



THE INFLUENCE OF DISCUSSION TECHNIQUE TO READING COMPREHENSION AT THE TENTH GRADE STUDENTS OF SMK INSAN AQILAH

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Abstract

The objective of this research is to examine a significant influence of discussion technique to reading comprehension at the tenth grade students SMK Insan Aqilah 6 Tigaraksa Kabupaten Tangerang – Banten. This is a quantitative research by using survey method. The data were gathered by conducting a test, and analyzed based on descriptive statistical analysis. The calculation mentioned above, writer found out that for variables of discussion technique, the average score is 66.13 and mode score is 80, and its standard deviation is 18.36. Meanwhile, for the variable of reading comprehension, the average score is 72 mode score is 80, and its standard deviation is 16.94. The calculation of correlation coefficient emerged the value of 0.52, and it lies between moderate or middle correlation criteria. Writer interprets through above descriptions that the tenth grade students of SMK Insan Aqilah 6 Tigaraksa Kabupaten Tangerang – Banten in general have positive achievement in discussion technique and therefore, they have ability in reading comprehension especially in English when they are learning English.

Key Word: Discussion Technique, Reading Comprehension

INTRODUCTION

Reading is the most emphasized in English teaching and learning process, quite simply, without solid reading second language readers cannot perform at levels they must succeed in reading. Thus, reading is not passive but rather an active process, involving the reader in ongoing

interaction with the text. Furthermore; reading constantly involves guessing, predicting, checking and comprehending.

Reading is form of non-verbal communication. Reading enables students to understand and comprehend language through text passage, but some students thought that reading is perhaps the most

difficulty language skill to learn. However, in Indonesia the difficulties in mastering English are influenced by many factors, one of them is reading.

Teaching reading for junior high school, students must be differed from children in elementary school because of their different characteristic of psychological background. Peer approvals maybe considerably more important for the student than the attention of the teacher which, for younger children is so crucial. It is important for considering their classmates as the motivation in deep learning of improving teaching learning process of reading. Students must be encouraged to respond the text and situation with their own thoughts and experience, rather than just answering question and doing abstract activities. English teacher must give them tasks which they are able to do rather than humiliating risk.

As we know the four skill of language consist of reading, listening,

speaking and writing which should be learned by students. Those language skill are found in school's curriculum. The curriculum of junior high school states that learning English in junior high school consist of reading, listening, speaking and writing should be taught with integrated.

In Indonesia, not all of the citizen can speak English, although English already studied by Indonesian people from kindergartens until university, but English is uses just for formal occasion not in informal occasion, than only a few Indonesian people can speak English.

The Indonesians students start learning English at the elementary school as the local content and the process continues at Senior High School and university. In fact, now English is also taught in some kindergartens. The pupils are introduced to some English vocabularies. In addition, to learn 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 SMK graduates mastery of English.

In Indonesia, some English teachers still use traditional or conventional method on teach reading. Conventional method usually makes students bored because the method is monotonous and the students are not active discussion, so it makes the learners get bored. One of the ways to make teaching reading effective is making the student an 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, 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 believed help the students to solve the problem. Some student unconfident who don't like speak in a large class are more comfortable 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.

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.

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.

Many researchers have been interested on doing research to investigate appropriate reading strategies to help

students have better understanding when they read. Many reading methods have been used in classroom alternately. The result shows that some are successful with particular group students but some are not. Actually, what should be taken into consideration now is the way the knowledge is presented. As we know, teacher center approaches taking place in tradition classroom do not produce active recipients and results fossilized language learning. It is not effective enough to promote language acquisition.

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, believed

can 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.

Discussion technique recently been focusing of educational research. Discussion technique is very simple to apply. It is observed that discussion technique effects increasing the academic success in addition to the social and intellectual abilities of the students. Various research have shown that especially at the primary, secondary and university level that discussion technique is effective in learning process of

theoretical course, in the development of critical thinking process of students, not only in their ability to express themselves, but also in their communication skill. In discussion technique, student may enjoy from time to time getting away from the usual pattern of reading the story or an article aloud at sight. This is particular true of better readers; what may be undesirable as routine procedure has real value as an occasional variation. By seeing the problem, it is important that study English especially reading should be done. The writer hope there will be an improvement in teaching of English.

At SMK Insan Aqilah 6 Tigaraksa, 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 models, 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.

