

Using Opinion Proof Strategy to Improve Reading Ability of Second Semester Students of IKIP PGRI Madiun

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Abstrak: Opinion proof adalah strategi pembelajaran yang digunakan untuk menyelesaikan permasalahan membaca dalam bahasa Inggris. Strategi opinion proof dapat digunakan untuk membantu memfasilitasi pemahaman membaca siswa dalam bahasa Inggris. Tujuan dari penelitian ini adalah untuk menentukan apakah ada atau tidak strategi opinion proof dapat meningkatkan kemampuan membaca pada mahasiswa semester dua IKIP PGRI Madiun. Penelitian ini adalah penelitian tindakan kelas. Ada beberapa tahapan dalam setiap siklus yaitu perencanaan, tindakan, observasi, dan refleksi. Teknik pengumpulan data berupa tes, observasi, wawancara, dan dokumentasi. Sementara itu, teknik analisa data menggunakan statistik deskriptif, reducing, display, dan kesimpulan. Dengan strategi opinion proof, mahasiswa lebih kreatif, mahasiswa dapat mengembangkan imajinasi, mahasiswa memahami isi bacaan dalam teks dengan mudah, memotivasi mahasiswa untuk membaca, dan mahasiswa tidak merasa bosan.

Abstract: Opinion Proof is a learning strategy that is used to overcome the problem of reading in English. Opinion Proof strategy can be used to help facilitate students' reading comprehension in English. The objective of the research is to determine whether or not Opinion Proof Strategy can improve reading ability of second semester of IKIP PGRI Madiun. This research is a classroom action research. There are several steps in each cycle. They are planning, action, observation and reflection. The techniques of collecting the data are test, observation, interview, and documentation. Meanwhile, the techniques of analyzing the data are descriptive statistics, reducing, displaying and conclusion. With Proof Opinion strategy, students are more creative, students can develop the imagination, the students easily understand the content of the reading of the text, motivate the students to read, and students do not feel bored.

Key Words: Reading, Opinion Proof Strategy, Creative.

Introduction

Reading is an effective way to get information. Through reading, people can enhance their experiences, develop new concept and improve their thinking or knowledge. According to Grabe&Stoller (2002: 9) " Reading is the ability to draw meaning from the printed page and interpret this information appropriately". It means that reading is a way to get information from a text, such as newspaper, magazine, internet, watching television and others.

In addition, reading is an important skill that needs to be mastered by the learners. According to Nunan (2003: 69), " Reading is an essential skill for learners of English as a second language." It means

that reading is important for students to develop and understand English. By reading, students can get information about something. Therefore, the ability to read English texts in any form give a great number of advantages to people's lives.

Furthermore, reading seems to be regarded as the most difficult skill for students as foreign language because students must understand meaning of word in the text, pay attention and focus on the text. It is supported by Satriyana (2010:28), " Since English in Indonesia is a foreign language, most students at any levels of education get difficulty in reading English text."

In fact, second semester students of IKIP PGRI Madin still have problems in reading. Students can not understand the content of the text. The students are passive in teaching learning process. They do not have enough vocabularies to comprehend the text. They also keep silent in reading class. The teacher only asks students to read the text and answer questions based on the text. It makes the students difficult to know the content of text comprehensively.

There are many ways to solve the problem above. One of them is using learning strategy. In this research, the researcher uses one strategy that can be used to teach reading. According to Cohen, (1998: 4), “ Learning strategy as learning process which are consciously selected by the learner”. It means that learning strategy is a way chosen by learners to do learning process.

There are a lot of strategies in teaching reading. One of them is Opinion Proof strategy. Opinion Proof is a strategy that consists of two columns, namely opinion column and proof column. Criss (in Duchnowski et al, 2005: 30) says ” this strategy encourages students to state their thesis (opinion) and provide supporting evidence (proof)”. Based on theories above, it can be concluded that Opinion Proof strategy is a teaching strategy which asks students to write opinions about the content of text and to support their opinions based on the proof, fact or concepts found within the text. Opinion Proof strategy can make students understand the text well because this strategy guides students to evaluating the text. It is supported by Santa, Dailey, and Nelson (in Bean et all, 2012: 158)

“Opinion-Proof is a strategy that guides in the evaluation of arguments supporting an opinion”. Meanwhile, according to Richmond (2004: 130), “Students write an opinion about the topic of study, character, or plot of a story and look for proof of their opinion in the text”. It means that Opinion Proof can encourage students to convey their opinions based on evidences in the text because they should match between their opinions about the contents of the text and the facts found in the text. It also helps students to get information on the text clearly and easily.

