PENGARUH PENGGUNAAN METODE DISKUSI TERHADAP PENINGKATAN PEMAHAMAN MEMBACA SISWA KELAS DELAPAN SMP NEGERI 2 SUNGGAL

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ABSTRAK

Tujuan dari penelitian ini adalah: Untuk mengetahui Pengaruh Penggunaan Metode Diskusi terhadap Prestasi Pemahaman Membaca Siswa Kelas VIII SMP Negeri 2 Sunggal. Penelitian ini merupakan penelitian eksperimen dimana kelas eksperimen dan kelas kontrol akan dilakukan oleh penulis. Dalam penelitian ini penulis mengajar siswa di kelas eksperimen dengan menggunakan teknik diskusi dan kelas kontrol dengan menggunakan metode tradisional. Populasi penelitian adalah siswa kelas VIII SMP NEGERI 2 SUNGGAL. Dengan demikian, untuk mendapatkan informasi nilai akhir penulis memperoleh data dengan memberikan tes pada pertemuan terakhir. Jumlah populasi adalah dua kelas dan terdiri dari 80 siswa. Berdasarkan data yang diperoleh dari tes yang diperoleh dari tes yang diperoleh dari kelas eksperimen yang diajar dengan menggunakan teknik diskusi dan kelas kontrol yang diajar dengan metode tradisional menunjukkan nilai rata-rata tes di kelas eksperimen adalah 8,20, sedangkan nilai rata-rata tes di kelas kontrol adalah 6,63 dan (t observasi) adalah 5.6. Derajat kebebasan (df) 58 diperoleh dari (N1 + N2-2) = (30 + 30-2). Dalam skripsi ini penulis menggunakan taraf signifikansi 5% dan 1%. Pada tabel signifikansi diperoleh nilai derajat signifikansi 5% dan 1% nilai derajat signifikansinya adalah 2, 00 dan 2, 65. Jika dibandingkan dengan masing-masing nilai derajat signifikansi diperoleh hasil 2, 00 <5.6> 2, 65. Berdasarkan analisis data dan pembahasan di atas, berarti ada pengaruh teknik diskusi terhadap kemampuan membaca siswa. Sehingga siswa memiliki tanggung jawab dan merasa menikmati proses pembelajaran. Artinya, teknik diskusi dapat digunakan sebagai salah satu alternatif dalam pembelajaran membaca.

Kata Kunci: *Metode Diskusi, Pemahaman Membaca*

ABSTRACT

The objectives of this research is: To find out The Effect of Using Discussion Method on Reading Comprehension Achievement of The Eight Grade Student of SMP Negeri 2 Sunggal. This research is experimental study in which the experimental class and controlled class will be conducted by the writer. In this research, the writer taught the students in experimental class by using discussion technique and controlled class by using traditional Method. The research population is the students at eighth grade of SMP NEGERI 2 SUNGGAL . Thus, to get the information of the last score .The writer got the data by giving the test in the last meeting. The total population was two classes and consists of 80 students. Based on the data collected from the test gained from the experimental class taught by using discussion technique and control class taught by using traditional Method showed the mean scores of test in experimental class were 8.20, while the mean scores of test in control class

were 6.63 and (t observation) is 5.6. The degree of freedom (*df*) is 58 obtained from (N1 + N2-2) = (30+30-2). In this skripsi the writer uses the degree of significance of 5% and 1%. In the table of significance, the degree significance 5% and 1% the value of the degree of significance is 2, 00 and 2, 65. Comparing the with each values of the degree of significance, the result is 2, 00 <5.6>2, 65. Based on the data analysis and discussion above, it means there is an influence of discussion technique on student reading ability. So, the students have responsibility and feel enjoy the learning process. It means that discussion technique can be used as one of the alternative to teach reading.

Keywords : *Discussion Method, Reading Comprehension*

I. INTRODUCTION

Language is a means of communication. Therefore the mastering of English is something which is very essential for everybody who wants to increase his or her knowledge and technology. English is an international language, almost people from all over the world use English for their communication that is why English is very important language. People use the language to express their emotions, feelings, and ideas. No one will be able to communicate internationally without using English since almost of scientific books are written in English. For that reason in Indonesia, English is the foreign language taught at the formal schools. Furthermore, the teaching of the language starts from the kindergarten.

The pupils are introduced to some English vocabularies. In addition to learning the language in formal education as mentioned above, people also learn it in non-formal education. English courses and private lessons are the examples of non-formal education. .This indicates the failure of teaching English in Junior High School in Indonesia is not successful. It can be seen from the quality of SMP graduates mastery of English.

In Indonesia, some English teachers still use traditional or conventional method to teach reading. Conventional method usually makes students bored because the method is monotonous and the students are not or discussion active, so it makes the learners get bored. One of the ways to make the teaching reading effective is making the student active. So they enjoy learning and they can improve their reading skill.