Based on the background above, the writer tries to raise the case of her title; The Influence of Discussion Technique To Reading Comprehension at The Tenth Grade Students SMK Insan Aqilah

METHOD

A. Object of the Research

The objective of this research is to find out the level of achievement in

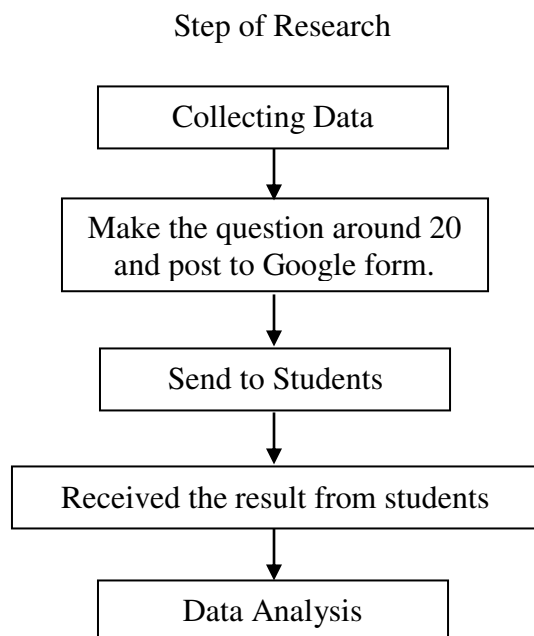
teaching reading comprehension to the tenth grade students of senior high school by using the discussion technique and to know their motivation and attitude towards teaching and learning process to the tenth grade students of SMK Insan Aqilah 6 Tigaraksa Kabupaten Tangerang – Banten.

Data sources in a research are basically subjects from which a researcher gets data.¹ Source of data itself can be classified into three categories, namely person, place, and paper. As a data source, a person may give data in the form of spoken or written response or another types of it depending on the instrument used. Place as data source means that the data source presents moving things such as activities of dancing etc, and static things such as rooms and equipments. The last type is paper which means data are gathered from written symbols like pictures, letters or numbers. In this research, the data source is person.

¹ Arikunto, Suharsimi, *Prosedur Penelitian*, (Bandung: Rineka Cipta. 1998), p.14

B. Location and Time of the Research

This research will take place in SMK Insan Aqilah 6 Tigaraksa Kabupaten Tangerang – Banten because its students come from various family backgrounds, and their social status from middle down to lowest. The research starting from by the end of September 2020 until the middle of November 2020, and it is expected to be finished by the end of October 2020 including data collecting and processing.



RESEARCH AND ESCRIPTION

The objective of this research is to examine a significant influence of

discussion technique to reading comprehension at the tenth grade students SMK Insan Aqilah 6 Tigaraksa Kabupaten Tangerang – Banten.

In accordance with the objective of this research mentioned above, writer describes the details as the followings:

1. Description of Discussion Technique Score

Data gained for “X” variable (Discussion Technique), can be described as follow: the average score (\bar{x}) achieved is 66.13 with maximum score is 100 meaning 66.13%, median (Me) is 70, Mode (Mo) is 80 and deviation standard (S) is 18.36 with the amount of respondents (n) of 40, as can be seen from the following table:

Table 1
Mean, Standard Deviation of
Discussion Technique

Variable	\bar{x}	SD
Discussion Technique	66.13	18.36

Therefore, it is assumed that discussion technique is interpreted to be good or positive it is proven with

average of score distribution that lies between ideal scores that is 60 to 90.

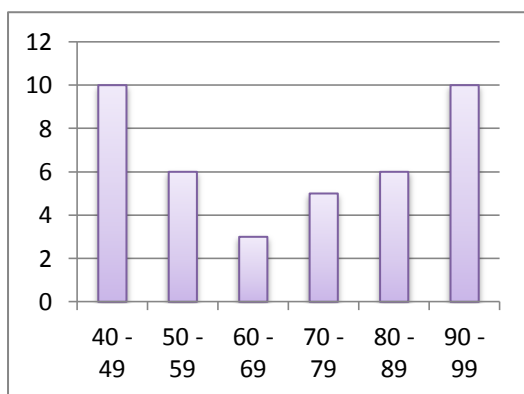


Chart 1

Result of Discussion Technique

2. Description of Reading Comprehension Score

The data for “Y” variable (The result of Reading Comprehension), can be described as follow: the average score (\bar{x}) achieved is 72.00 with maximum score is 100 meaning 72%, median (Me) is 75. Mode (Mo) is 85 and standard deviation (S) is 16.94 with the amount of respondents (n) is 40, as can be seen from the following table:

Table 2
Mean, Standard Deviation of
Reading Comprehension

Variable	\bar{x}	SD
Reading Comprehension	72	16.94

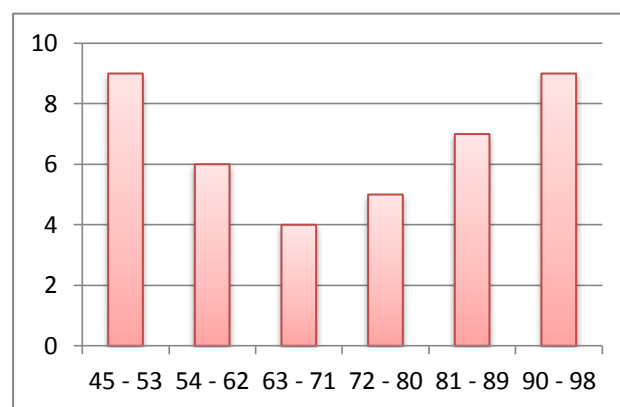


Chart 2

Result of Reading Comprehension

With the description given above the score of Reading Comprehension is interpreted to be positive because of its average score that lies between ideal score (60 to 90).

