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THE EFFECT OF DISCUSSION METHOD ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION

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Abstract

This study was intended to find out the effect of using discussion method on students reading comprehension. The population of this study was the second semester students of Indonesia Prima University, Medan, academic year 2019/2020 with four parallel classes, there are 120 students totally. The sample of the research was two classes, which were selected by using cluster random sampling technique; total students were 60 students. The sample was divided into two groups; the first group was experimental group with 30 students, taken from Morning A Class. The second group was control group with 30 students, taken Morning B Class. The experimental group was taught by using discussion method while control group was taught without discussion method. The instrument used for collecting the data was test in the form of multiple choices with the total number of 20 questions. The tests were divided into two; pre-test and post-test. The reliability of the test was 0.93. After the data had been collected, they were analyzed by using t-test formula in order to see whether the discussion method significantly affects students reading comprehension. The result of the analysis showed that the t-observed 2.07, it was higher than the t-table 1, 67 with the level of significant 0, 05 and the degree of freedom (df) 58. The result of the analysis showed that the hypothesis of the study was accepted. It was concluded that discussion method significantly affects students reading comprehension.

Keywords: *The Effect, Discussion Method, Students' Achievement, Reading Comprehension*



Abstrak

Penelitian ini dimaksudkan untuk menemukan pengaruh metode diskusi terhadap penguasaan siswa dalam kemampuan membaca. Populasi dari penelitian ini merupakan mahasiswa semester dua, Universitas Prima Indonesia, Medan, tahun akademik 2019/2020 dengan empat kelas paralel, yakni total 120 siswa. Sampel penelitian yakni dua kelas yang dipilih berdasarkan tehnik pengambilan sampel acak tersusun, dengan total siswa 60 orang. Sampel dibagi menjadi dua grup; grup pertama 30 orang, kelas pagi A yakni grup eksperimen. Kelas kedua berjumlah 30 orang, kelas pagi B yang merupakan grup kontrol. Grup eksperimen diajarkan dengan menggunakan metode diskusi sementara grup kontrol diajarkan tanpa menggunakan metode diskusi. Instrumen yang digunakan untuk mengumpulkan data adalah bentuk pilihan ganda dengan total 20 soal. Test dibagi dua, yakni test awal dan test akhir. Reliabilitas test yakni 0,93. Setelah data dikumpulkan lalu dianalisa dengan menggunakan rumus formula t -test untuk melihat apakah metode diskusi signifikan mempengaruhi kemampuan membaca siswa. Hasil analisa menunjukkan bahwa t -observed 2,07, lebih tinggi dari t -table 1,67 dengan tingkat signifikan 0,05 dan *degree freedom* (df) 58. Hasil dari analisa menunjukkan bahwa hipotesis penelitian diterima. Dapat disimpulkan bahwa metode diskusi secara signifikan mempengaruhi kemampuan membaca siswa.

Kata Kunci: Pengaruh, Metode Diskusi, Pencapaian Siswa, Kemampuan Membaca

Introduction

English is an international language which is used by people in the world as a mean of communication. It is widely used by most countries for international trades, science, economy, diplomacy, and tourism. It means that English is very important for every side of this life. Because of the importance of this language, so that it has to be learned by people who are not familiar with the language, especially for countries which have determined English as the first foreign language. Indonesia as the sample has determined English as the first foreign language and it will be taught as one of the subjects to be studied by the students starting from the primary level up to the university level.

There are four language skills in learning English namely listening, speaking, reading and writing. Reading is one of the most important skills of those. Reading is an essential skill for all students at all levels. The students are required to be able to read and understand the content of text well. McWhorter (1986:183) states that "reading is a way of taking in new ideas and identifying information to be learned".

Reading is not as easy as people think, that people faced some difficulties when they want to get information through reading. Similarly, the students also

find some difficulties while reading text. For example, students get some difficulties in drawing the meaning, finding the main ideas and interpret the information of the text. They couldn't grasp the ideas and answer the question based on the text. It means that they can't comprehend the text or the passage.