Classroom is a small part of school environment; the classroom is top school activities. Whether or not an education program succeeded, it is started from the classroom. The successful teaching learning process is influenced by many factors, namely environment, teachers, pupil and teaching learning process in the classroom, tools and situation of the evaluation.

Classes always consist of good students and weak students. These weak students sit in isolation as they lose confidence in their ability in learn English. Working in group, therefore, is believed to help solve the problem. Shy students who don't like speak in large class are more comportable speaking out in smaller group. Group members can complement each another strength and weakness in English each students has different background and ability in English, which they can bring to the group.

Language strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tool for competence. Appropriate language learning strategies result in improved proficiency active, self-directed involvement, which essential for developing communicative and greater self confidence.

When the teacher uses the traditional setting, or model, they begin with an objective and presents primary instructions to the class. Primary instruction is mostly presented in the form of lecturers, text book readings, teacher-lie discussion or possible combination of any of these procedures. The traditional setting is just with rows of desks and teacher's desk at front.

During the past decade, new approach called discussion technique seemed to attract a lot of attention and become popular. This conceptual approach is based on theoretical framework that provides general principle on how to structure learning activities in a teacher's specific subject area, curriculum, student and setting. Teacher can use this approach to stimulate students to acquire the

knowledge as well as create inter personal and team skill. Working in group, therefore, is believed to help the problem. Discussion technique exposes students to various points of view and to the ways of supporting those viewpoints; therefore, it helps students to learn the reading content, as well as teaches them how to know new content. Discussion technique also can help the students, with or without teacher presence, actively bring meaning to the written word. The technique chosen not only promotes reading comprehension but also provides opportunities for students to learn to monitor their own learning and thinking.

At SMP NEGERI 2 SUNGGAL, English subject is taught aside from the other subject. Many reading methods have been used in teaching English in classroom alternately. The result show that some are successful with some students but some are not. Traditionally, the teacher uses the traditional setting, or model, the teacher doesn't need to divide his students into small groups, he just discussed the lesson in large group or in classroom setting. Students have only a little chance to express their opinion because the teacher speaks all the time.

They get knowledge just from the teacher's explanation. The students focus all attention upon the teacher and discourage communication among students. All that they have to do is just listen their teacher and make notes for useful information. This strategy is a strategy without group's work. The students only receive the knowledge from their teacher: they don't explore the knowledge themselves.

A. Reading Comprehension
1. The Definition of Reading Comprehension

Reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer .reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration. Comprehension includes recognizing and understanding a main idea and related details. A good recognized that many ideas are implied and he must read between the lines to get the full meaning.

2. The Purpose of Reading

The reader's purpose plays an important part in determining the kind of reading they do. Different persons may read the same book in different ways, because their purposes vary. The readers establish their purposes by thinking and by asking question about what they plan to read. Comprehension and speed vary according to the reader's purpose.

3. The Type of Reading

A good reader uses many different pattern of reading. Each involves the use of variety of skills and attitudes, the pattern used depends upon the type and complexity of the reading material, the purpose for reading, and the reader's familiarity with the kind of idea expressed. Reading lesson maybe given in single class or it may be added as supplementary work. Whether it is given as a single lesson or a supplementary work, the material of reading must be graded defending on the level of the language learners; there are different types of reading: choral, silent, intensive, extensive, and supplement reading.

B. Discussion Technique
1. The Definition of Discussion Technique

Discussion technique or group learning is an instructional strategy which organizes students into small groups so that they can work to gather to maximize their own and each other's learning.

2. The Principle of Discussion Technique

Discussion technique more than just putting students into group and asking

them to do the task, there are some principles to differentiate between Discussion technique and traditional classroom activity. The basic elements should be applied by the teacher in implementing Discussion technique. The following are the five basic elements of discussion technique.

   3. The Teacher Role in Discussion Technique

        The role of teachers in discussion technique is very important because the success of this method depend on the role of the teacher.

There are five roles, first is the teacher as inquirer, second is the teacher as creator, third is the teacher as observer, the fourth is the teacher as facilitator and the teacher as change agent."

   4. The Procedure of Discussion Technique

        The classroom organization does not deal directly with the reading process or with materials, methods, or approaches to teaching reading comprehension, yet without good classroom organization and classroom management, reading instruction may be totally in effective

II.   RESEARCH METHODOLOGY

        The purpose of this research is to find the influence of discussion technique on reading ability at the eighth grade students of SMP NEGERI 2 SUNGGAL. The writer hopes that using Discussion technique could be better way for the teacher in teaching reading comprehension. The research of this study was held at SMP NEGERI 2 SUNGGAL, which is located at Jalan Medan – Binjai Km.13,8 Mulyorejo. This research is experimental study in which the experimental class and controlled class were conducted by the writer. D. The Population and Sample. The sample in this research was taken randomly about 60 students from the population of eighth grade students in academic year 2010-

2011.The students then were classified into two group . In this research, the writer uses the quantitative research approach, so the technique used to get the data which related to the teaching reading by the writer is doing test.

