

**THE EFFECT OF USING OPINION-PROOF STRATEGY TOWARD
READING COMPREHENSION OF THESECOND YEAR
STUDENTS AT SMPN 1 TANAH PUTIH
ROKAN HILIR REGENCY**



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PEKANBARU
1434 H/2013 M**

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Thesis

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(S.Pd.)



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ABSTRAK

Andesra Arisandi (2012) : “Pengaruh Penggunaan Strategi Opinion-Proof terhadap Pemahaman Membaca pada Siswa Kelas Dua SMPN 1 Tanah Putih Kabupaten Rokan Hilir.”

Berdasarkan penelitian di SMPN 1 Tanah Putih, guru mengajarkan membaca dari tipe buku teks siswa yang tersedia. Tipe-tipe dari buku teks mereka, siswa mengenali dan memahami tentang jenis teks. Tapi pada kenyataannya, masih banyak siswa yang kesulitan dalam memahami bacaan.

Tujuan dari penelitian ini adalah untuk mencari dampak yang signifikan dari penggunaan strategi opinion-proof terhadap pemahaman membaca siswa pada kelas dua SMPN 1 Tanah Putih. Penelitian ini mempunyai dua rumusan masalah yaitu; bagaimana pemahaman membaca siswa yang diajar dengan menggunakan strategi opinion-proof dan bagaimana pemahaman membaca siswa yang diajar tanpa menggunakan strategi opinion-proof, apakah ada perbedaan yang signifikan antara pemahaman membaca siswa yang diajar dengan menggunakan strategi opinion-proof dan yang diajar tanpa menggunakan strategi opinion-proof.

Penelitian dilaksanakan di SMPN 1 Tanah Putih. Ini dilaksanakan pada Tanggal 26 Juli s/d 18 Agustus 2011. Jumlah populasi dari penelitian ini adalah 115 siswa dari empat kelas dan sampelnya berjumlah 60 siswa dari dua kelas karena jenis penelitian yang digunakan adalah penelitian quasi-eksperimental (*non randomized control group pretest-posttest design*).

Dalam pengumpulan data, penulis menggunakan tes, test digunakan untuk mengumpulkan data tentang kemampuan siswa dalam pemahaman membaca. Ada dua macam tes: *Pretest* digunakan untuk menentukan kemampuan menulis siswa sebelum mendapatkan perlakuan dan *posttest* digunakan untuk menentukan kemampuan menulis siswa setelah mendapatkan perlakuan. Untuk mengetahui perbedaan yang signifikan antara pemahaman membaca siswa yang diajar dengan menggunakan strategi opinion-proof dan siswa yang diajar tanpa menggunakan strategi opinion-proof, maka nilai yang diperoleh dianalisis menggunakan rumus T-test kemudian dibandingkan dengan T-table dengan mempertimbangkan *degree of freedom(df)*.

Kesimpulan dari penelitian ini bahwa H_0 ditolak dan H_a diterima. Bisa diartikan ada perbedaan yang signifikan pada kemampuan siswa dalam pemahaman membaca antara siswa yang diajar dengan menggunakan strategi opinion-proof dan siswa yang diajar tanpa menggunakan strategi opinion-proof pada siswa kelas dua SMPN 1 Tanah Putih Kabupaten Rokan Hilir. Dengan kata lain, terdapat dampak yang signifikan dari penggunaan strategi opinion-proof terhadap pemahaman membaca pada siswa kelas dua SMPN 1 Tanah Putih Kabupaten Rokan Hilir.

ABSTRACT

Andesra Arisandi (2012) : "The Effect of Using Opinion-Proof Strategy toward Reading Comprehension of the Second Year Students at SMPN 1 Tanah Putih Rokan Hilir Regency"

Based on the preliminary research in SMPN 1 Tanah Putih, the teacher taught reading types of genre available in students' textbook. Through the types of genre in their textbook, the students recognized and understood about kind of text. Ideally, students of SMPN 1 Tanah Putih Rokan Hilir Regency should be able to read comprehensively on the paragraph, but in fact, many students still have difficulties in reading comprehension.

The purpose of the research was to find out whether or not was significant effect of using opinion-proof strategy toward reading comprehension of the second year students at SMPN 1 Tanah Putih. The research had two formulations that how reading comprehension of the students taught by using opinion-proof strategy is and how reading comprehension of the students without taught by using opinion-proof strategy is, and there is any significant difference between students' reading comprehension who are taught by using opinion-proof strategy and those who are not taught by using opinion-proof strategy.

The research was carried out at SMPN 1 Tanah Putih. It was conducted from July 26, to August 18, 2011. The subject of the research was the second year students of SMPN 1 Tanah Putih. The population of this research was 115 students from four classes and the sample was only two classes of the total classes that consisted of 60 students. This research was assigned by using non random assignment in Quasi-Experimental research.

In collecting data, the writer used test. Test was used in order to collect the data of students' reading comprehension of the second year students at SMPN 1 Tanah Putih. The tests consisted of two tests: *Pretest* was used to determine student's reading comprehension before getting the treatment and *Posttest* was used to determine student's reading comprehension after getting the treatment. In order to know the significant difference between students who were taught by using opinion-proof strategy and those who were taught without using opinion-proof strategy, the scores were analyzed by using test "T" formula. The students' score was compared with T-table considered with degree of freedom (df).

In conclusion, H_0 is rejected and H_a is accepted. It means that there is a significant difference of students' reading comprehension who are taught by using opinion-proof strategy and those who are not taught without using opinion-proof strategy of the second year students at SMPN 1 Tanah Putih. In other words, there is a significant effect of using opinion-proof strategy toward reading comprehension at the second year students of SMPN I Tanah Putih.

أندرسا أريسندي (2012) : أثر استخدام استطلاعات الرأي والدليل على استراتيجيات الاستيعاب
القرائي لدى الطلاب في الصف الثاني بمدرسة الثانوية الإعدادية
الحكومية 1 تانه فوته روكان هيلير ."

بناء على أبحاث في مدرسة الثانوية الإعدادية الحكومية 1 تانه فوته والمعلمين تعليم القراءة ونوع الكتب
المدرسية طالب المتاحة .أنواع وكتبتهم المدرسية، والطلبة إدراك وفهم عن هذا النوع من النص .ولكن في الواقع،
هناك العديد من الطلاب الذين لديهم صعوبة في القراءة والفهم.

وكان الغرض من هذه الدراسة إلى إيجاد تأثير كبير، واستخدام استراتيجية مضادة للرأي على استيعاب
الطلاب قراءة في المركز الثاني لاند الصف الأول في مدرسة الثانوية الإعدادية الحكومية 1 تانه فوته .هذه الدراسة
وأنين من صياغة المشكلة هو: كيف يتم تعليم الطلاب على الفهم قراءة باستخدام رأي استراتيجية مضادة،
وكيف أن فهم القراءة من الطلاب الذين يتعلمون من دون استخدام استراتيجية مضادة للرأي، هل هناك فرق كبير
بين الطلاب الذين يتعلمون القراءة والفهم عن طريق استخدام استراتيجيات الرأي العام تدرس دليل ودون
استخدام استراتيجية مضادة للرأي.

البحوث التي أجريت في مدرسة الثانوية الإعدادية الحكومية 1 تانه فوته عقدت في تاريخ 26 يوليو الى
18 أغسطس 2011 .وكان سكان هذه الدراسة 115 طالبا من طبقتين وعينة من 60 طالبا من فئتين بسبب
هذه الدراسة من الدراسات شبه التجريبية (غير عشوائية المجموعة الضابطة القبلي، البعدي التصميم).