In teaching reading, the teacher/ lecturer should realize that the main goal of reading process is comprehension. Heilman, et.al (1981:242) defines reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading is not just saying the words. Reading must always be a meaning of getting a process. Many students can read the words in a passage perfectly, but are unable to answer question that can make an inference or for identifying the main idea. Comprehension skills enable the learner to understand the meaning of words in isolation and in context.

Based on the writer experience, it was found that it was difficult for the students to comprehend the text. It happened because of some factors, such as lack of vocabularies, the concept of words, unfamiliar syntactical grammar, lack of motivation and concentration. Those factors affected students' achievement. It made the students have low achievement in reading comprehension. Besides that, the students also felt that the teaching and learning process of the language was monotonous and uninteresting. The students were just asked to read the text, translated it into Indonesian and they were asked to answer some questions based on the text.

So, based on the situation above, the writer is interested in using discussion method to teach reading comprehension and to make students comprehend the text easily. Discussion method was the simple way and helpful to the students to understand the reading material. Davies (1981:302) states that discussion is a learner-centered activity. Ideas and experience are shared, involvement and participation are reinforced. Discussion takes place under formal and informal circumstances.

Based on the explanation above, the writer decides to conduct a research about the discussion method as the model of teaching and can be applied to the learning of reading.

This study is limited on the effect of discussion method in teaching reading comprehension. There are four level of comprehension namely; literal, inferential, critical and creative reading. Concerning with that, the scope of this study is limited in literal level.

Ha: Discussion method significantly affects in teaching reading comprehension. Ho: Discussion method significantly doesn't affect in teaching reading comprehension

LITERATURE REVIEW

The Discussion Method

Morgan, Holmes, and Bundy (1983:89) state that discussion provides a cooperative means of bringing together the facts and opinion of the members

of the group so that conclusions are reached. Dillon, in Krismawanta, (2009:9) states that discussion is an orderly process of face to face group interaction in which people (students) exchange ideas. It is a learner-centered activity. Ideas and experiences are shared; involvement and participation are reinforced. The purpose of the discussion might be to solve a problem, answer a question, enhanced the learners' knowledge or reach a decision. This method covers classroom learning activities involving active and co-operative consideration of a problem or topic under study.

Concept of Reading Comprehension

Reading Comprehension

The goal of reading is comprehension. Heilman (1981:242) defines reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. In conclusion, reading comprehension is enabling the learner to understand the meaning words in isolation and in context. A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure and so on.

Level of Reading Comprehension

Burn (1984:177) divided level of comprehension into four categories: literal comprehension, interpretative comprehension, critical reading, and creative reading.

- 1) Literal comprehension which involves acquiring information that is directly stated in a selection is important in and of it and is also a prerequisite for higher-level understanding. Recognizing stated main ideas, details, causes and effects, and sequence is the basis of literal comprehension, and a thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important.
- 2) Interpretative reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skill for interpretative reading includes: Inferring main ideas of passage in which the main ideas are not directly stated, Inferring cause and effect relationships when they are not directly stated, Inferring referents of pronouns, Inferring referents of adverbs, Inferring omitted words, Detecting mood, Detecting the author's purpose in writing, and Drawing conclusions.
- 3) Critical Reading is evaluating written material, comparing the ideas in the material with known standards and drawing conclusions about their accuracy, appropriateness, and timeliness. The critical reader must be an

active reader, questioning, searching for facts, and suspending judgment until he or she considered all of the material.

- 4) Creative Reading involves going beyond the material presented by the author. It requires readers to think as they read, just critical reading does, and it also requires them to use their imaginations. According to Huus (1967) it" is concerned with the production of new ideas, the development of new insight, fresh approaches, and original construct"

Research Method

METHODS

Research Design

This study is conducted by experimental design with two different groups namely: experimental and control group. The experimental group is the group that receives treatment by using Discussion Method.

In this study, Discussion Method is as independent variable and reading comprehension is as dependent variable. The treatment of independent variable will be done to the experimental group. The pre-test and the post-test are administrated to both groups.

