentu dengan jumlah harga yang pasti dan tetap;
- (3) Kegiatan Penelitian dilaksanakan sesuai dengan Rencana Strategis (Renstra) Program Studi homebase PIHAK KEDUA di tempat dan lokasi yang ditentukan bersama mahasiswa;
- (4) PIHAK KESATU menyediakan sarana prasarana dalam bentuk Sistem Informasi Manajemen (SIM), pelatihan dan pendampingan penulisan laporan penelitian
- (5) Biaya akomodasi dan transportasi dalam pelaksanaan Penelitian ditanggung oleh PIHAK KEDUA;

**PASAL 2**  
**DASAR PELAKSANAAN PEKERJAAN**

Pekerjaan-pekerjaan tersebut dalam Pasal 1 harus dilaksanakan oleh PIHAK KEDUA berdasarkan:

- a. Renstra penelitian dan pengabdian Universitas Nurul Jadid;
- b. Pedoman penelitian dan pengabdian Universitas Nurul Jadid;

**PASAL 3**  
**BIAYA PELAKSANAAN PEKERJAAN**

- (1) PARA PIHAK telah sepakat dan setuju bahwa biaya penyusunan Laporan Penelitian tahun 2019 adalah sebesar Rp 100000008 (Sepuluh Juta Rupiah).
- (2) Biaya pelaksanaan pekerjaan seperti tersebut pada ayat (1) belum termasuk biaya publikasi yang timbul dari PARA PIHAK.

**Pasal 4**  
**HASIL PEKERJAAN**

- a. Proposal Penelitian;
- b. Laporan kemajuan Penelitian;
- c. Laporan akhir mencakup Penelitian;

**PASAL 5**  
**ATURAN PEMBAYARAN**

Pembayaran oleh PIHAK KESATU kepada PIHAK KEDUA dilakukan dalam dua tahap:

- a. Tahap 1 sebesar Rp 3000000 jika seluruh laporan kemajuan selesai dan disetujui oleh Fakultas dan LP3M;
- b. Tahap 2 sebesar Rp 7000000 jika seluruh laporan akhir selesai dan disetujui oleh Fakultas dan LP3M;

**PASAL 6**  
**JANGKA WAKTU PELAKSANAAN**

- (1) Pelaksanaan Penelitian harus sudah dimulai setelah ditandatanganinya Kontrak ini.
- (2) Pekerjaan tersebut harus sudah selesai dilaksanakan dan dilakukan serah terima pekerjaan oleh PIHAK KEDUA kepada PIHAK KESATU sesuai dengan ketentuan sebagai berikut:
  - a. Batas akhir pengumpulan proposal adalah 10 Oktober 2019
  - b. Batas akhir pengumpulan laporan kemajuan adalah 20 Desember 2019
  - c. Batas akhir pengumpulan laporan akhir adalah 28 Februari 2020
- (3) Batas waktu tersebut pada ayat (2) dapat diperpanjang dengan persetujuan tertulis dari PIHAK KESATU berdasarkan usulan pertimbangan secara tertulis dengan mengemukakan alasan-alasan yang cukup kuat, di luar kewenangan dan kekuasaan PIHAK KEDUA antara lain seperti terjadi keterlambatan dalam publikasi luaran, terjadi pekerjaan tambahan, dan terjadi *force majeure*.
- (4) PIHAK KEDUA dapat melakukan penyempurnaan dan konsultasi dalam penuntasan luaran Penelitian dengan persetujuan dari PIHAK KESATU.

**PASAL 7**  
**SANKSI-SANKSI**

- (1) Apabila PIHAK KEDUA tidak mengumpulkan proposal sebagaimana disebut pada Pasal 4 ayat (a) nomor 1, 2, 3, dan 4 sampai pada 20 Desember 2019, maka PIHAK KESATU berhak membatalkan seluruh haknya dalam Penelitian;
- (2) Apabila PIHAK KEDUA tidak mengumpulkan laporan kemajuan Penelitian sebagaimana disebut pada Pasal 4 ayat (b) nomor 1 dan 2 sampai pada 20 Desember 2019, maka PIHAK KEDUA tidak berhak menerima insentif tahap kedua;
- (3) Apabila mahasiswa bimbingan PIHAK KEDUA tidak mengumpulkan laporan kemajuan sebagaimana disebut pada Pasal 4 ayat (b) sampai pada 20 Desember 2019, maka insentif hanya dicairkan tahap pertama-;
- (4) Apabila PIHAK KEDUA tidak mengumpulkan laporan akhir Penelitian sebagaimana disebut pada Pasal 4 ayat (1) dan ayat (2) sampai pada 28 Januari 2020, maka seluruh mahasiswa dalam keanggotaan PIHAK KEDUA tidak berhak memperoleh sertifikat;

