
Research Article

Using Refutation Technique to Increase Students' Reading Comprehension at the Second Grade Students of Sma Hasanuddin Gowa

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Abstract:

The aims of this study was to find out whether or not refutation technique can increase the students' reading comprehension of the second grade students of SMA Hasanuddin Gowa. This research employed pre-experimental method which one class was given pre-test, treatment and post-test. The population of this research was the second grade students of SMA Hasanuddin Gowa. The total sample consisted of 24 students and it is used purposive sampling technique. The instrument was reading text in order to measure the students' reading comprehension skill by using refutation technique. The result of the data showed that by using refutation technique in reading comprehension was effective in improving the students' reading skill. In other words, the finding indicated that using refutation technique in teaching reading comprehension was able to improve the students' skill in reading. Based on the result of the data showed that there was a significant difference between the pre-test mean score (45.04), and the post-test mean score (71.83). It can be concluded that the use of refutation technique in reading comprehension can be improved at SMA Hasanuddin Makassar.

Keywords: Refutation Technique, Reading Comprehension.

1. Introduction

In Indonesia teaching English as a foreign language is a compulsory subject that has been taught three years in junior high school and another three years in senior high school. It seems that the development of English language touches the recent English curriculum objectives. There are four skills in English language. They are listening, speaking, reading and writing which is classified into productive skill and receptive skill. The productive skills are speaking and writing while receptive skills are reading and listening. Harmer (1991) stated that speaking and writing involve language production which often referred to as productive skills. On the other, reading and writing involve receiving messages and often referred as receptive skills.

One of the skills in English is reading. From reading people can get new information, will gain new experience and knowledge which make us exist in the world. By his brilliant ideas, the reader can create many things that will make him to be recognized around the world. While experiences, it can make someone to be wiser and more mature. According to Aminah (1993) pointed out there are four factors that influence the low achievement of the students in reading comprehension. Some of them are the low interest toward reading and the lack of the students' vocabulary. In other to achieve the reading activities the English teacher should used techniques in presenting the reading materials which made the students interested and help them to understand easily the meaning of the words written in the given texts.

There are some techniques in reading and one of them is refutations technique. Refutations technique is the part of an essay that disproves the opposing arguments. A good method for formulating your refutations is to put yourself in the place of your readers, imagining what their objections might be. The technique will be effective to improve reading comprehension if someone is being able to identify what her and his learning style. Reading is one subject in learning English is very crucial that can help the students to get some information and can increase the students' knowledge. It must be mastered well by the students in other to help them in influencing their reading comprehension. Reading is a set of skill that involves making sense and deriving meaning from the printed words.

Referringt the explanation above, the researcher is interested to conduct a research entitled "Using Refutations Technique to Increase the Reading Comprehension at the Second Grade Students at SMA Hasanuddin Gowa"

The problem statement of this research is 'Can the refutations technique increase the students' reading comprehension at the second grade of SMA Hasanuddin Gowa?'

In relation to the problem above, the main objective of the research is intended to find out whether or not the use of refutations technique can increase the reading comprehension at the second grade of SMA Hasanuddin Gowa.

The finding of this research is expected to be meaningful input to the English teachers in using a new technique in teaching in other to increase the students' reading comprehension.

To give a meaningful contribution to the students learning process especially in use of refutations technique in reading comprehension so the students can be more active in classroom. Finally, the result would be very useful for improvement of teaching reading comprehension and the professional of the teacher himself and it is hoped to be useful information for the other researcher.

The scope of the research is reading comprehension by using refutations technique to increase the students' reading comprehension at the second grade students of SMA Hasanuddin Gowa in literal reading and descriptive text as a media.

2. Review of Related Literature

There are some researchers have carried on research for suitable method or technique to support the learners and give some references to find out the way to increase the students' reading comprehension.

The following are some previous researchers related with this research:

Smith (2020) in his research stated that the fifth grade students were very engaged and enjoyed discussing novels when they are loosely organized the mselves in reading groups to read books that had been donated to the classroom. They students are happy to learn and discussed the reading text with their friends.

Tugman (2019), found that literature circles approach is also used to enhance the students' reading comprehension. He said the students reading skills was improved after using the refutation technique and their result in post-test result was higher than in pre-test. While Cherryl Marie Mc Elvain (2010) in her research reported that the students' reading comprehension was increased significantly after using transactional literature circles in learning process.

While Jufri, J. (2018) said, teaching reading by making prediction in high school could increase the students reading skill and their result after treatment was much better in their post-test.