Based on those phenomena above, the reseacher is going to analyze about “Teaching Reading by Using Opinion Proof Strategy for second semester students of IKIP PGRI Madiun in the schooling year”. The objective of the research is to determine whether or not Opinion Proof Strategy can improve reading ability of second semester of IKIP PGRI Madiun.

Research Methods

The research method used in this study was Classroom Action Research (CAR). The definition of CAR based on Kemmis in Hopkin (1993: 44) is “Action research is a form of self-reflective enquiry undertaken by participants (teacher, students or participants, for example) in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices; (b) their understanding of these practices; and (c) the situations (and institutions) in which these practices are carried out.”

From the definition above it can be concluded that research in this study means the systematic study of attempts to improve the teaching learning process in order that the students' achievement becomes satisfying. In fact, the students' capability in comprehending reading passage in Class 1G is still unsatisfying.

In order to achieve the purpose of study, there are several steps that would be applied in action research. Each step has five stages: planning, actions, observations, reflection; and revised of planning (Kemmis and Taggart in Hopkins, 1998:48). These five stages take place in an ongoing cycle in which the critical reflection is done at every end of cycle in order to make a further revision and planning.

The procedure that is described shows that the plan is made by considering the fact findings from the preliminary observation. Then, the teacher as the researcher conducts Peer Tutoring technique in teaching reading. The selection of CAR is based on some characteristics. They are as follows: first, Action research is contextual, small scale, and localized. It identifies and investigates problems within a specific situation. Second, it is evaluative and reflective as it is aimed at bringing out change and improvements in practice. Third, it is participatory as it provides for collaborative investigation by team of colleagues, practitioners, and researcher. Fourth, change in practice is based on the collection of information or data which provide the stimulus for change.

The researcher used CAR for some reasons. First, the characteristics of CAR are focusing on solving problems in the class or

specific situation. Second, it is a form of self-reflective undertaken by the teacher to improve the teaching learning process and to improve his or her professionalism in teaching. Third, the cycle will be done until the improvement occurs. Fourth, it is one way to improve the students' capability in comprehending reading passage.

The research applied some procedures as follows: **(1) General Plan:** In this first stage, the researcher identified the problems referring to teaching and learning process in my classroom. In this case, the problems were related to the reading comprehension. After identifying the problems, the researcher made a plan about what kind of action that will be carried out such as preparing the material, making lesson plan, preparing observation sheets to record students' activities, and preparing teaching aids and instruments for testing. At the end of first cycle, the researcher analyzed and evaluated the students' improvement and made a decision of the importance of applying the second cycle. **(2) Action:** The researcher carried out the lesson plan in the classroom. The researcher conducted the teaching activities step by step based on the lesson plan. The researcher applied Opinion Proof Strategy in teaching reading. **(3) Observation:** The researcher observed the important occurrences during the teaching and learning process. The researcher was helped by the collaborator to observe teacher and students' activities during the teaching learning process. The collaborator then gave inputs and suggestions. She noted the strength and weaknesses of lesson plan implementation using Opinion Proof Strategy in teaching

reading. **(4) Reflection:** After using Opinion Proof Strategy in teaching reading, the researcher recited the occurrences in the classroom as the effect of the action. The researcher and her collaborator evaluated the process and the result of the implementation of Peer tutoring technique. The evaluation gave some benefits in deciding what the researcher had to do in next cycle. **(5) Revising the plan:** Having conducted the reflection, the researcher made a revision of her plan. The revision was aimed to improve the condition that had not been successful in the previous cycle. By revising the plan, it was hoped that the rest of the problems could be handled in the following cycle.

Findings and Discussion

Description of Cycle I

This cycle consisted of four steps. They were planning, acting, observing, and reflecting. The steps will be elaborated further as follows:

1. Planning

After knowing the problems from the preliminary observation, the researcher planned some activities to solve the problems. They are sharing ideas with collaborator, designing lesson plan, and preparing materials. The researcher shared ideas with her collaborator related to the activities that could be applied in cycle 1. After the discussion, the researcher and the collaborator agreed to use Opinion Proof Strategy to improve students' reading comprehension since this technique allowed the students to be more active in the classroom and they would work in pairs to help one another learn the material being studied. This

technique gives both students the opportunity to better understand it. Meanwhile, before applying Opinion Proof Strategy, the researcher would give a model how to find main idea, find detail, draw inferences, and predict word meaning.

In addition, the researcher also asked her collaborator to observe the whole activities of teaching and learning process and to give suggestion and advices for better results. There were three meetings in cycle 1.