**PASAL 8**  
**FORCE MAJORE**

- (1) PIHAK KEDUA dibebaskan dari sanksi-sanksi apabila keterlambatan penyelesaian pekerjaan disebabkan oleh terjadinya peristiwa-peristiwa di luar kekuasaan atau kemampuan PIHAK KEDUA yang dianggap *force majeure* yang disetujui PIHAK KESATU, misalnya:
  - a. Bencana alam, dan atau peperangan;
  - b. Kejadian-kejadian akibat kebijaksanaan Pemerintah dalam bidang Penelitian yang telah ditetapkan oleh Pemerintah bahwa akibat kebijaksanaan tersebut dapat digolongkan sebagai *force majeure*.
- (2) Apabila terjadi peristiwa tersebut di atas, PIHAK KEDUA harus memberitahukan secara tertulis kepada PIHAK KESATU, dalam waktu paling lambat 7 (tujuh) hari setelah terjadi *force majeure*.
- (3) Atas Persetujuan PIHAK KESATU, dibuatkan Berita Acara dan selanjutnya batas waktu penyelesaian pekerjaan sebagaimana tercantum dalam Pasal 7 (tujuh) dapat diperpanjang yang dituangkan dalam Addendum Surat Perjanjian Kerjasama /Kontrak ini.

**PASAL 9**  
**PELAKSANAAN PEKERJAAN OLEH PIHAK LAIN**

- (1) Pekerjaan tersebut, baik sebagian maupun seluruhnya dilarang diserahkan oleh PIHAK KEDUA kepada pihak lain tanpa persetujuan dari PIHAK KESATU.
- (2) Jika ternyata PIHAK KEDUA menyerahkan sebagian pekerjaan atau seluruhnya kepada pihak lain, dan peringatan-peringatan tertulis dari PIHAK KESATU tidak diindahkan oleh PIHAK KEDUA, maka setelah mengadakan perhitungan, PIHAK KESATU berhak membatalkan Surat Perjanjian Kerjasama ini secara sepihak.

**PASAL 10**  
**PERSELISIHAN**

- (1) Apabila terjadi perselisihan antara PIHAK KESATU dan PIHAK KEDUA, maka hal tersebut akan diselesaikan secara musyawarah untuk mufakat.
- (2) Jika tidak mendapatkan penyelesaian yang layak dan memuaskan kedua belah pihak, maka penyelesaian akan melibatkan Wakil Rektor terkait.

**PASAL 11**  
**PENUTUP**

- (1) Lampiran Kontrak ini terdiri dari :
  - a. Pedoman Penelitian dan Pengabdian kepada Masyarakat Universitas Nurul Jadid Tahun 2019; dan
  - b. Kwitansi pembayaran dana Penelitian yang merupakan bagian yang tidak dapat dipisahkan dari Surat Perjanjian ini.
- (3) Surat Perjanjian Pelaksanaan Pekerjaan / Kontrak ini dibuat dan ditandatangani oleh kedua belah pihak dalam rangkap 2 (dua), terdiri dari 1 (satu) rangkap masing-masing dibubuhi materai secukupnya, yang keduanya mempunyai kekuatan hukum yang sama.

PIHAK KESATU

Kepala Lembaga Penerbitan, Penelitian, dan  
Pengabdian kepada Masyarakat (LP3M)  
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selaku Pembuat Komitmen



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PIHAK KEDUA

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## KWITANSI


Sudah Diterima dari : **KUASA PENGGUNA ANGGARAN UNIVERSITAS NURUL JADID**  
**Banyaknya uang** : **Tiga Juta Rupiah**  
**Untuk Pembayaran** Dana Kegiatan Penelitian Tahap I dengan judul Applying OK4R to Embellish Reading Comprehension  
**Jumlah Rp.** **Rp. 3000000**