في جمع البيانات، وكتاب استخدام الاختبار، اختبار تستخدم لجمع معلومات عن قدرات الطلاب في
القراءة والفهم .هناك نوعان من الاختبارات: الاختبار القبلي المستخدمة لتحديد الطلاب قدرات الكتابة قبل
الحصول على العلاج، فوستيس المستخدمة لتحديد الطلاب الكتابة بعد الحصول على العلاج .لإيجاد فرق كبير
بين الطلاب الذين يتعلمون القراءة والفهم باستخدام رأي استراتيجية مضادة، والطلاب الذين يتعلمون من دون
استخدام استراتيجية مضادة للرأي، تم تحليل القيم التي تم الحصول عليها باستخدام الصيغة-T اختبار وتمت مقارنة
ذلك مع-T جدول مع الأخذ في الاعتبار درجة من الحرية (df)

يتم تلقي استنتاج من هذه الدراسة هو أن رفض وها .يمكن أن يعني وجود اختلاف كبير في قدرات
الطلاب في القراءة والفهم بين الطلاب الذين يتعلمون عن طريق استخدام استراتيجية مضادة للرأي، والطلاب
الذين يتعلمون من دون استخدام استراتيجية مضادة للرأي في السنة الثانية في مدرسة الثانوية الإعدادية الحكومية
1 تانه فوته روكان هيلير .وبعبارة أخرى، هناك تأثيرات كبيرة من استخدام الرأي واقية من استراتيجيات القراءة
والفهم في طالبات الصف الثاني في مدرسة الثانوية الإعدادية الحكومية 1 تانه فوته روكان هيلير .

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The title of this thesis is the effect of using opinion-proof strategy toward reading comprehension of the second year students at SMPN I Tanah Putih Rokan Hilir Regency.

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Amiin..

Pekanbaru, June 2012

The Writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the skills that the students should master it in learning English as a foreign language. In learning English, one of the language skills that the students need to acquire is reading. The aim of teaching reading is to make students able to read the text effectively and efficiently. Harmer says that reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then works for the significance of these message. It means that reading not only looks at the written words but also understand what those mean.¹ Douglas state that reading ability will be best developed in association with writing, listening, and speaking activity. It means that in language teaching, the teacher has to teach four language skills (reading, speaking, listening, and writing).²

Reading comprehension is the degree to which we understand what we read. When we pick up the newspaper and read about the latest election results, call up a web site and read directions on installing a new light switch, or grab a novel off the shelf of the local bookstore, we are using our reading comprehension skill to gather information from the text.³

In order to accomplish students' needs toward reading, School Based Curriculum (KTSP) provides reading as one of the skills taught and learned in

¹Jeremy Harmer. *The Practice of Language*. (London: Longman. 1991) p.190

²Brown, H. Douglas. *Teaching By Principles: An Interactive Approach to Language Pedagogy*. (San Fransisco, California: State University.1994) p.283

³<http://www.reading-is-good.com/2008/.../comprehension-a-definition.june,8,2010.11:46>

Junior High School. SMPN 1 Tanah Putih Rokan Hilir Regency is one of the schools that also uses School Based Curriculum (KTSP) as a guide in teaching-learning process. In SMPN 1 Tanah Putih Rokan Hilir Regency, reading has been taught since the first year of English teaching period. Reading is taught twice a week with time duration 40 minutes for one-hour. According to syllabus 2010-2011 at the second grade, in reading, the students learn several genres such as procedure, recount and narrative and descriptive. In descriptive text, they should be able to understand a monolog essay related to their environment.⁴

The success of teaching reading for SMPN 1 Tanah Putih is determined by many aspects such as: material of reading, facility, teachers' competence, and the students themselves. In reading subject, the English teachers have used various methods in teaching like; discussion method, and other method. Moreover, they are taught by using various methods. But in reality, the results of their English study are still far from the expectation of curriculum. Actually, many students who learn English are interested in reading text, but, some of them do not understand and cannot express what they have read. Therefore, those problems are very important to find out the solution, because it has relationship with the success particularly in learning reading as one of the language skills.

Based on preliminary research in SMPN 1 Tanah Putih Rokan Hilir Regency, the teacher used conventional technique. The teacher taught reading of types of genre available in students' textbook. Through the types of genre in their textbook, the students recognized and understood about kinds of texts. Besides,

⁴ *Syllabus of SMPN 1 Tanah Putih 2010-2011*. 2010. Unpublished: p.9

the teacher read a text and then teacher gave the students some questions to be answered based on the paragraph. At the end of the class, the students submitted their tasks. Based on the descriptive above, ideally students in SMPN 1 Tanah Putih Rokan Hilir Regency should be able to read comprehensively on the paragraphs, but in fact, many students still have difficulties in reading comprehension. It can be itemized into the following symptoms:

1. Some of the students still have difficulties in understanding the reading text.
2. Some of the students are not able to find the meaning of unfamiliar words in the reading text.
3. Some of the students are not able to find main idea in the reading text.
4. Some of the student are not able to identify the language feature in the reading text.
5. Some of the students need long time to understand the reading text.

To improve the students' reading comprehension needs an appropriate strategy and method helping them solve their problems. There is actually a strategy that can help students in reading comprehension, called opinion proof strategy. Opinion Proof is a particular application of column notes. It is designed to take the power of students' own opinions about their content and harness them as tools of learning. The basic idea is that an opinion can be put forward, but it

should be a supported opinion, based on ideas, facts, or concepts found within the material being studied (or based on research that a student has done).⁵

Based on the explanation and the problem above, the writer is interested in conducting the research entitled” The Effect of Using Opinion Proof Strategy Toward Reading Comprehension of the Second Year Students At SMPN 1 Tanah Putih Rokan Hilir Regency”.

B. The Definition of the Term

To avoid misunderstanding toward the terms used in this research, it needs some explanations and definitions of the terms which are used in this research:

1. Effect

Effect is a change produced by an action or a cause, result an outcome⁶. In this research, effect is defined as the result of teaching reading treated by using opinion-proof strategy.

2. Opinion-Proof

Opinion-Proof is a particular application of column notes. It is designed to take the power of students' own opinions about their content and harness them as tools of learning. The basic idea is that an opinion can be put forward, but it should be a supported opinion, based on ideas, facts, or concepts found within the material being studied (or based on research that a student has done).⁷

⁵ Jones, Raymond. C. *Opinion-Proof*, retrieved from: <http://www.readingquest.org>: February 04, 2011.

⁶ Hornby, A.S. *Oxford Advanced Learner's Dictionary*. (New York: Oxford University. 1995), P.369

⁷ <http://www.readingquest.org/strat/opinion.html>

3. Strategy

In the context of reading comprehension, strategy can be defined as deliberate actions that readers take to establish and enhance their comprehension⁸.

4. Reading

David Nunan says that reading is a set skill that involves making sense and deriving meaning from the printed word. It means that we must be able to decode the printed words and also comprehend what we read.⁹ The reading process is an interaction with the text.

5. Comprehension

Sharon Vaughn and Sylvia Linan Thompson state that comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.¹⁰ Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text. So, comprehension is an active process in the construction of meaning.

⁸ Kristin Lems, et al, *Teaching Reading to English Language Learners*. (New York: the Guilford Press, 2010), P.72

⁹ David Nunan, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill Companies, Inc, 2005) p.69

¹⁰ Sharon Vaughn and Sylvia Linan-Thompson. *Research-Based Methods of Reading Instruction Grades K-5*. (Alexandria, Virginia: Association for Supervision and Curriculum Development, 2004), pp.98-99

C. The Problem

1. The Identification of the Problem

Based on the background that has been explained above, we know that most of the students of SMPN 1 Tanah Putih in the second year of tanah putih still have problems in learning English especially in reading comprehension. The problems in the school are more identified as follows:

- a. Why do some of the students still have difficulties in understanding the reading text?
- b. Why are some of the students unable to find the meaning of unfamiliar words in the reading text?
- c. Why are some of the students unable to find main idea in the reading text?
- d. Why are some of the students unable to identify language feature in the reading text?
- e. Why do some of the students need long time to understand the reading text?