2. Acting

In the pre-activities, firstly teacher greeted the students and prayed together. After that, teacher asked who are absent in the meeting. Second, teacher explained purposes of the meeting. In the whilst-activities, teacher asked about kinds of text to stimulate the students. After giving stimulation for students, teacher explained recount text in the meeting. Then, teacher gave recount text for students. After that, teacher explained how to read the text using opinion-proof strategy. After students understood about opinion proof strategy, teacher asked students to read the text carefully. When students read the text, teacher guided and helped students to understand meaning of words in the text. After students read the text and understand well, teacher asked students to write their opinion based on the text. Then, teacher asked students to write proof of their opinion based on the text. After that, teacher asked students to share their work in front of class. Next, teacher asked other students to give response. After students finished sharing

their work, teacher and students concluded the content of recount text. In the post activities, the teacher reviewed material and made resume. Then, asked students' difficulties. Finally, the teacher closed the material and said good bye.

3. Observing

The researcher and the collaborator observed the teaching and learning process when opinion-proof strategy was applied in the class. In the first meeting, the students looked so serious when the researcher introduced opinion-proof strategy to them. They kept silent and paid attention to the explanation of the researcher.

Based on the observation, in this meeting, the students showed some improvements. The students responded or gave feedback each other and they could answer the questions well mainly detail question. Nevertheless, few students still could not find main idea, draw inferences, and predict word meaning from context. It could be caused by lack

of practices. Therefore, the researcher would try to cover these problems to make the complete comprehension of the text.

Furthermore, when the researcher changed the pairs or dyads every meeting, it allowed students to become better acquainted with their friends and it could make them fresh to start the lesson. Also, it avoided boredom of the same pairs.

After the work in post test was scored, the researcher then could report that there was improvement on students' reading comprehension. The highest score improved from 76.77 in pre test into 83.33 in post test 1 and the lowest score improved from 33.33 into 43.33. The mean score also improved from 56.83 into 63.41. In brief, the post test score of cycle 1 could be seen in table 4.2.below:

Table Post test Score of Cycle 1

Description	Pre Test	Post Test
Highest Score	76.67	83.33
Lowest Score	33.33	43.33
Mean Score	56.83	63.42

4. Reflecting

Based on the observation and interview, the researcher and collaborator reflected some positive and negative results of implementation of opinion-proof strategy in cycle 1. The positive results were (1) the students' reading comprehension improved. (2) The students were more active in class. They could participate well and they were

actively involved in their pairs. They gave feedback each other. Although not all of students involved actively in the class, it could reduce the dominance of the researcher in teaching and learning process. (3) The students were more enthusiastic in joining the reading class. It was so because it was new technique for them. It improved their willingness to ask questions. Besides, they would be

motivated to learn more because they would provide the feedback if their tutee gave wrong answer. There was a collaborative learning among the students in pairs. They learned in cooperative way.

On the other hand, there were also negative results in implementing opinion-proof strategy. They were (1) students were not brave enough to raise their hands if they got stuck on making questions. As a result, they did not get help for a question, so they were slow to move on to the next questions. (2) The researcher could not assist the students equally because some pairs needed longer assistance. When the researcher walked around the class, she was restrained into the pair that asked her help about making questions. Consequently, the other pairs did not have the proportion for the guidance. Also, the researcher could not monitor them one by one since there were 20 pairs in the class. Only a half of them could be controlled by the researcher.

Therefore, in cycle 2, the researcher and the collaborator recommended some following things to solve the problems of reading comprehension : (1) giving exercises in finding main idea; (2) giving exercises in drawing inferences; (3) giving exercises in predicting word meaning from context; (4) Asking the students whether the speed of explanation was acceptable or not.

Description of Cycle II

1. Planning

To overcome the problems arising in Cycle 1, the researcher revised the

planning in cycle 2 so that the problems would not occur anymore. The researcher and collaborator shared ideas about what they should do in second cycle in order to reach the better achievement of the teaching learning process and the improvement of students' reading comprehension. There were many things that should be revised in second cycle. In cycle 1, the students did not get the same proportion in guidance since there were twenty pairs in class. Therefore, the researcher asked for collaborator's help to assist the students who needed guidance and assistance. Hence, in cycle 2, the collaborator not only observed the teaching learning process but also guided the students who got difficulties in doing the activities.

Also, the explanation of the researcher was considered too fast. Therefore, the collaborator suggested the researcher to reduce the speed of her explanation, so that the students could catch what the researcher talked about.

Meanwhile, the researcher also designed lesson plan which described the activities which would be done in the classroom. Furthermore, as the researcher got the materials, she proposed the materials to the collaborator to get her agreement about them. The materials were "*Sucker Day*", "*The Plain People*", and "*The Life of Housewives and Househusbands in the United States*".