Pejabat Pembuat Komitmen  
Universitas Nurul Jadid



**ACHMAD FAWAID, M.A., M.A.**

Probolinggo, 20 Desember 2019  
Dosen Pelaksana,

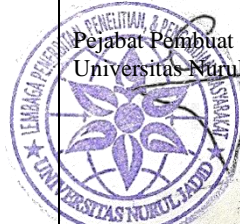



**Zaenol Fajri, M.Pd**

## KWITANSI

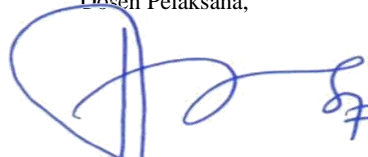
Sudah Diterima dari : **KUASA PENGGUNA ANGGARAN UNIVERSITAS NURUL JADID**  
**Banyaknya uang** : *Tujuh Juta Rupiah*  
**Untuk Pembayaran** Dana Kegiatan Penelitian Tahap II dengan judul **Applying OK4R to Embellish Reading Comprehension**  
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Pejabat Pembuat Komitmen  
Universitas Nurul Jadid



**ACHMAD FAWAID, M.A., M.A.**

Probolinggo, 20 Februari 2020  
Dosen Pelaksana,



**Zaenol Fajri, M.Pd**

## Applying OK4R to Embellish Reading Comprehension

Zaenol Fajri, Lu'luah Zahirah, Ima Wahyuni

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**Abstract :** *This research intends to know the effect of OK4R in English reading comprehension. The sample is 32 eleven graders of MA Nurul Jadid Paiton. A pretest-posttest design was used as a research design. The data was analyzed by Paired Sample T-test. The result shows significant differences between means ( $.000 < .05$ ). It means that OK4R distribute the successful of learning reading.*

**Keywords:** *OK4R, Reading Comprehension*

### 1. Introduction

Reading is one of the important English skills that have to be mastered by students since it always supports their achievement for present and future [1]. Because of the essence of reading skill for students' life, reading becomes a skill that must be taught at school. Even though students have learned a reading lesson, they are still difficult in reaching the main goal of reading which comprehension is.

According to Patel and Jain, reading is the most beneficial and substantial skill for people [2]. It means that with reading the students can improve their knowledge, and also get available information. Reading is also something significant and indispensable for the student since the success of their study counts on a terrific part of their ability to read. The students' ability related to the teacher ways she/ he explain the material.

Linse and Nunan state that reading comprehension is very complex because it requires a high level of thinking it more than just decode specific word [3]. It can be understood that when someone wants to comprehend a text, he should think aloud because he does not only translate the word that he read on the text, but he should also obtain the meaning that writer tells on the text, and it is not easy.

By reading, students will learn something new. Because reading is an alive process of understanding the printed words, hence, they must know how to learn from reading. Reading is the foundation of all knowledge. Both the textbook and the extracurricular reading materials become a source of vocabularies and phrases to readers, to embellish their spoken language skill and writing ability.

Good English reading ability is an effective way to gain the latest information as it is needed. For inclusion, our industrial and commercial circles continuously establish the internationalization and globalization. It is a crucial needs of brilliant English person. Strengthening the ability of reading will be essential for us to support individual ability in competing. In teaching reading, teachers should consider many aspects essential in reading comprehension [4]. Teachers are one of the important factors that can determine

the success or failure of students in learning [5].

Therefore, the teachers can use the appropriate method of learning for the students in understanding texts that can improve and develop their reading ability, even easy to find information from the text. By OK4R (Overview, Key Ideas, Read, Recall, Reflect, Review) method it can improve the students in learning reading text and easier for the students to work on assignments.

## **2. Literature review**

### **2.1 Definition of OK4R Method**

In teaching reading, there are many methods that can be applied by the teacher. One of them is “OK4R” method. According to Robinson states that “OK4R” is a method that can assist the student focus on studying and prioritizing the data in a way that discloses directly to how they will be questioned to use that in a test [6]. It means that this method is a method of reading a textbook so that the information they read really do enter their long-term memory.

Also, Peterson (2006) states that “OK4R” method is instead of just starting at the beginning and reading through to the end, you’ll do the assignment a lot and remember a lot more if you take the time to follow it [7]. This method asks students to focus on the topic. Then, the students can answer the question of the text given by the teacher. So, this method can assist the student in a learning process with easily.