2. The Limitation of the Problem

Because of limitation time, energy, and fund, it is necessary for the writer to limit the problem. The writer focuses this research on the effect of using Opinion Proof Strategy toward students' reading comprehension between those who are treated by using Opinion Proof Strategy and those who are not. It is conducted only for the second year students at Junior High School 1 Tanah Putih Rohil regency.

3. The Formulation of the Problem

The problems of this research will be formulated in the following question:

- a. How is reading comprehension of the students who are taught by using opinion-proof strategy of the second year students at SMPN 1 Tanah Putih?
- b. How is reading comprehension of the students who are taught without using opinion proof strategy of the second year students at SMPN 1 Tanah Putih?
- c. Is there any significant difference between students' reading comprehension who are taught by using opinion proof strategy and those who are not taught by using opinion-proof strategy of the second year students at SMPN 1 Tanah Putih?

D. The Objectives and the Significances of the Research

1. The Objectives of the Research

- a. To find out reading comprehension of the students who are taught by using opinion proof strategy of the second year students at SMPN 1 Tanah Putih.
- b. To obtain whether or not there is significant difference of reading comprehension between students who are taught by using opinion proof strategy and those who are not taught by using opinion-proof strategy of the second year students at SMPN 1 Tanah Putih.

2. The Significance of the Research

Related to objectives of the research above, significance of the research are as follows:

- a. To give information to the teachers, and the institutions about the effect of using opinion-proof strategy toward reading comprehension of the second year students at SMPN 1 Tanah Putih.
- b. To give some contribution to the students in order to improve students' ability in reading comprehension of the second year students at SMPN 1 Tanah Putih.
- c. To enlarge the writer's knowledge about opinion-proof strategy and reading comprehension of the second year students at SMPN 1 Tanah Putih..

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the most important skills besides listening, speaking, and writing. It plays an important role in guiding students to achieve successful language learning, especially in learning foreign language. Reading can be enjoyable activity when it is carried out effectively. As we know, reading is an activity with a purpose. The goal of any reading activity is to get the important or very existing knowledge or in order to critique writers' idea or writing style. A person also reads for enjoyment, or enhances knowledge of the language being read. So, a person reading the reading materials depends on her or his goal.

Many people may think that reading only involves the ability to sound the word printed in the page. Many experts have given their definition about what reading really means. According to Harmer, "Reading is an exercise dominated by the eyes and the brain".¹ Burnes also says, "Reading is a meaning-getting activity in which reader and writer interact."² The interaction will be facilitated by strategy designed to reduce the gap between written and oral language models. Moreover, Burnes explains that reading is to comprehend written discourse. It means that reading is an interactive process, a process in which the reader engages in an exchange idea with the writer via text. The exchange usually has a purpose and takes place within a specific context or a setting.

¹Harmer, J. *The Practice English Language Teaching*. (London: Longman, 1991), P. 90

² Burnes, D and Page, G. *Insight and Strategies for Teaching Reading*. (New York: Harcourt Brace Jovanich Group. Pty Limited, 1985), P.18

Kalayo stated that reading is an activity with a purpose.³ Furthermore, Revers and Temperly (1978:187) in Nunan suggest that there are seven main purposes for reading:

1. To obtain information for some purposes or because we are curious about some topics.
2. To obtain instruction on how to perform some tasks for our work or daily life.
3. To act in a play, play a game, do a puzzle.
4. To keep in touch with friend by correspondence or to understand business letter
5. To know when or where something takes place or what is available.
6. To know what is happening or has happened (as reported, newspaper, magazines, reports)
7. For enjoyment or excitement

Besides, in reading process, the reader uses knowledge, skills, and strategies to determine what the meaning of the text that they read. Moreover, Kalayo says that readers' knowledge, skills, and strategies include:⁴

1. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge how words are structured into sentences.
2. Sociolinguistics competence: knowledge about difficult type of text and their usual structure and content.

³ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English Foreign Language*. (Pekanbaru: Alif Riau Graha UNRI Press, 2007), p.113

⁴ *Ibid*, 115

3. Discourse competence: the ability to understand the cohesive such as pronouns, conjunctions, and transitional phrases to link meaning within and across sentence, as well as the ability to recognize how coherence is used to maintain the messages' unity.
4. Strategic competence: the ability to use a number of strategies

Nuttal defines that reading involves three type of learning: cognitive, affective, and psychomotor⁵. The psychomotor learning includes the physical process, related to reading activity. The affective learning includes the attitude of the students toward reading. The last is cognitive learning which deals with the process of understanding the text. Among them, the cognitive learning is generally dominant to define the meaning, on the other hand as the reading comprehension.

Besides definition above, it can be concluded that reading is an interactive and thinking process of transferring printed letter into meaning in order to communicate creation message between the writer and the reader. In reading activity, a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

2. Teaching Reading

According to Christina and Mary, reading is the most important skill of all or most students of English throughout the world; is a skill that has been much

⁵ Cristine Nuttal. *Teaching Reading Skill in a Foreign Language*. (New York: Hill Book Company, 1982), P.3

neglected in audio-lingual tradition of language teaching.⁶ Reading is not an isolated process. Four language processes work together to enhance the development of each of the others: speaking, listening, reading, and writing. Listening and reading are the receptive processes (taking in information), and speaking and writing are the productive processes (giving out information). We might also include a fifth language process: thinking (language that takes place in your head).

Reading is considered decode speech written down, a skill would naturally transfer from a command of the oral skills which are the major that focuses on audio-lingual programs. The spoken and written forms of a language differ qualitatively, both in syntax and in vocabulary.

The objectives of teaching reading are self-evidence. We read for information and for pleasure. On the very elementary level, however; reading serves primarily: (1) to introduce basic grammar patterns and vocabulary items in context and (2) to reinforce this basic knowledge.

Reading is not an easy learning activity. Many factors can affect student's success in reading. In general, these factors can be identified, such as teachers, students, environmental conditions, subject matter and techniques to learn the lesson material. One of the most important aspects of teaching reading is the selection of the reading text. The reading selection should not contain marked dialect or slang features. The selection should have high interest value to the students and the simple ways of establishing this are by asking the students their

⁶Christina Bratt Paulston & Mary Newton Bruder. *Teaching English as a Second Language Techniques and Procedures*. (Massachusetts: Winthrop Publisher, Inc, 1976), p.203

opinions of the reading and then dominating low interest selections for features curricula. The content should not be contrast with the students' own cultural values.

There are two components that should be known by the teacher in teaching reading. They are reading skill and reading comprehension. According to Celle and Murcia⁷, the reading comprehension components are intensive and extensive reading, reading material, cultural issues and testing.

3. The Definition of Opinion-Proof Strategy

Opinion-Proof is a particular application of column notes. It is designed to take the power of students' own opinions about their content and harness them as tools of learning. The basic idea is that an opinion can be put forward, but it should be a supported opinion, based on ideas, facts, or concepts found within the material being studied (or based on research that a student has done).⁸

Opinion/Proof is designed to use the power of students' own opinions about content and direct those opinions back into a learning environment. The basic idea is that you can share any opinion you want but it must be a supported opinion – based on ideas, facts, or content found within the topic being studied. Their opinion could also be based on research that they do outside of class.

Then students work to find support for their opinion from the textbook, videos, newspapers, magazines or other sources of content. Students can use their charts as support for a class debate, to write a persuasive essay, create an editorial

⁷Celle Marianne and Lois Murcia, p. 150-152

⁸Jones, Raymond. C. *Opinion Proof*, Retrieved From :<http://www.readingquest.org/> February 04, 2011

or develop some sorts of a digital product. Their chart can also be used for a unit review.⁹

Opinion-proof is an instructional sequence developed for language arts and content to improve the reading and writing skills of the students, involved in their reading and provides a structure for main idea development in reading and writing.¹⁰

The standard procedures of Opinion-Proof Strategy consist of 4 steps, as follows:

1. The teacher asks the students to read an assigned chapter or book.
2. The teacher asks the students to develop an opinion about a character from the text, the opinion is written down in the left-hand column.
3. The teacher asks the students to write supporting evidence for their opinion in the right-hand column, the evidence derived from the text along with the page number for reference.
4. The teacher asks the students to share the opinion/proof with the class.