III. THE RESULT OF THE RESEARCH AND DATA ANALYSIS

        When the writer did observation in SMP NEGERI 2 SUNGGAL. The writer tried to teach English use Think-Pair-Share of discussion technique in experiment class. The writer used Think-Pair-Share method to build communicative class. In this research the writer took the populations in the whole students of the eighth grade are 80 students. For the research, the writer took sample 30 students from class VIII A and VIII B, and total of sample was 60 students.

A. The Data of Teaching Reading by Using Traditional Method. (X. Variable)

1. The Description of Data

        In this research the total score of control group for the students' score by using traditional Method is 1990, and mean of control group is 66.3. Table. 1 (see appendix 1) show that the highest score result of control group is 90 there is one student namely number 2 3. The lowest score of control group is 40 there is one namely number 8 the total of control group is 1990.

2. The Table of Frequency Distribution Data

        Description of Frequency Distribution Data of Teaching Reading by using traditional Method

   The score in Control Group

   1. Calculating Range data with the formula :

R = H – L

= 90 – 45 = 45

   2. Calculating classes (K) with the formula :

K = 1 + 3,3 log n

= 1 + 3, 3 log 30

= 1 + 3, 3 (1, 48) = 5, 87

3. Calculating interval classes (I) with

the formula :

$I = \dfrac{R}{K} = \dfrac{456}{} = 7, 5 = 8$

Table 2

Frequency of score in Control Group

INTERVAL			F	F(%)
45	–	52	5	16.7
53	–	60	3	10.0
61	–	68	9	30.0
69	–	76	8	26.7
77	–	84	4	13.3
85	–	92	1	3.3
∑			30	100

Table .2 shows that students who scored 45 – 52 are 5 students with percentages 16.7 %, scored 53-60 are 3 students with percentages 10 %, scored 61-68 are 9 students with percentages 30 %, scored 69-76 are 8 students with percentages 26.7 %, scored 77-84 are 4 students with percentages 13.3 %, and scored 85-92 are 1 students with percentages 3.3 %.

1. The Description of Data

To find the result of test the writer make the table of the students score to each group .The result of experiment group is tabulated and calculated in the folowing table. After getting the data, researcher used the achievement test in the process of collecting the data. The writer gave test to the experiment group

Table. 3 show that the highest score result of experimental group is 100 there is one student namely number 7 the lowest score of experiment group is 60 there is one students namely number 17 .The total score of experimental group is 2460.

2. The Table of Frequency Distribution Data

Description of Frequency Distribution Data of Teaching Reading by Using Discussion Technique

The score in Experimental Group

1.   Calculating Range data with the formula :

R = H – L

= 100 – 60 = 40

1.   Calculating classes (K) with the formula :

K = 1 + 3,3 log n

= 1 + 3,3 log 30

= 1 + 3,3 (1,48)

= 5,87 = 6

1.   Calculating interval classes (I) with the formula :

$I = \dfrac{R}{K} = \dfrac{40}{6} = 6, 6 = 7$

Table .4

Frequency of score in Experimental Group

INTERVAL			F	F(%)
60	–	66	1	3.3
67	–	73	2	6.7
74	–	80	12	40.0
81	–	87	8	26.7
88	–	94	5	16.7
95	–	101	2	6.7
∑			30	100

Table .4 shows that students who scored 60 – 66 is 1 student with percentages 3.3 %, scored 67-73 are 2 students with percentages 6.7 %, scored 74-80 are 12 students with percentages 40 %, scored 81-87 are 8 students with percentages 26.7 %, scored 88-94 are 5 students with percentages 16.7 %, and scored 95-101 are 2 students with percentages 6.7 %.

C. The Analysis of Data

To know the result of the test, the writer makes table of students score for each class, both experiment class and control class test

Table 5

According to the table 5 it has been calculated the result of ∑ X= 1990 and ∑

Y=2460 then the writer tries to find out the mean variable X and variable Y with formula;

$Mx = \dfrac{\sum X}{N}$ $My = \dfrac{\sum Y}{N}$

$= \dfrac{1990}{30}$ $= \dfrac{246}{30}$

$=6.63 = 8.20$

Based on the table 5.It has been known the result of $\sum X 2=78994$ and $\sum Y2=1930$ the values of deviation standard of varieable x and variable y are calculated by using this formula

$=3.97 = 8.02$

To calculate the determining of standard error mean variable X and Y with the formula;