Furthermore, Agbebire states that “OK4R” method is an effective way to get the best out of any students the acronym means in order to use this method, firstly, you must overview the material in which process evaluate it if it contains the basic ideas and take notes of the key points that will guide you in reading [8]. Next is to read in detail the topic, during which jot down of noticeable points to remember what had been then reflected on the points by connecting them with other ideas or something common that will help its understanding. After the reflect on areas, then go through the material again to get a better understanding of difficult or unclear areas and those of poor understanding. It is most useful in subject areas with more of continuous reading than analysis such as the management sciences, commercial and art subjects.

According to Paul, OK4R is the method of reading with help think about what want to get from a text and remember information well. It allows the students to be easier for reading the text and understand what has been read them[9]. This method is very petrified students in reading. Then, Kesselman and Peterson stated that OK4R is a method for reading material which you are expected to remember or to use in an assignment [10]. It means this method can help the students to develop their reading comprehension. The students read and discuss the text with peers. It makes the students will complete the assignment much faster and remember much more.

Based on some definition above, it can be resumed that, this method can help them to lose their perception that reading is difficult to learn and through the steps in a method, the students will be easier to comprehend about text, and that can help students to understand what they read. It is easily used in understanding the text. So, the students will get additional information or ideas after reading.

### **2.2 Steps of OK4R Method**

According to Peterson, the procedures of “OK4R” method in the following:

- a. **Overview.** Take about five minutes to read the introductory and summary paragraphs of the assignment. Then, read side heading or topic sentences, if there are not headings, to determine general content and sequence of the topic, locate the main division.
- b. **Key Items.** Distinguish key ideas from secondary ideas and supporting materials. Pick out the key ideas the author is making. Change headings into questions by inserting words like what, how, who, why, when.
- c. **Read.** Read the lines or paragraph consecutively to answer your question and to see how supporting materials clarify or prove key points. Don't try to read too quickly at this stage.
- d. **Recall.** After reading, test your memory and understanding. Try to say or write down the main points. Then, make a summary or go back and underline or highlight.
- e. **Reflect.** When you have finished reading and made your notes, sit back and think about what you have read. Try to relate it to something in your experience. Talk about what you have read.
- f. **Review.** At a later time, go over the text again to review material and refresh your memory. To keep the material fresh in your mind, review it now and then. Reread your notes and try to say or rewrite the main points until they are firmly in your mind [10].

### 2.3 Reading Comprehension

According to Rosenblatt in Moreillon, reading is communication among the reader, the text, and the intention of the author. According to Snow, reading comprehension needs the process of drawing out and building meaning simultaneously through interaction and involvement with written language.

According to Anderson et al. in Graham et al., comprehension is the process of coding meaning by coordinating some complex processes that include word reading, word and world knowledge, and fluency. And according to Willis, reading comprehension covers how the brain takes in new information through a variety of neural networks using patterns, categories, and relational connections, and builds the new data into comprehended knowledge.

Debra et al. said that Reading is the key to open doors to all students and Comprehension refers to how struggling readers make sense of the written page in any content area. Serravallo said Comprehension is the core of what it means to read and Reading is thinking and comprehending and getting at the meaning behind a text (Serravallo, 2010). Duffy said that comprehension is the core of reading because the goal of printed language is the communication of messages (Duffy, 2009). And according to Baker et al., Reading is a complex process involving a network of cognitive actions that work together to construct meaning (Dorn & Soffos, 2005).

Based on the explanation above, the researcher concludes that reading is the process to get the main idea, information, and message from the author. Comprehension is the key to a missing element in reading instruction, how we can get information and interpret it into a deeper meaning of the text.

To learn reading, the students should have good comprehension to understand the

text. Comprehension cannot be separated from reading because reading aims to comprehend what they have been read. Reading comprehension is the way toward building importance by organizing various complex procedures that include word reading, word and world knowledge, and fluency.

Reading comprehension is not alone as an application of learning theory [11], but it is an outstanding example of the challenges facing teacher and students who need to dedicate time, effort, motivation and growing skills to the development of fluent reading ability. In other words, reading comprehension is a process that can make the readers use some strategies and also combine with their knowledge to comprehend something that they are reading or understanding about what has been read. To develop the students' comprehension, the students have to know which aptitudes and procedures are proper for the sort of content and see how to apply them to achieve the reading purpose.