This strategy helps students learn to develop an opinion, and support it through evidence from a text.¹¹

⁹ <http://historytech.wordpress.com>

¹⁰ Santa, Carol Minnick. et.al. *Free-Response and Opinion-Proof : A Reading and Writing Strategy for Middle Grade and Secondary Teachers*. Retrived from <http://www.jstor.org/pss/40030414>.

¹¹ Santa, *Pegasus: Teacher Implementation Guide for Grade 4*. Retrived from <http://fcit.usf.edu/fcat/references/strategies/fo2.htm>,

Example of Opinion Proof:

OPINION	PROOF
<p>President Truman was justified in resorting to the use of the atomic bomb in the final days of World War II.</p>	<p>The Japanese government and military had committed to fight to the last man.</p> <p>The alternative to atomic bombing was an invasion of Japan, which would have resulted in enormous numbers of casualties among U.S. troops.</p> <p>The United States was in a race to develop atomic weapons and had no idea whether or if the Japanese were also developing their own weapons of mass destruction.</p> <p>A continuation of the war indefinitely would cost untold thousands of military and civilian deaths on both sides of the fighting.</p> <p>A continuation of the war indefinitely would continue to drain the resources of the United States and the other Allied Powers.</p> <p>A continuation of the war indefinitely would further delay efforts to rebuild the war-torn nations.</p>

B. The Relevant Research

According to Syafi'i¹², relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. Besides, we have to analyze what the point that was focussed on, inform the design, finding and conclusion of the previous research:

1. Peter Rossmanith (2001). Study of the effect of random text in reading.

The results showed that random text significantly improved the overall quality of documents and the influence of drafting the text. In order to do this, we have to assume that positive examples generated by some stochastic model. If the stochastic model is fixed (measure one learning), then all recursively enumerable sets are identifiable, while straying greatly from Gold's model. In contrast, and define learning from random text as identifying a class of languages for every stochastic model where examples are generated independently and identically distributed. She found that the mean score of experimental group taught by using collaborative strategic reading is 74,26 while the mean score of control group taught by using traditional reading classroom is 63,49. Furthermore, t-test in this research is 7,6 and t-table is 2,00. That means, there is any significant effect of using random text in reading

2. A research conducted by Sri wastuti (2005). In her research, she focused on the effect of collaborative strategy reading toward the second year

¹²M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI, 2007), P. 122

students' reading comprehension achievement at SLTPN 20 Pekanbaru. She found that the mean score of experimental group taught by using collaborative strategic reading is 82,75 while the mean score of control group taught by using traditional reading classroom is 75,75. Furthermore, t-test in this research is 3,5 and t-table is 2,00. That means, there is any significant different between collaborative strategi reading for reading comprehension achievement and using traditional reading classroom method for reading comprehension achievement.

All of researchers above are relevant with the research, which will be done by the writer because they also did a research about reading, learning motivation and science. The differences are the purpose is that the writer wants to enhance students' reading comprehension by using opinion-proof strategy.

C. The Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure.

Operational concept is the concept used to clarify the theories used in the research, to know the students ability in reading reading text at the second year students of Junior High School 1 tanah Putih Rokan Hilir Regency. The writer determines some indicators in which the students can:

1. Identify the difficulties in understanding the reading text,
2. Identify the meaning of unfamiliar words,
3. Identify main idea,

4. Identify language features, and
5. Need long time to understand the reading text.

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is an experimental research that consists of two variables; they are:

1. Variable X is using Opinion-Proof Strategy.

Opinion-Proof strategy is an independent variable. Opinion-Proof strategy refers to the teacher's strategy in teaching reading.

2. Variable Y is students' reading ability in reading text.

Students' reading ability in reading text is dependent variable.

Variable X

1. Experiment class

The following treatment as a collection of procedures of the implementation of Opinion Proof strategy can be seen as the following steps:

1. The teacher ask the students to read an assigned chapter or book.
2. The teacher asks the students to develop an opinion about a character from the text, the opinion is written down in the left-hand column.
3. The teacher asks the students to write supporting evidence for their opinion in the right-hand column,
4. The teacher asks the students to share the opinion/proof with the class.

2. Control class

Control class is one of the classes in experimental research used to look at the different results from the experimental class in applying a technique,

strategy, way, method of a research. This class was taught without using opinion-proof strategy. The material and the purpose of the materials and the purpose of the strategies are the same. The result obtained in both experimental class and control class is a consideration for writer to look at the successful strategy applied to the students.

Variable Y

To know the students' reading ability of the second year students at Junior High School 1 Tanah Putih Rokan Hilir Regency, the writer determines some indicators for reading ability as follows:

- a. The students are able to answer question of finding the main idea in reading text
- b. The students are able to answer the question of factual information for reading text. The students are able to recognize the factual or certain information in detail such as person, places events and time.
- c. The students are able to answer the question of meaning vocabulary in reading text.
- d. The students are able to answer the questions of reference words which are stated in reading text.
- e. The students are able to answer the question of making inference in reading text.

D. The Assumption and the Hypothesis

1. The Assumption

In this research, the researcher assumes that (1) students' comprehension in reading the text is various, and (2) teaching strategy may influence the different ability of students in understanding the reading text, (3) the ability of students may be influenced by many factors.

2. The Hypothesis

- a. Ho: There is no significant effect of using opinion-proof strategy toward reading comprehension of the second year students at SMPN 1 Tanah Putih Rokan Hilir Regency.
- b. Ha: There is a significant effect of using opinion-proof strategy toward reading comprehension of the second year students at SMPN 1 Tanah Putih rokan Hilir Regency.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of this research is quasi experiment research. According to Gay and Airasian, experimental research is “the only type of the research that can test hypotheses to establish cause and effect relationship”¹. Then, Jhon W. Cresswell states that experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable². The design of the research is *pre* and *post test* design, which uses two groups as a sample. In conducting the research, the second year students of Junior High School 1 Tanah Putih Rokan Hilir Regency’ participated. The students were administered by giving pre-test at the beginning in order to know their abilities in reading comprehension. After that they were given the treatment in the middle. At the end, they were given post-test. In this research, pre-test and post-test were compared in order to determine the effect of using Opinion-Proof Strategy toward student’s reading comprehension.. The design of the research can be illustrated as follows:

Pre and Post test Design

According to Cresswell the type of this research can be designed as follows:³

¹L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application*. Six Ed. (New Jersey: Prentice-Hall, Inc, 2000), p. 367

²Jhon W. Cresswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (New Jersey: pearson education, 2008), p. 299

³ *Ibid.*, p.314

Table III.1

Time



Select Control Group	Pre-Test	No Treatment	Post-Test
Select Experimental Group	Pre-Test	Experimental Treatment	Post-Test

Adopted from: Jhon Cresswell, p. 314

1. Procedures of collecting data for experimental class

a. Pre-test

The pre-test is carried out to determine the ability of students selected as the sample. Items used for pre-test consist of 20 items. The test is about reading comprehension which is appropriated with their in-use curriculum.

b. Treatment

The treatment is conducted for experimental group only. The treatment is using Opinion-Proof Strategy in teaching reading comprehension. The length of time to apply the strategy is about eight meetings.

c. Post-test

After conducting the treatment, the post-test was administered and it was analyzed as final data for this research. The test given was the same test as given in the pre-test.