Harmer (1992) defines that reading is an exercise dominated by eyes and brain. The eyes receive messages and the brain has to work out the significance of these messages. There are five reasons for reading such as language learning, reading for purpose, reading for information, reading for pleasure and reading material. While Ruddell (2005) stated that reading is the act of constructing meaning while transacting with text. Dogan, B. (2014) said that reading is an active process in identifying an important idea. Teaching and learning are easy things but they are very complex process. It is not only involves the students' ability to read the text but also the readers' ability in understanding the text.

Wiriyodijoyo (2011) puts forward some stages of reading process namely perception, comprehension, reaction, and integration. While Cook (1992), said that there three kinds of reading such as reading aloud, silent reading, and speed reading .

Hastuti (2012) stated the reading comprehension means understanding, evaluating, utilizing of information and ideas gained through and interaction between the author and the reader. Reading comprehension is such a kind of dialogue between an author and a reader where the written language is the media that permit the dialogue occurred when two persons communicate through the printed material it can inferred that reading comprehension is an active process involving the reader knowledge background.

Refutations text is a text structure that challenges readers' misconceptions. It always contain two components : the statement of commonly held misconception and an explicit refutation of that misconception with an emphasis on the currently accepted scientific explanation (Guzzetti,2000). A third component, a signal or cue that alerts the reader to possibility of another conception, may also present (Maria & MacGinitie, 1987).

There are three steps that can guide the students to be able to understand the reading text.

1. Step one signal. Indentify the wrong statement or sentence in the reading text. In this case, the reader finds out the wrong statement or wrong sentence in the reading text according to he or she own references that have relation to the reading text.
2. Step two: State. After reading the text, the reader has to give his or her claim for correcting these wrong sentences.
3. Three step. Support. References evidence or explain the justification. Many arguments will be supported by evidence that provides some justification for the claim being advanced.

According to Mikkila Erdman (2002), stated that there is one goal of refutation text is to facilitate conceptual change by helping students construct new mental models that align a scientific viewpoint. As the reader proceeds through the text, concepts fluctuate in activation: with each new circle some concepts continue to be active, others decline in activation and yet others become newly reactivated. The fluctuations in activation are the result of four informational sources: the text information in the current cycle, residual text information from the previous cycle, the memory representation constructed thus far, and the reader's prior knowledge which can include misconceptions. In relation to the concept change, this model postulates that only information that is co-activated can be compared and possibly integrated with the reader's conceptual framework.

3. Method of the Research

The method of this research is pre-experimental method that consisted three steps namely pre-test, treatment and post-test. The design of this research is presented as follows:

01=====→X=====→ 02

Where:

01=Pre-test

X=Treatment

02=Post-test, (Gay, 1987).

This research consisted of two variables: they are independent variable and dependent variable.

A .Independent variable was the use of refutation technique in teaching reading comprehension.

B .Dependent variable was the students' achievement of reading comprehension.

The population of this research was the second grade students of SMA Hasanuddin Gowa . it consisted of three classes, and the total sample of the students were 88.

The researcher applied the purposive sampling technique. The researcher XI IPA 2 that consisted of 24 students because the class had low skill in reading comprehension and also this class was heterogonous.

In collecting the data, the researcher used reading comprehension text which consists of pre-test and post-test. The pre-test was given to find out the initial ability before presenting the refutation technique and the post-test was given to find out the result of the students' reading comprehension.

To collect the data, the researcher the procedures as follow:

1. Pre-test. The pre-test was given to the students about their reading comprehension before teaching by using refutation technique.
2. Treatment. The treatment was carried out for four meetings by the using refutation technique in teaching reading comprehension. Each meeting took 90 minutes.
3. Post-test. After given treatment the researcher provided post-test to find out the students' result after treatment.

4. Finding and Discussion

This part deals with the findings of the research and the discussions of the findings. The finding are ordered in line with the problem statement stated in the introduction part. In the discussion part , arguments and further interpretation of the findings are given.

The findings of the research deals with the students' scores of the research activities such as pre-test and post-test, the frequency and the rate percentage of the students' score, the main score, standard deviation of pre-test and post-test, t-test value and hypothesis testing.

The result of the students' pre-test was very low. It can be seen that there was no students who got score as classified excellent, there was no students got score as classified as very good, there was no students got as classified fairly good, there was only one student got as classified fair, there were sixteen students got as classified poor and no there were seven students got score classified very poor.