From the above definitions, it can be concluded that Comprehension is the mind act or the power of understanding. When one reads something, he actively goes along to comprehend what the writers' intended message by predicting, evaluating, selecting, significant details, organizing, etc. Therefore, reading comprehension means understanding what has been read. It is an active process that depends on not only comprehension skill, but also readers' experience and prior knowledge.

## **2.4 Components of Reading Comprehension**

According to Brown, there are eight components of reading comprehension features. They are the main idea, expression/idiom/phrase in context, inference, grammatical feature, detail including facts not written, supporting the idea, and vocabulary in context [12]. But in this research, the writer only discusses five components which are appropriate for the senior high school curriculum, as follow:

- a. Finding Detail Information. It requires readers to scan specific details. Nunan says that while reading, the readers must be able to recognize the detail information such as a person, places, events, and time. The detail information questions are generally prepared to focus on wh-questions to obtaining information [13].
- b. They are identifying the Main Idea. The main idea is what the author wants you to know about the topic. Efficient readers understand not only the ideas but also the relative significances as expressed by the writer. It is selected in the beginning, middle, and at the end of the paragraph. Sometimes, the main idea is not stated clearly [14].
- c. You are locating the meaning of vocabulary context. When you encounter an unfamiliar word, a good strategy is to infer (or guess) its meaning from the context. You may not always be able to infer an exact meaning, but you can often get the general meaning enough to continue reading with understanding [15].
- d. Identifying references. To avoid repeated words or phrases, the authors use reference words. Nuttal says that recognizing reference words and being able to identify the words or phrase to which they refer will help the reader understand the reading passage. The exercise helps learners to recognize some of the signals that shown a sentence related to something that has been mentioned elsewhere in the text [16].

They are making inference from reading the text. Good readers make inferences as they read. That is, in addition to reading the words, they use their imagination and

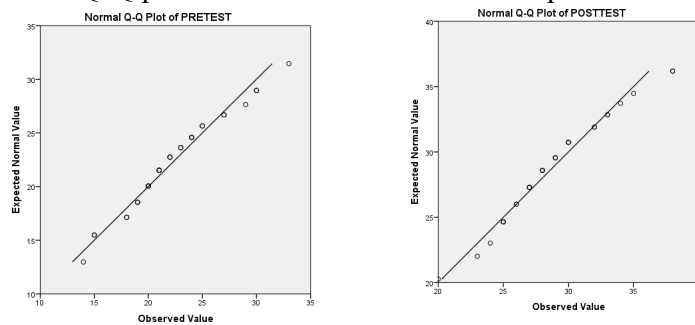
their knowledge about the world to fill in actualities and thoughts that are not expressed in the content. This is sometimes called "reading between the lines." It is often necessary to read between the lines because a writer cannot include all the possible information about a topic or situation. Writers leave out information that they think readers will know already or will be able to guess [17].

### 3. Method

This research applied one group of pretest-posttest design. It was conducted at MA Nurul Jadid Paiton Probolinggo East Java. The sample of this research was eleven grader students of Science Program. It consists of 32 students. Reading comprehension test was used as instrument pretest and posttest. The test items are 45. The students were asked to answer in 90 minutes. The type of test is multiple-choice. The test used dichotomous scoring where the correct answer will score "1" and the wrong answer will score "0".

### 4. Result and discussion

Mean of pretest and posttest consecutively 22.2 and 28.75. The test is normal based on the Q-Q plot. It can be seen in the description below;



The picture explains that each item of the test is close to the line. It means that the data has normal distribution. Based on computation by SPSS, it was found that the test has homogeneity of variance ( $0.680 > 0.05$ ). Then, to know the significant differences between means, it is computed by Paired Sample T-test. And result pre-test and post-test shows significant differences between means ( $.000 < .05$ ). It means that OK4R distribute the successful of learning reading.

OK4R is a very useful technique to teach reading. It requires students to do step by step to comprehend the text. And also, the students have a chance to comprehend the text by bottom-up strategy. Because they construct the meaning from the text.

Applying OK4R in the teaching and learning process will help the teachers to teach easier on reading comprehension. And for the students, they will get more knowledge when reading a text. Or they can apply this technique to read articles outside the classroom.

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