Population and Sample

Population is all the subjects of a research (Arikunto, 2006:130). The second semester students of Indonesia Prima University, Medan, academic year 2019/2020 is the population of this study. There are four classes which consist of three morning classes and one evening class.

Arikunto (2006:131) states that sample is some or the representative of population which is going to be observed. It means that the sample is limited number of cases representative of the total group.

In obtaining the sample, the writer chooses it randomly considering Arikunto (2006:133), who states that random sampling is the best single way to get the representative sample in which each subject has the same opportunity. The samples were taken by using lottery technique. Morning A class and Morning B class have been chosen as the sample. Morning A class is the experimental group and Morning B class is the control group. Each classes has 30 students.

The Technique of Collecting the Data

This study uses pre-test and post-test given to experimental and control group. These pre-test and post-test are used by the researcher to see the changes that occur between the two groups. Then the researcher gives them the treatment. After giving the treatment, the students are given the post-test. This test is to find out the result of teaching presentation on both groups. The researcher applies multiple choice tests that consist of 20 items. Multiple choice formats are practical, reliable and they give possibility of an essay and consistent process of scoring and grading.

The Validity and the Reliability of the Test

The Validity of the Test

Arikunto (2006:168) states the validity is a measurement which shows the levels of the instrument's validity. An instrument can be said valid if it can measure what is supposed to be measured. It can be said that validity of a thesis to extent to which the test measures what was intended to measures. There are three types of validity: (1) content validity, (2) criterion related validity, (3) construct validity. This study was used content validity. Vockell says that content validity refers to extent to which a test measures a representative sample of the subject matter or the behavioral changes under consideration. It means that content validity concerns with how well the test measure the subject matter and learning outcomes covered during the instruction period.

The Reliability of the Test

Arikunto (2006:178) says that reliability shows an instrument that can be trusted used as a tool of collecting the data because it has already well enough. A good instrument will not be tendencies to lead the respondents in choosing certain answers. If the data is appropriate to the fact, the result will be the same although it is exercised many times. It means that reliability refers to the consistency of the measurement.

Reliability is one of the characteristic of a good test. Reliability refers to the consistency of the test scores over the different part of the test; the writer used Kuder Richardson method formula 21 as follows:

$$(KR_{21}) r = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{K(S)^2} \right]$$

Where r = The Reliability of Test

K = the Number of Question

M = the Mean of Test Scores

S = the Standard Deviation

According to Aruan (1983:132) the categories of coefficient correlation are as the following:

0.00-0.20 = the reliability is very low

0.21-0.40 = the reliability is low

0.41-0.60 = the reliability is fair

0.61-0.80 = the reliability is high

0.81-above = the reliability is very high

Scoring the Test

In scoring the test, this research used score ranging from 0-100 by counting the correct answer and applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where: S= Score
 R= the Correct Answer
 N= Number of Question.

The Procedure of the Research

Pre-test

Pre-test is a reading comprehension. Pre-test is given to both of experimental and control group.

Treatment

The treatment is taught in experimental group only. The students in this group are taught by using Discussion Method. In this research, the writer teaches reading comprehension to the experimental group by using discussion method meanwhile the control group is given by other ways or without discussion method. The treatment in the experimental group and control group is done as follows:

Post-test

After the teaching presentation, both the experimental and control group was tasted by giving a post-test. The post-test is exactly the same as the pre-test. The post-test was used to know The Effect of Discussion Method in Teaching Reading Comprehension.

The Data

In this research, the sample is divided into two groups: the experimental group and the control group. The experimental group is a group that taught by using discussion method, while the control group that is taught without discussion method. Pre-tests were administered to both groups. Treatment by using Discussion Method is only given to the Experimental Group. Post-tests were given to the both groups to see the differences. The two groups were given the same test, pre-test and post-test. The number of the test items is 20, tested for 60 students (30 students in control group and 30 students in experimental group) at the second semester student classes, Indonesia Prima University, Medan. The data in this research is the scores of the students both in experimental group and in control group.