2. Procedures of collecting data for control class

a. Pre-test

Goal, item, and procedures of the test for control group are the same as those conducted for experimental group.

b. No treatment

c. Post-test

Post-test for both control group and experimental group are administrated after giving the treatment. The results of the post-test for both control group and experiment group are analyzed and used as final data for this research.

B. Location and Time of the Research

The research has conducted at the second year students of SMPN 1 Tanah Putih, Rokan Hilir regency. The research was done for two months, starting from July until August 2011.

C. Subject and Object of the Resesarch

Subject of the research was the second year students of SMPN 1 Tanah putih, rokan Hilir regency. The object of this research was the effect of using opinion-proof strategy toward students' reading comprehension.

D. Population and Sample of the Research

The population of this research was the second year students of SMPN 1 Tanah Putih, Rokan Hilir. The total population of this research was 115 students from 4 classes. They are assumed to have the same level of proficiency and the same background.

Table III.2

The Population of the Second Year Students of SMPN 1 Tanah Putih

No	Classes	Population		Total
		Male	Female	
1	VIII 1	15	21	30
2	VIII 2	15	20	30
3	VIII 3	14	19	27
4	VIII 4	13	23	28
Total		57	83	115

In this research the writer will take two classes from the population as the sample; they are experimental class and control class. So, the writer uses simply cluster sampling technique in choosing the sample.

Cluster sampling is the researcher chooses a sample in two or more stages because either the researchers cannot easily identify the population or the population is extremely large. According to Sudjana, in cluster sampling, population is divided into some group/clusters. These clusters will be taken in random process. Every member in a cluster that has been taken randomly will be a sample.

In this occasion, the writer takes class VIII 1 and VIII 2 as sample. Class VIII 1 is experiment class and VIII 2 is control class.

The specification of the research sample can be seen in the table below:

Table III.3
The Sample of the Research at SMPN 1 Tanah Putih

Number	Classes	Population		Total
		Female	Male	
1	VIII. 1	15	21	30
2	VIII. 2	15	10	30
TOTAL				60

E. Technique of Collecting Data

In the research, the data were collected by using some techniques, they are:

1. Observation

To obtain how the ways of using Opinion-Proof strategy toward students' reading comprehension, the writer was observed by English teacher when the writer taught directly in the classroom.

2. Test

To obtain the students' reading comprehension by using Opinion-Proof strategy, the writer gave test. The test was used to find out the students' comprehension in reading descriptive text. The data of the research were the score of the students' reading comprehension obtained by using reading test. The test was done twice, the first was pre-test given before treatment and the second was post-test given after treatment intended to obtain students' reading comprehension at the second year of SMPN 1 Tanah Putih of Rokan Hilir Regency.

F. Technique of Data Analysis

To analyze the data, the writer used score of post-test of the experimental and control class. These scores were analyzed by using statistical analysis. The data were analyzed by using T-test (independent samples t-test) and it was calculated by using manual.

The T-table was employed to see whether or not there was significant difference between the mean score in both experimental and control class.

Statistically hypothesis:

1. $H_0 = t_0 < t \text{ table}$

2. $H_a = t_0 > t \text{ table}$

The t-test was obtained by considering the degree of freedom. Statistically the hypotheses are:

$H_0: t_0 < t\text{-table}$

$H_a: t_0 > t\text{-table}$

1. H_a is accepted if $t_0 > t\text{-table}$ or there is significant difference between students' reading comprehension who are taught by using Opinion-Proof strategy and those who are not taught by using Opinion-Proof strategy.
 2. H_0 is rejected if $t_0 < t \text{ table}$ or there is no significant difference between students' reading comprehension who are taught by using Opinion Proof strategy and those who are not taught by using Opinion-Proof strategy.
- a. The Validity and Reliability of the test

1. Validity

Every test, whether it is a short, informal classroom test or a public examination that should be as valid as the test constructor that can make it. The test must aim at providing a true measure of the particular skill intended to measure.

Heaton states the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. There are three kinds of validity that consist of content validity, construct validity, and empirical validity.⁴

⁴ Heaton, J.B. *Writing English Language Test*. (New York, Longman Inc:1988), P.159

To obtain the data to compare the result of the test between Opinion-Proof and Conventional strategy on Reading Comprehension, the writer acquired to show each score. It was used based on the most important characteristic of an item to be accurately determined by its difficulty. Then, the test given to students was considered not too difficult or not too easy, often showed the low reliability. Item difficulty was determined as the proportion of correct responses. This was held pertinent to the index difficulty, in which it was generally expressed as the percentage of the students who answered the questions correctly. The formula for item difficulty is as follows:

The formula for item difficulty is as follows:⁵

$$FV = \frac{R}{N}$$

Where FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

The formula above was used to find out the easy of difficulties of each item test that researcher gave to the respondents. The item did reach the standard level of difficulty were excluding from the test and they were changed with the new items that were appropriate. Heaton stated that prepared in practice to accept items with facility values was between 0.30 and 0.70.⁶

⁵ *Ibid.* P,178

⁶ *Ibid.* P,179

2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test.⁷

Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.⁸

There are some factors affecting the reliability of a test, they are:

1. They are extent of the sample of material selected for testing
2. The administration of the test, clearly this is an important factor in deciding reliability.

$$r_{ii} = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{NX^2} \right]$$

r_{ii} = reliability

N = the number of item

M = the mean score of the test

X = the standard deviation of the test

In order to find out whether or not there is a significant effect of using Opinion Proof strategy toward reading comprehension, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and control group. The data were analyzed by using the statistical method. In this research, the researcher used "T" test as follows.⁹

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

⁸ *Ibid.* P,179

⁹ Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar.2009), p.208

t_o	: The value of T-obtained
M_x	: Mean score of experimental sample
M_y	: Mean score of control sample
SD_x	: Standard deviation of experimental class
SD_y	: Standard deviation of control class
N	: Number of the students

The t-test is obtained by considering the degree of freedom (df)= $(n_1+n_2)-2$

statistically the hypotheses are:

$H_o: t_o < t\text{-table}$

$H_a: t_o > t\text{-table}$

H_o is accepted if $t_o < t\text{-table}$ or there is no significant effect of using opinion proof strategy toward reading comprehension.

H_a is accepted if $t_o > t\text{-table}$ or there is significant effect of using opinion proof strategy toward reading comprehension.

CHAPTER IV

DATA PERSENTATION AND ANALYSIS

A. Description of Research Procedure

The purpose of the research is to obtain the students' reading comprehension taught by using opinion proof strategy and students' reading comprehension taught without using opinion-proof, and to know the significant difference between students' reading comprehension who are taught by using opinion-proof strategy and students who are not taught by using opinion-proof strategy. The data were obtained from students' post-test scores of experimental and control class. Before treatment (only experiment class), the writer gave pre-test to VIII 1 and VIII 2. The reading test was about reading comprehension evaluated by concerning five components: finding factual information, identify main idea, locating the meaning of vocabulary in context, identifying references, making inference from reading text. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the same format of reading test for the post-test of experimental class. While for control class taught without using treatments, the writer used the same format of reading test for their post-test too.

The total of pre-test and post-test in both classes were significantly different. The total score of the experimental was 3930, while the highest score was 85 and the lowest was 55. The total score of control group was 3490 while the highest was 75 and the lowest was 40. To support data, the writer used classroom observation. It just had in experimental group. Based on data analysis,

the result of observation for answer “yes” was 81,94%, and for answer “no” was 18,05%.

B. The Data Presentation

The data of the research were gotten from the score of students’ pre-test and post-test. All of the data were collected through the following procedures:

1. In both classes (experimental and control group), students were asked to answer the questions based on the descriptive text given
2. The format of the test was multiple choices.

There were two data of reading comprehension served by the writer.