$= \dfrac{6.63}{5,38}$ $= \dfrac{8.20}{5,38}$

$=1.23$ $= 1.52$

Based on the table 5,it has been known the result of $\sum X 2=78994$ and $\sum Y2=1930$ the values of deviation standard of varieable X and variable Y are calculated by using this formula

$=39.7 = 80.2$

After the values of standard error mean of variable X and variable Y have been taken, the writer will use them to calculate the difference of mean variable X and variable Y with this formula:

$=2.8$

The last calculation of the resaeacch is detrnmining the value of t_0 (t observation) with formula :

$=82,0-66,3$

$=\dfrac{15,7}{2.8}$

$=5.6$

The writer finds that the value of degree of freedom (*d.f*) is as follows. The writer finds that the value of degree of freedom (*d.f*) is as follows. The writer assumes there is a significance difference between the result of the teaching reading using discussion technique and without discussion technique but before that she wants to explain the procedure to the interpretation of t_o (t observation)

Hypothesis is formal statement about expected relationship between two or more variables which can be tested through an experiment

1 Formulating the null hypothesis (Ho): there is no significance mean difference between variable X and variable Y

2. Formulating the alternative hypothesis (Ha): there is a significant mean difference between variable X and Y.

For further information. The writer followed some assumptions below:

1. If the result of calculation t_o (t observation) is higher than t_t (t table)' to > t_t, null hypothesis (H_o) is rejected.

2. If the result of calculation of t_o (t observation) is lower than t_t (t table), to < t_t ,the alternative hypothesis (H_a) is accepted.

D. The Research Result

Based on the data collected from the test gained from the experimental class taught by using discussion technique and control class taught by using traditional Method showed the mean scores of test in experimental class were 8.20, while the mean scores of test in control class were 6.63 and (t observation) is 5.6.

The degree of freedom (*df*) is 58 obtained from (N1 + N2-2) = (30+30-2). In this skripsi the writer uses the degree of significance of 5% and 1%. In the table of significance, the degree significance 5% and 1% the value of the degree of significance is 2, 00 and 2, 65. Comparing the with each values of the degree of significance, the result is 2, 00 <5.6>2, 65. Based on the data analysis and discussion above, it means there is an influence of discussion technique on student reading ability. So, the students have responsibility and feel enjoy the learning process. It means that discussion technique can be used as one of the alternative to teach reading.

E. The Research Findings

Along the process of the research and the observation directly to the school that has been object of the research activity, the writer also gets some findings from the students, the teacher, and the institution such as below:

There are some students who have law motivation in the following the kind of activities in the learning English process, it is shown by some of the students don't have any books used, they are also lazy to learn English, and they are limitation of the knowledge and experience of English.

While from the teacher, there are also found some findings such as : the method used in teaching is too monotoun that is caused boring for the students, beside that the teacher tends that She does not have creativity in teaching English and lack of methods used in the teaching – learning activity in the classroom.

There are also some information from the school it self such as : the limitation of facility needed to teach English in general like : Language Laboratory , a complete library and the other facility that has relative to the high technology to support the teaching English in the classroom.

IV. CONCLUSSION
1. Discussion technique exposes students to various points of view and to the ways of supporting those viewpoints; therefore, it helps students to learn the reading content, as well as teaches them how to know new content.
2. The teacher is not only as the information giver but also as a facilitator she has to give students guidance and direction how to competence a reading text.
3. The effect of using discussion technique in teaching reading comprehension has given impact to students. The students are more motivated. It can be concluded that using discussion technique motivated the student's achievement on reading comprehension test.
4. Teaching reading comprehension by using discussion technique is effective rather than traditional method. It can be seen from the result of computation. It indicates that the average score of experimental group (m) mean is 82.0. It is higher that control group (m) mean which is 66.3 The experimental has standard deviation (*sd*), which is 8.02 and the standard deviation of control group is 3.97. The data above show that there is significant difference between the experimental and the control group.
5. Discussion technique is a technique in which students work in group, Discussion technique can be used in a variety of ways for variety goals, but it is primarily used for the acquisition and presentation of a new material, review, or informed debate.
6. The reading skill becomes very important in education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students, because the success of their study defends on the greater of their ability to read.
7. The teacher is not only as the information giver but also as a facilitator she has to give students guidance and direction how to competence a reading text.
8. The reading skill becomes very important in education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students, because the success

of their study defends on the greater of their ability to read.

9. The English teachers are often faced with problem of students having good decoding skill but inadequate comprehension skill; they need to be able to successfully train students to use good technique, which provide students with the opportunity to reveal their independently-generated copying technique, thus, ensuring internalization of strategies, as well as sharing those techniques with other reader

10. Based on the data analysis, there is an influence of discussion technique on student reading ability. So, the students have responsibility and feel enjoy the learning process. It means that discussion technique can be used as one of the alternative to teach reading.

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