A. Requirement Test of Data Processing

1. Data Distribution Normality Test

- The result of data distribution normality test on variable “X” (Discussion Technique) is

NORMAL. It is proved with the calculation obtained for value of χ^2_{count} (3.14) < χ^2_{table} (7.81) on the trust level of 95% with degree of freedom of 3 (df=k-3).

- b. The result of data distribution normality test on variable “Y” (Reading Comprehension) is also NORMAL. It is proved with the calculation obtained for value of χ^2_{count} (2.50) < χ^2_{table} (7.81) on the trust level of 95% with degree of freedom of 3 (df=k-3).

B. Data Processing (Hypothesis Test)

Writer proposed hypothesis for this research is that “There is a significant influence discussion technique to reading comprehension at the tenth grade students SMK Insan Aqilah 6 Tigaraksa Kabupaten Tangerang – Banten.

Hypothesis above is tested is using Formulation Product Moment correlation analysis technique of Pearson that is fully assisted and

performed by computerized statistical formulation and correlation significance test using t-test. Criteria of the test of correlation significance test of discussion technique to reading at the fourth grade student in this research is that :

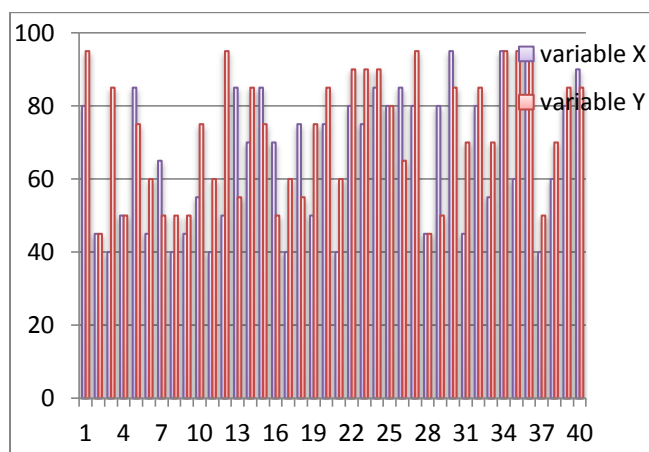
“Accepting H_1 if $t_{\text{count}} > t_{\text{table}}$,
rejecting H_1 if $t_{\text{count}} < t_{\text{table}}$ ”

The calculation of correlation of both variables appeared the value of its correlation is 0.52. This value, according to criteria of correlation coefficient, lies between 0.41 and 0.70 that means “Moderate or Middle”. In related to this calculation, the value of this correlation significant test indicates the value of 3.75 (as t_{count}), meanwhile t_{table} for df = 40, on trust level of 95% is 1.684. it shows clearly that “ $t_{\text{count}} > t_{\text{table}}$ ”. The correlation coefficient of those variables is significant therefore it is interpreted that there is a significant influence of discussion technique to reading

comprehension at the tenth grade students SMK Insan Aqilah 6 Tigaraksa Kabupaten Tangerang – Banten, H_1 is accepted and H_0 is rejected.

Chart 3

Correlation of Variable “X” and “Y”



C. Interpretation and Explanation

1. Interpretation

From the values of the calculation mentioned above, writer found out that for variables of discussion technique, the average score is 66.13 and mode score is 80, and its standard deviation is 18.36. Meanwhile, for the variable of reading comprehension, the average score

is 72 mode score is 80, and its standard deviation is 16.94. The calculation of correlation coefficient emerged the value of 0.52, and it lies between moderate or middle correlation criteria.

Writer interprets through above descriptions that the tenth grade students of SMK Insan Aqilah 6 Tigaraksa Kabupaten Tangerang – Banten in general have positive achievement in discussion technique and therefore, they have ability in reading comprehension especially in English when they are learning English.

The interpretation above proves that there is a significant influence of discussion technique to reading comprehension at the tenth grade students SMK Insan Aqilah 6 Tigaraksa Kabupaten Tangerang – Banten.