They were: the data of reading comprehension taught by using opinion-proof strategy and the data of students’ reading comprehension taught without using opinion-proof strategy, and they are as follows:

1. The Data Presentation of Using Opinion-Proof (variable X)

In this research, the writer used the observation to support the writer’s research in collecting data. When the observation was done by the writer, the writer taught the students herself. The English teacher always observed the writer in the classroom. The English teacher observed the writer for eight meetings in experimental group. To obtain how to use Opinion-Proof strategy toward students’ reading comprehension, the writer took data from classroom observation. It will be described in the tables that present frequency distribution of each observation. To make data clearer, it can be seen in table below:

Table IV.1

Observation Percentage Recapitulation of Using Opinion-Proof Strategy in the Classroom

No	Indicators of Using Opinion-Proof Strategy	Categories	
		Yes	No
1	Greeting, praying, and checking students' attendant list.	7	1
2	Researcher telling students about the objective of the study and gives motivation.	4	4
3	Researcher explains some difficult vocabularies that relate to the text.	6	2
4	The teacher ask the students to read an assigned chapter or book.	8	-
5	The teacher ask the students to develop an opinion about a character from the text, the opinion is written down in the left-hand column.	8	-
6	The teacher ask the students to write supporting evidence for their opinion in the right-hand column, the evidence derived from the text along with the page number for reference.	7	1
7	The teacher ask the students to share the opinion/proof with the class.	7	1
8	Researcher asks the students' difficulties while learning.	6	2
9	Researcher asks the students to practice at home.	6	2
Total		59	13

The writer used the following formula to get the percentage of the observation:

$$P = \frac{F}{N} \times 100\%$$

Where: P: Percentage

F: Frequency of the score

N: Number of Case¹

$$\frac{59}{72} \times 100\% = 81,94\%$$

¹ Sudijono Anas, *Pengantar Statistik Pendidikan* (Jakarta:PT.Rajagrafindo Persada, 2007), p.43

$$\frac{13}{72} \times 100 \% = 18,05\%$$

Based on the data, the category of the observation can be seen based on Suharsimi arikunto²:

Table IV.2
The Classification of Students' Score

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Bad

The table IV.1 shows the result of observation of using opinion-proof strategy in experimental group. The result of observation for answer “Yes” was 81,94% and it can be said good and for answer “No” 18,05%, it can be said bad.

From the table IV.1 showed Some frequently implemented aspects by the writer as a teacher in the classroom. It can be seen as follows:

- a) Greeting, praying, and checking students' attendant list
- b) Researcher explains some difficult vocabularies that relate to the text.
- c) The teacher ask the students to read an assigned chapter or book.
- d) The teacher ask the students to develop an opinion about a character from the text, the opinion is written down in the left-hand column.
- e) The teacher ask the students to write supporting evidence for their opinion in the right-hand column, the evidence derived from the text along with the page number for reference.

² Suharsimi Arikunto, *Prosedur penelitian Suatu Pendekatan Praktik* .(Jakarta:Rineka Cipta,2006), p.39

- f) The teacher ask the students to share the opinion/proof with the class
- g) Researcher asks the students' difficulties while learning.
- h) Researcher asks the students to practice at home.

While, the table IV.1 showed some frequently aspects that are not well implemented by the teacher in tha classroom. It can be seen as follows:

- a) Researcher telling students about the objective of the study and gives motivations.

Based on the table IV.1 it can beseen that the most frequent treatments of using Opinion-Proof had been implemented by the teacher (writer).

The data of this research were the scores students' post test. The writer gave pre test to all of the population to determine two classes as the samples. It was found that class VIII.1 was the experimental group and VIII.2 was the control group.

The data were obtained by giving post test to the experiment and control group. The result of reading test was evaluated by concerning five components:

- a. Finding factual information
- b. Identifying main idea
- c. Locating the meaning of vocabulary in context
- d. Identifying references and
- e. Making inference from the text

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' post test. The data were collected through the following procedures:

- a. Both group (Experimental group and control group) were asked to express their idea in reading comprehension.
- b. The teacher evaluated from the test based on reading comprehension aspects that consists of finding factual information, identifying main idea, locating the meaning of vocabulary in context, identifying references, and making inferences from reading text. It was done to make the teacher easy to collect the data.

2. The Data Presentation of Reading Comprehension (variable Y)

a. Reading Comprehension Taught by Using Opinion-Proof Strategy

The data of Students' reading comprehension taught by using Opinion-Proof strategy were gotten from pre-test and post-test of VIII.1 as an experimental class, taken from the sample of this class (30 students). The writer taught the class by herself, while the English teacher observed the writer for eight meetings in experimental class. The data can be seen from the table below:

Table IV.3
The Scores of Students' Reading Comprehension Taught by Using
Opinion-Proof Strategy

Students	Experimental Class		Dif
	Post-test	Pre-test	
1	80	65	15
2	70	65	5
3	85	60	25
4	65	50	15
5	80	60	20
6	70	60	10
7	80	55	25
8	65	50	15
9	75	55	20
10	80	60	20
11	85	65	20
12	60	55	5
13	70	60	10
14	80	70	10
15	75	65	10
16	85	55	30
17	75	60	5
18	65	60	5
19	75	65	10
20	85	55	30
21	80	70	10
22	75	70	5
23	70	50	20
24	65	60	5
25	70	55	15
26	60	50	10
27	80	50	30
28	80	55	25
29	70	60	10
30	70	60	10
Total	2225	1770	445

From the table IV.3, the writer found that the total score of post-test in experimental group was 2225 while the highest 85 and the lowest was 60, and the total score of pre-test in experimental group was 1770 while the highest was 75 and the lowest was 50. It means that the students have significant increase of their

reading comprehension, it was proved by the total score of frequency from pre-test and post-test which was significantly different, and it can be seen as follows:

Table IV.4
The Frequency of Post-test and Pre-test of Experimental Class

Valid of Post-test	Frequency of Post-test	Valid of Pre-test	Frequency of Pre-test
60	5	50	5
65	6	55	6
70	10	60	7
75	6	65	5
80	2	70	6
85	1	75	1
Total	N=30		N=30

Besides, the mean and standard deviation were also needed in analyzing data which were gotten from the score of pre-test and post-test. The mean and standard deviation of pre-test are in the following table:

Table IV.5
The mean and standard deviation of post-test and pre-test of experimental

	Mean	Standard Deviation
Post-test	70	7,12
Pre-test	60,33	7,63

b. Reading Comprehension Taught by Using Conventional Strategy

The data of students' reading comprehension taught by using conventional strategy were also taken from pre-test of VIII.2 as control class, taken from the sample of this class (30 students). The data can be seen from the table below:

Table IV.6
The Scores of Students' Reading Comprehension Taught by
Conventional Strategy

Students	Control Class		Dif
	Post-test	Pre-test	
1	75	60	15
2	70	60	10
3	65	65	0
4	65	40	25
5	75	55	20
6	65	50	15
7	60	55	5
8	60	50	10
9	65	45	20
10	55	55	0
11	50	75	-25
12	50	55	-5
13	65	50	15
14	55	60	-5
15	60	65	-5
16	50	60	-10
17	50	65	-15
18	60	70	-10
19	50	50	0
20	65	50	15
21	60	60	0
22	60	55	5
23	55	65	-10
24	50	70	-20
25	60	75	-15
26	65	70	5
27	55	65	-10
28	65	65	0
29	70	60	10
30	65	60	5
Total	1655	1810	35

From the table IV.6, the writer found that the total score of post-test in control group 1655, while the highest was 75 and the lowest was 40, and the total score of pre-test in control group was 1810 while the highest was 75 and the lowest was 50.