2. Acting

In the pre-activities, firstly teacher greeted the students and prayed together. After that, teacher asked who are absent in the meeting. Second, teacher explained

purposes of the meeting. In the whilst-activities, teacher asked about kinds of text to stimulate the students. After giving stimulation for students, teacher explained recount text in the meeting. Then, teacher gave recount text for students. After that, teacher explained how to read the text using opinion-proof strategy. After students understood about opinion proof strategy, teacher asked students to read the text carefully. When students read the text, teacher guided and helped students to understand meaning of words in the text. After students read the text and understand well, teacher asked students to write their opinion based on the text. Then, teacher asked students to write proof of their opinion based on the text. After that, teacher asked students to

share their work in front of class. Next, teacher asked other students to give response. After students finished sharing their work, teacher and students concluded the content of recount text. In the post activities, the teacher reviewed material and made resume. Then, asked students' difficulties. Finally, the teacher closed the material and said good bye.

3. Observing

While acting all of the activities which had been designed in lesson plan of cycle 2, the researcher and collaborator did observation. In this research, the researcher observed both teaching learning process in the classroom and the progress that the students had achieved related to the improvement of students' reading comprehension.

Table The Result of Post Test of Cycle 2

Description	Pre Test	Post Test of cycle 1	Post Test of cycle 2
Highest Score	76.67	83.33	90
Lowest Score	33.33	43.33	46.67
Mean Score	56.83	63.41	68.58

Besides, when the researcher interviewed the students whether opinion-proof strategy was effective or not to improve their reading comprehension, 97.5% students said that it was effective. It was so because it could help them to understand the text easily. Moreover, if they gave wrong answer, their partners would try to correct their mistakes. The students enjoyed following the procedures of opinion-proof strategy and they felt happy if their friends could answer their questions. However, only one student or about 2.5% stated that this technique was not effective.

4. Reflecting

After giving the treatment, the researcher would like to reflect the conditions of cycle 2. Based on the observation of the researcher and collaborator, interview, and questionnaire, the researcher could identify some strengths and weaknesses of implementation of opinion-proof strategy in teaching reading comprehension.

The Strengths

The advantages of teaching reading by using opinion proof stategy are the students are more creative in lerning reading, because students can convey

their opinion. It makes students develop their imagination after reading the text. Besides, opinion proof strategy helps students to understand the meaning of the text clearly. Opinion proof strategy also

motivates students in reading and not fell bored. The table below described the comparison between previous condition and condition after implementing the treatment of cycle 2:

Table The Comparison between Previous Condition and Condition after Cycle 2

Previous Condition	Conditions after cycle 2	Indicators
Previous classroom situation:	Classroom situation after cycle 2	
a. Students were passive	a. Students were active	Students actively asked questions and gave responses to each other
b. Students had no motivation to the reading class	b. Students had motivation to reading class	Students were not late and did not go out from the class anymore
c. Classroom cooperation was low	c. Classroom cooperation was good	The pair work activities gave a chance to all students to share their ideas
d. Students had no interest to the subject	d. Students had interest to the subject	Students talked about related topic and produced many questions about text.

The Weaknesses

During teaching learning process of cycle 2, the researcher and the collaborator actually did not find the significant weaknesses or obstacles. All students’ reading comprehension problems were effectively solved by opinion proof startegy. If it could be said a weakness, the researcher had one weakness in implementing opinion proof startegy. When the students did opinion proof startegy, the situation of the class was noisy because some pairs talked loudly. They gave questions, answered them, and responded to their friend’s answers using loud voice so that sometimes it could disturb the other students. However, this problem was easy to overcome. The researcher could handle

it by asking them to reduce their volume of voice.

Conclusion

After the researcher conducted the action research by using opinion proof startegy to improve students’ reading comprehension, she comes to the conclusion as follows: First, opinion proof startegy can improve students’ reading comprehension. The improvement can also be seen from their results of post test. The means of the scores improve from cycle to cycle. The mean score of pre test is 56.83. Then, it increases to 63.41 in post test 1 and 68.58 in post test 2. Second, opinion proof startegy can improve class situation. The students’ participations are more active. They demolish their barriers to ask and respond question. Their motivation and confidence

also improve. They enjoy following reading class. They are brave and not shy to share their ideas with their friends. They can collaborate with the others. Moreover, opinion proof strategy can reduce the dominance of the teacher. opinion proof strategy stimulates the students to be autonomous and active reader. The researcher only monitors and guides them in teaching learning process. Besides, they can work together with their friends well. In other words, their classroom cooperation is good.

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