The writer applied Discussion Method in her research. Discussion Method provides a cooperative means of bringing together the facts and opinion of the members of the group so that conclusions are reached. It is an orderly process of face to face group interaction in which people (students) exchange ideas. It is a learner-centered activity. Ideas and experiences are shared; involvement and participation are reinforced. The purpose of the discussion might be to solve a problem, answer a question, enhanced the learners' knowledge or reach a decision. This method covers classroom learning activities involving active and co-operative consideration of a problem or topic under study.

Before teaching reading to the students by using Discussion Method, the writer gave pre-test for experimental group. After the writer checked the students' answer sheet she found that the highest score was 90 and the lowest score was 30. In experimental group, the total scores in the pre-test is (1960) and the mean score is (65.33). After knowing that the result of pre test was low, the writer applied Discussion Method to teach reading for the experimental group.

After that the writer gave post test to the students. Then the writer checked the students' answer sheet, she found the highest score was 100 and the lowest score was 55. In experimental group, the total scores in pre-test is (1960) and the mean score is (65.33) while the total score in post-test was (2480) and the mean score is (82.66). It is considered high.

The improvement of the scores was caused by some factors, such as the students learned reading more interested because the method was new for them and they did not practice the method yet, the students more enthusiastic and competitive in learning reading since they could share their opinion to the other students, and they were active in the teaching-learning process, etc. Of course, these conditions made their achievement in reading comprehension automatically higher. It means that by using Discussion Method in teaching reading to the students their score is higher than before.

Based on the previous explanation, saying that the data of the experimental design is all the scores, both in experimental group and in control group, the writer also taught the control group by using conventional method (without discussion method). It functions to see whether the method was effective or not. The control also got pre-test and post-test. In control group, the total scores in the pre-test is (1805) and the mean score is (60.16). The result shows that their competence in reading is fair (not too high and not too low).

Then the writer taught them in conventional way in the same quantity of time with the experimental group. After that, the writer gave the post-test for the students in this group to see their final achievement in reading comprehension. In control group of pre-test is (1805) and post-test is (2170). The mean scores in pre-test is (60.16) and post-test (72.33). It is considered fair, or in other words, conventional way does not significantly affect their achievement in reading comprehension. According to writer, it happened because the students were not active in the teaching-learning activities since they just read, opened the dictionary and found the difficult words, the activity that they usually do.

Instrument Validation

Reliability is one of the characteristics of good test. It refers to the consistency of the measurement. So to find out the reliability, it is needed the students' scores of try out in reading comprehension.

The following is the Students' Scores of try out in Reading Comprehension.

No	Students' Initial Name	Score (X)	Squared score (X) ²
1	AD	19	361
2	AN	18	324
3	AH	17	289
4	DN	17	289
5	DM	19	361
6	DS	17	289
7	EM	19	361
8	DG	17	289
9	FK	19	361
10	FG	18	324
11	HS	18	324
12	HP	17	289
13	Id	18	324
14	IG	18	324
15	IE	17	289
16	IG	18	324
17	JW	17	289
18	LCM	18	324
19	LCA	17	289
20	MS	18	324
21	NM	19	361
22	OE	17	289
23	OP	18	324
24	PM	18	324
25	RS	17	289
26	RSS	19	361
27	RK	17	289
28	SR	18	324
29	TRS	18	324
30	YS	17	289
Total		534	9522
Mean		17.8	

The formula to obtain the standard deviation is as follow:

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

$$S = \sqrt{\frac{9522}{534}}$$

$$S = 4.22$$

To obtain the reliability of the test, the writer used the Kuder Richardson Method Formula 21(KR21) as follows:

$$K = 20$$

$$M = 17.8$$

$$S = 4.22$$

$$\begin{aligned} (KR21) &= \frac{K}{K-1} \left[1 - \frac{M(K-M)}{K(S)^2} \right] \\ &= \frac{20}{20-1} \left[1 - \frac{17.8(20-17.8)}{20(4.22)^2} \right] \\ &= 1.05 \left(1 - \frac{17.8(2.2)}{20(17.80)} \right) \\ &= 1,05 \left[1 - \frac{39.16}{356} \right] \\ &= 1,05 (1-0.11) \\ &= 1,05(0.89) \\ &= 0,93 \end{aligned}$$

Reliability of the Test

After getting the scores of students' reading comprehension, it is important to find Mean, Standard Deviation before calculating the reliability of the test.