The researcher then put the students score classification into rate percentage. From the result the researcher concluded that there was no (0%) students who got score as classified excellent score, there was no (0%) students who got score as classified very good score, there was no (0%) students who got score as classified good score, there was no (0%) students who got as classified fairly good, there was one (0%) students who got score as classified fair score, there were 16 students (66.67%) who got score as classified poor score and there were 7 students (29.16%) who got score as classified very poor score.

The treatment was given four meeting after the researcher has known the students' pre-test by applying refutation technique in teaching reading comprehension. After that the researcher gave post -test to know the students ability in reading comprehension. In this test activity, the researcher found out that the students were so active in doing the test. The result of the students' post-test score is as follows:

There were four students who got score 52, there were three students who got score 56, there were three students who got score 64, there four students who got score 72, there were five students got score 84, there three students got score 88, and there were two students got score 92.

From the explanation above the researcher concluded that the score for all of the students have improved. There is no student who was not improved in doing the test. After tabulated the students score of post-test was 1724 from the total number twenty four students. By seeing the data above , the total score in post-test was higher than the total score of pre-test ($1724 > 1081$). The researcher tabulated the students score into frequency based on the data from DEPDIKBUD). The table score of frequency are as follows:

There was no students who got score classified as excellent, there were five students who got score classified as very good, there were five students who got score classified as good, there were four students got score classified as fairly good, there were six students who got score classified as fair, there were four students who got score classified as poor and there was no students got score classified as very poor.

The rate percentage of the students shows that there was no students (0%) who got score classified as excellent, there were five

students (20.83%) who got score classified as very good, there were five students (20.83%) who got score classified as good, there were four students (16.67%) who got score classified as fairly good, there were six students (25%) who got score classified as fair, there were 4 students got score classified as poor, and there were no students (0%) got score classified as poor. From the result the researcher concluded that the students' rate percentage for score classification in post-test was higher than the students' rate percentage of pre-test.

While for the level of significance (D)=0,05 and the degree of freedom (df)=23, the value of t -table=2,069. The result of t -test is greater than the value of t -table ($10,16 > 2,069$). It indicated that there was a significant difference between the students' pre-test and the students' post-test in using refutation technique to increase the students' reading comprehension. By looking at result the researcher concluded that H_0 (Null hypothesis) was rejected; therefore H_1 (Alternative hypothesis) was accepted. In reality the students' reading comprehension was increased after given the treatment by using refutation technique.

A. Discussion

This part presents the discussion of the data analysis. The second grade students of SMA Hasanuddin Gowa were the population of this research. The students as the sample of this research were taught by using refutation technique. All the data of this research were collected through reading.

In other to find out the answer of the question problem statement in chapter 1, the researcher collected the data. The sample population in this research was the second grade students of SMA Hasanuddin Gowa which consisted of three classes there was IPA 1 Class, IPA 2 class and IPS class. In this research the researcher used purposive sampling in collecting the data and chose IPA 2 which the total number of twenty four (24) students. After calculated the data, the researcher found as follows:

The students total score result in pre-test was 1081, while the total of students score in post-test result was 1724. It means that the total of students' score in post-test was higher than the total score in pre-test.

After comparing the mean score in pre-test and post-test, the researcher found that the mean score of post-test was higher than the mean score in pre-test ($71.83 > 45.04$).

The researcher also compared the situation students' score between pre-test and post-test. The researcher found that all the students' scores improved. There were no students whose score was unchanged in post-test.

Finally the researcher compared the t -test value with t -table. The researcher found out that the t -test value was higher than t -table ($10.16 > 2.069$). It means that there was a significant difference between the result of pre-test and post-test. In other words, refutation technique in increasing the students' reading comprehension at second grade students of SMA Hasanuddin Gowa was very effective.

From the discussion above the researcher concluded that the second year students of SMA Hasanuddin Gowa have is good comprehension after learning reading by using refutation technique. It means that by using refutation technique in teaching reading can improve the students' reading comprehension.

B. Suggestions

After concluded about the findings and the discussion above, the researcher made some suggestions. These suggestions will give advantages for the readers.

The suggestions as follows:

1. Basically, teaching learning process is the situation where all the participants were active in learning. It means that not only the teacher was active in the class but also the students. Implementing the refutation technique may overcome the students' passivity.
2. In teaching learning process, the goal of this activity should not only make the students improve on their knowledge but also for their mentality in social life. The refutation technique may have some technique to fulfill it.
3. The students have to be creatively, innovatively and critically in learning process. By refutation technique the students learn about innovatively and critically to the other people ideas.
4. For other researcher may use this technique to give treatment to their students.

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