It means that the students showed little increase of their reading comprehension, and it was not for experimental class. Besides, the mean of pre-test and post-test of control group and experimental group also showed a significant different. The frequency score and the mean of pre-test and post-test of control group can be seen as follows:

Table IV.7
The Frequency of Post-test and Pre-test of Control Class

Valid of Post-test	Frequency of Post-test	Valid of Pre-test	Frequency of Pre-test
40	1	50	5
45	1	55	4
50	5	60	7
55	5	65	9
60	7	70	2
65	6	75	3
70	3		
75	2		
Total	N=30		N=30

Besides, the mean and standard deviation were also needed in analyzing data which were gotten from the score of post-test and pre-test. The mean and standard deviation of post-test and pre-test are in the following table:

Table IV.8
The Mean and Standard Deviation of Post-test and Pre-test of Control Class

	Mean	Standard Deviation
Post-test	62,33	7,05
Pre-test	59,33	8,31

c. The Data Presentation of the Effect of Using Opinion-Proof Strategy Toward Reading Comprehension

The following table is the description of post-test and pre-test of experimental class and control class

Table IV.9
Students Pre-test and Post-test of Experimental Class and Control Class

No	Students	Experimental Class			Control Class		
		Post-test	Pre-test	Dif	Post-test	Pre-test	Dif
1	Students 1	80	65	15	75	60	15
2	Students 2	70	65	5	70	60	10
3	Students 3	85	60	25	65	65	0
4	Students 4	65	50	15	65	40	25
5	Students 5	80	60	20	75	55	20
6	Students 6	70	60	10	65	50	15
7	Students 7	80	55	25	60	55	5
8	Students 8	65	50	15	60	50	10
9	Students 9	75	55	20	65	45	20
10	Students 10	80	60	20	55	55	0
11	Students 11	85	65	20	50	75	-25
12	Students 12	60	55	5	50	55	-5
13	Students 13	70	60	10	65	50	15
14	Students 14	80	70	10	55	60	-5
15	Students 15	75	65	10	60	65	-5
16	Students 16	85	55	30	50	60	-10
17	Students 17	75	60	5	50	65	-15
18	Students 18	65	60	5	60	70	-10
19	Students 19	75	65	10	50	50	0
20	Students 20	85	55	30	65	50	15
21	Students 21	80	70	10	60	60	0
22	Students 22	75	70	5	60	55	5
23	Students 23	70	50	20	55	65	-10
24	Students 24	65	60	5	50	70	-20
25	Students 25	70	55	15	60	75	-15
26	Students 26	60	50	10	65	70	5
27	Students 27	80	50	30	55	65	-10
28	Students 28	80	55	25	65	65	0
29	Students 29	70	60	10	70	60	10
30	Students 30	70	60	10	65	60	5
Total		2225	1770	445	1655	1810	35

From the table above, it can be seen that there is actually significant different between post-test and pre-test in experimental class and control class. It is also can be seen from the difference of the gain in the experimental class and control class.

Table IV.10
THE CLASSIFICATION OF EXPERIMENTAL GROUP OF THE
SECOND YEAR STUDENTS AT SMPN 1 TANAH PUTIH ROKAN HILIR
REGENCY

No	Categories	Score	Frequency	Percentage
1	Very good	80-100	6	20.0%
2	Good	70-79	13	43.0%
3	Enough	60-69	11	37.0%
4	Less	50-59	0	0%
5	Bad	0-40	0	0%
Total		-	30	100%

Based on the table, about the classification of experimental group of the second year students at SMPN 1 Tanah Putih Rokan Hilir Regency, the output from 30 students shows, the category of number 1 that got the frequency 6 (20.0%), the category of number 2 shows 13 (43.0%), the category of number 3 shows 11 (37.0%), the category of number 4 shows 0 (0%), and the category of number 5 shows 0 (0%). The table above shows that the highest percentage of experimental group is 43.0%. Thus, the majority of the students in this regard are classified into **Good**.

TABLE IV.11
THE CLASSIFICATION OF CONTROL GROUP OF THE SECOND
YEAR STUDENTS AT JUNIOR HIGH SCHOOL 1 TANAH PUTIH
ROKAN HILIR REGENCY

No	Categories	Score	Frequency	Percentage
1	Very good	80-100	-	-
2	Good	70-79	5	16.6%
3	Enough	60-69	16	53.3%
4	Less	50-59	9	30.0%
5	Bad	0-40	0	0%
Total		-	30	100%

Based on the table, about the classification of experimental group of the second year students at SMPN 1 Tanah Putih rokan Hilir regency, the output from

30 students, the category of the number 1 shows no frequencies (0%), the category of number 2 shows 5 (16.6%), the category of number 3 shows 16 (53.3%), the category of number 4 shows 9 (30.0%), and the category of number 5 shows no frequency (0%). The table above shows that the highest percentage of experimental group is 53.3%. Thus, the majority of the students in this regard are classified into **Enough**.

3. The Effect of Using Opinion-Proof Strategy Toward Reading Comprehension of the Second Year Students at SMPN1 Tanah Putih

To obtain the data about the contribution of using Snowball Throwing Type Strategy to Improve Reading Ability in Narrative, the writer acquired to show each score. It was used pertaining to the most important characteristic of an item to be accurately determined by its difficulty. Then, the tests given to students were taken into account. Too difficult or too easy often showed the low reliability. Item difficulty was determined as the proportion of correct responses. This was held pertinently to the index difficulty, in which it was generally expressed as the percentage of the students who answered the question correctly.

The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

The formula above was used to find out the easy or difficulty of each item test that the researcher gave to the respondents. The items that did not reach the

standard level of difficulty were excluded into new items appropriately. Heaton,³ states that prepared in practice to accept items with facility between 0.30 and 0.70.

The standard level difficulty is < 30 and > 70 . Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”. it can be seen in the following tables:

TABLE IV.12
THE ABILITY OF STUDENTS IN FINDING FACTUAL INFORMATION

Variable	Finding Factual Information				N
Item no.	2	7	12	17	30
Correct	16	12	18	16	
P	0.53	0.4	0.6	0.53	
Q	0.46	0.6	0.4	0.46	

Based on the table, the proportion of correct answer for item number **2** shows the proportion of correct **0.53**, item number **7** shows the proportion of correct **0.4**, item number **12** shows the proportion of correct **0.6**, item number **17** show the proportion of correct **0.53**. Based on the standard level of difficulty “p” < 0.30 and > 70 , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE IV.13
THE ABILITY OF STUDENTS IN IDENTIFY MAIN IDEA

Variable	Identifying Main Idea				N
Item no.	4	8	13	14	30
Correct	15	14	19	18	
P	0.5	0.53	0.36	0.4	
Q	0.5	0.53	0.36	0.4	

Based on the table, the proportion of correct answer for item number **4** shows the proportion of correct **0.5**, item number **8** shows the proportion of correct **0.53**, item number **13** shows the proportion of correct **0.36**, item number **14**

³Heaton, J.B. *Writing English Language Test*. New York. Logman Inc. 1988. P.178-179

shows the proportion of correct **0.4**. Based on the standard level of difficulty “p” <0.30 and >70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE IV.14
THE ABILITY OF STUDENTS IN LOCATING THE MEANING OF VOCABULARY IN CONTEXT

Variable	Locating the Meaning of Vocabulary In Context				N
Item no.	3	9	11	15	30
Correct	18	15	17	18	
P	0.6	0.5	0.56	0.6	
Q	0.4	0.5	0.43	0.43	

Based on the table, the proportion of correct answer for item number **3** shows the proportion of correct **0.6**, item number **9** shows the proportion of correct **0.5**, item number **11** shows the proportion of correct **0.56**, item number **15** show the proportion of correct **0.6**. Based on the standard level of difficulty “p” <0.30 and >70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE IV.15
THE ABILITY OF STUDENTS IN IDENTIFYING REFERENCES

Variable	Identifying References				N
Item no.	1	16	19	20	30
Correct	12	15	18	12	
P	0.4	0.5	0.6	0.4	
Q	0.6	0.5	0.4	0.6	

Based on the table, the proportion of correct answer for item number **1** shows the proportion of correct **0.4**, item number **16** shows the proportion of correct **0.5**, item number **19** shows the proportion of correct **0.6**, item number **20** show the proportion of correct **0.4**. Based on the standard level of difficulty “p”

<0.30 and >70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE IV.16
THE ABILITY OF STUDENTS IN MAKING INFERENCE FROM
READING TEXT

Variable	Finding Factual Information				N
Item no.	5	6	10	18	30
Correct	14	14	15	19	
P	0.46	0.46	0.5	0.63	
Q	0.53	0.53	0.5	0.36	

Based on the table, the proportion of correct answer for item number **5** shows the proportion of correct **0.46**, item number **6** shows the proportion of correct **0.46** item number **10** shows the proportion of correct **0.5**, item number **18** show the proportion of correct **0.63**. Based on the standard level of difficulty “p” <0.30 and >70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

C. The Data Analysis

The data of the statistical result were divided into parts. The data were obtained through pre-test and posttest. To analyze the data in chapter IV, the writer used the following statistical formula to get the mean score (M) and the standard deviation (SD).