2. Research Result explanation

The calculation of hypothesis test result indicates that discussion technique to reading comprehension at the tenth grade students SMK Insan Aqilah 6 Tigaraksa Kabupaten Tangerang – Banten have a moderate correlation and influence. This is indicated by its co-efficient correlation that appears the value of 0.52 as well as its correlation significance test value that shows the value of 3.75, proves that there is a significant influence between both variables.

As explained in theoretical studies, that discussion technique has influence to reading comprehension. Therefore, discussion technique plays a very important role in supporting students to comprehend reading in learning English.

The research result shows the description of average scores of

variable “X” and “Y” that is still in low category, it clearly explains and proves that both variables have significant influence between one and another. Their ability achievement in learning English that is relatively in “moderate or middle” level has something to do with their discussion technique that is also in “moderate or middle” level.

Based on correlation test coefficient, it is found out that hypothesis in this research is accepted. Discussion technique is proven to have a significant influence to reading comprehension. In other words, it means that whether it is high or low, the student ability in reading comprehension is influenced by one of them is the students’ reading ability. Process of giving meaning or interpretation toward the reading ability in positive way enables

students to achieve a high ability in reading comprehension in learning English at school formally.

D. Research Limitation

In many cases this research has limitation and weakness. As mentioned in chapter II, the research is performed only for fourth grade students in the second semester therefore it cannot be generalized to the whole population of SMK Insan Aqilah 6 Tigaraksa Kabupaten Tangerang – Banten. Other possibilities that the various students' family background, it is assumed the difficulties and easiness appear in their family life could affect their mood in the process of teaching and learning.

The time of research is too short therefore the result cannot reach the fulfillment of needs for all population of SMK Insan Aqilah 6 Tigaraksa Kabupaten Tangerang – Banten in the academic year of 2020/2021. If only this research was held in longer period, for instance,

since the students at the first time entered this school until they finished the last semester, the existence of supporting factors toward teaching and learning process will be real. The result of this research will possibly be much clearer and more significant. These weaknesses cannot, however, cancel the hypothesis that there is any significant influence of discussion technique to reading comprehension at the tenth grade students SMK Insan Aqilah 6 Tigaraksa Kabupaten Tangerang – Banten.

CLOSING

A. Conclusion

This research is aimed at finding or examining the influence of discussion technique to reading comprehension. The problem in this research as formulated in the previous chapter is that In solving the problem stated and formulated in this research, writer found out several conclusions as the followings:

1. Discussion technique is categorized to be enough toward positive. It is shown by the average score that reaches the value of 66.13 with standard deviation of 18.36 toward average score. The distribution of score ranges from 40 to 95. Discussion technique that becomes positive is caused by, for instance, awareness and understanding toward meaning, function, objectives and application of activities influencing toward total physical response.
2. Reading comprehension is also categorized to be enough toward positive. It is shown by the average score that reaches the value of 72 with standard deviation of 16.94 toward average score ranges from 45 to 95 from the maximum score 100.
3. Calculation of correlation coefficient of variables "Discussion technique to reading

comprehension at the tenth grade students obtains the value of 0.52. This value, according to criteria of correlation coefficient, lies between 0.41 and 0.70 that means "Moderate or Middle". In related to this calculation, the value of this correlation significant test indicates the value of 3.75 (as t_{count}), meanwhile t_{table} for $df = 40$, on trust level of 95% is 1.684. It shows clearly that " $t_{\text{count}} > t_{\text{table}}$ ". The correlation coefficient of those variables is significant therefore it is concluded that there is a significant influence of discussion technique to reading comprehension at the tenth grade students SMK Insan Aqilah 6 Tigaraksa Kabupaten Tangerang – Banten.

B. Suggestion

Based on the result of the study, the writer would like to offer

some suggestions to be considered in order to help students master English:

1) Teachers of English; In teaching and learning process, the teacher should create atmosphere in which she provides comprehensible input with no barrier and make the students enthusiastic toward teaching and learning process. Teachers of English should keep searching new innovations, various and appropriate methods by which English teaching and learning is able to encourage students learn more about the subject they have to master. Besides, teachers of English should facilitate their students in any way to get better knowledge should English to practice in their daily activities. Finally, teachers of English should encourage and dare to give rewards and punishments to their students in proper ways.

2) Head Master; The head master as a dynamist and motivator of implementation of teaching and learning process should hold a wide co-cooperation and collaboration either with parents, surroundings, or government or other stake-holders. This collaboration is expected to be able to support and establish the atmosphere of expected learning and teaching process in school that can serve the students the best the school have.

3) Next Writer/Researcher; Considering the condition and situation the writer studied which were so limited, writer hopes the next writers or researchers to study much more deeply and further on other psychological aspects that influence of discussion technique to reading comprehension. The samples studied should not be taken from the tenth grade students

only, next writer/researcher should involve the eleventh and twelveth students in order to gain a comprehensive result.

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