The result of the mean score of each class was found by using the following formula;

$$M = \frac{\sum X}{N}$$

While the formula of standard deviation is as follows:

$$SD_x = \sqrt{\frac{\sum X^2}{N}}$$

TABLE IV.17
MEAN AND STANDARD DEVIATION OF SCORE FOR
EXPERIMENTAL CLASS AND CONTROL CLASS

NO	SCORE		X (X-MX)	Y (Y-MY)	X ²	Y ²
	X ¹	Y ¹				
1	15	15	0,17	13,84	0,0289	191,5456
2	5	10	-9,83	8,84	96,6289	78,1456
3	25	0	10,17	0	103,4289	0
4	15	25	0,17	23,84	0,0289	568,3456
5	20	20	5,17	18,84	26,7289	354,9456
6	10	15	-4,83	13,84	23,3289	191,5456
7	25	5	10,17	3,84	103,4289	14,7456
8	15	10	0,17	8,84	0,0289	78,1456
9	20	20	5,17	18,84	26,7289	354,9456
10	20	0	5,17	0	26,7289	0
11	20	-25	5,17	-26,16	26,7289	684,3456
12	5	-5	-9,83	-6,16	96,6289	37,9456
13	10	15	-4,83	13,84	23,3289	191,5456
14	10	-5	-4,83	-6,16	23,3289	37,9456
15	10	-5	-4,83	-6,16	23,3289	37,9456
16	30	-10	15,17	-11,16	230,1289	124,5456
17	5	-15	-9,83	-16,16	96,6289	261,1456
18	5	-10	-9,83	-11,16	96,6289	124,5456
19	10	0	-4,83	0	23,3289	0
20	30	15	15,17	13,84	230,1289	191,5456
21	10	0	-4,83	0	23,6289	0
22	5	5	-9,83	3,84	96,6289	14,7456
23	20	-10	5,17	-11,16	26,7289	124,5456
24	5	-20	-9,83	-21,16	96,6289	447,7456
25	15	-15	0,17	-16,16	0,0289	261,1456
26	10	5	0,17	3,84	0,0289	14,7456
27	30	-10	15,17	-11,16	230,1289	124,5456
28	25	0	10,17	0	103,4289	0
29	10	10	-4,83	8,84	23,3289	78,1456
30	10	5	-4,83	3,84	23,3289	14,7456
Total	445	35	200,34	301,52	6614,6145	3098,1
Mean	14,83	1,16	6,678	10,05	188,99	88,51

While the result of the standard deviation of post-test for each class is as follows:

- a. Standard deviation for range score of experimental class

$$SDx = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{6614.6145}{30}} = \sqrt{188.99} = 13.74$$

- b. Standard deviation for range score of control class

$$c. SDy = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{3098.1}{30}} = \sqrt{88.51} = 9.40$$

From the calculation above, it can be stated that:

$$SDx = 13.74$$

$$SDy = 9,40$$

$$Mx = 14,83$$

$$My = 1.16$$

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_o = \frac{14.83 - 1.16}{\sqrt{\left(\frac{13.74}{\sqrt{30-1}}\right)^2 + \left(\frac{9.40}{\sqrt{30-1}}\right)^2}}$$

$$t_o = \frac{13.67}{\sqrt{\left(\frac{13.74}{\sqrt{29}}\right)^2 + \left(\frac{9.40}{\sqrt{29}}\right)^2}}$$

$$t_o = \frac{13.67}{\sqrt{\left(\frac{13.74}{5.38}\right)^2 + \left(\frac{9.40}{5.38}\right)^2}}$$

$$t_o = \frac{13.67}{\sqrt{(2,536)^2 + (1.61)^2}}$$

$$t_o = \frac{13.67}{\sqrt{(5,550)^2 + 2,59^2}}$$

$$t_o = \frac{13.67}{\sqrt{8,14}}$$

$$t_o = \frac{13.67}{2.85}$$

$$t_o = 4.79$$

The computed was 4.79 So, it can be said that H_o is rejected and H_a is accepted because t obtained is bigger than Null. In the other words, there is significant effect of using directed reading activity strategy on student's reading comprehension.

By observing the data analysis, it can be described that the coefficient T-test is 4.79 intended to prove whether there is significant effect of using opinion proof Strategy at the 5% grade of significance or not at the 1% grade of significance that the level of T-test is 4.79, T-table are compared by getting the degree of freedom (df). To get the level of "df", the following formula is used:

$$\begin{aligned} df &= (N1 + N2) - 2 \\ &= (30 + 30) - 2 \\ &= 60 - 2 \\ &= 58 \end{aligned}$$

The degree of freedom is 58 (see appendix), because degree of freedom 58 is unfound in the table. So the writer took 60, because it is near as “df” that it can be seen in T-table at the 5% grade of significance that refer to 2.00. While in the level of significance are 2.65. So it can be analyzed that t_o is higher than T-table in either at 5% or 1%. It can be read that $(2.00 < 4.79 > 2.65)$.

Based on the score above, the writer can conclude that the first hypothesis can be accepted. It means that there is significant difference between using Opinion-Proof Strategy and Conventional Strategy (learning in general by using a method that is usually done by teacher giving lessons through lecturer, exercise and task) on students’ reading comprehension of the second year student’s at SMPN 1 Tanah Putih of Rokan Hilir Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the data analysis, the writer concludes that:

1. There is significance of the effect of Opinion Proof Strategy toward reading comprehension of the Second Year Students at SMPN 1 Tanah Putih Rokan Hilir Regency
2. H_0 is rejected and H_a is accepted.
3. The second hypothesis is accepted because in T-Table at the 5% grade of significance refers to 2.00. While in the level of significance 1% is 4.79. So it can be analyzed that t_0 is higher than T-Table in either at 5% or 1%. It can be read that $(2.00 < 4.79 > 2.65)$. It means that there is significant effect of using Opinion Proof strategy toward reading comprehension of the second year students at SMPN 1 tanah Putih Rokan Hilir Regency.

B. SUGGESTION

Considering the effectiveness of using Opinion-Proof strategy toward students' reading comprehension, the writer would like to give some suggestion as follows:

- 1) Suggestion for the teacher:
 - a. It is recommended to the teachers to use Opinion-Proof strategy in teaching and learning process.
 - b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.

- c. It is important for the teacher to improve the students' comprehension in reading text by giving assignments or home work, especially for questions in the form of main idea and supporting details, more difficult for the students.

2) Suggestion for the students:

- a. The students should understand about Opinion-Proof strategy in reading text.
- b. The students should pay more attention to the lesson explained by the teacher.
- c. The students must be creative to select kinds of reading in order to comprehend the text especially in reading subject.
- d. The students should always improve their reading comprehension especially about factual information, main idea, vocabulary, reference and inference.

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