Mean:

To find out the mean, the writer used this formula:

$$\frac{\sum(x)}{n}$$

Where:

$\sum(x)$: total Scores

n: total of students

$$\begin{array}{r} \frac{\sum(x)}{n} \\ \frac{534}{30} \\ 17.8 \end{array}$$

Standard Deviation:

The formula to obtain the standard deviation is as follow:

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

$$S = \sqrt{\frac{9522}{534}}$$

$$S = 4.22$$

In order to find out the reliability of the test, the writer used Kr 21 and the calculation of the reliability is shown below:

To obtain the reliability of the test, the writer used the Kuder Richardson Method Formula 21(KR21) as follows:

$$K = 20$$

$$M = 17.8$$

$$S = 4.22$$

$$(KR21) = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{K(S)^2} \right]$$

$$= \frac{20}{20-1} \left[1 - \frac{17.8(20-17.8)}{20(4.22)^2} \right]$$

$$= 1.05 \left(1 - \frac{17.8(2.2)}{20(17.80)} \right)$$

$$= 1,05 \left[1 - \frac{39.16}{356} \right]$$

$$= 1,05 (1-0.11)$$

$$= 1,05(0.89)$$

$$= 0,93$$

Based on the calculation, it can be said that the test was reliable. From the calculation, it was found that the reliability of the test was 0.93. This reliability was very high so that it was seen that the test used in this study was reliable.

Data Analysis

To know the differences between the students in the experimental group and control group, it is used t- test. The calculation of t-test can be seen as in the following.

The Score of Control Group

No	Students' Name	Initial	Pre-test (T1)	Post-test (T2)	T2-T1 (d)	Squared Deviation (d) ²
1	AS		60	70	10	100
2	AS		55	60	5	25
3	AK		60	65	5	25
4	CV		70	80	10	100
5	DS		55	70	15	225
6	DG		55	65	10	100
6	EP		70	80	10	100
8	EP		50	60	10	100
9	EA		65	80	15	225

10	EM	50	80	30	900
11	Ez	60	65	5	25
12	HAB	75	75	0	0
13	lc	65	75	10	100
14	JS	40	90	50	2500
15	JF	60	70	10	100
16	KS	55	75	20	400
17	MT	65	80	15	225
18	MR	50	70	20	400
19	ND	60	70	10	100
20	OB	70	65	-5	25
21	OE	90	95	5	25
22	PG	60	70	10	100
23	PE	60	80	20	400
24	RB	45	65	20	400
25	SY	60	65	5	25
26	So	50	60	10	100
27	SU	60	75	15	225
28	YA	75	80	5	25
29	YT	55	70	15	225
30	YPS	60	65	5	25
	Total (Σ)	1805	2170	365	7325
	Mean	60.16	72.33		

$$M_y = \frac{\sum d}{N}$$

$$= \frac{365}{30}$$

$$= 12.16$$

$$D_y^2 = \sum d^2 - \frac{(\sum d)^2}{N_y}$$

$$= 7325 - \frac{133225}{30}$$

$$= 7325 - 4440.83$$

$$= 2884.1$$

The Score of the Experimental Group

No	Students' Name	Initial	Pre-test (T1)	Post-test (T2)	T2-T1 (d)	Squared Deviation (d) ²
1	AP		60	80	20	400
2	BO		65	80	15	225
3	DS		75	85	10	100
4	ES		70	90	20	400
5	ER		70	100	30	900
6	ET		60	80	20	400
7	EN		30	55	25	625
8	FDS		70	95	25	625
9	FFS		90	95	5	25
10	FH		55	60	5	25
11	FN		60	80	20	400
12	HW		75	80	5	25
13	IL		65	80	15	225
14	JG		85	95	10	100
15	Ju		45	65	20	400
16	LF		30	95	65	4225
17	ML		85	70	-15	225
18	MI		90	100	10	100
19	OO		80	100	20	400
20	PS		80	70	-10	100
21	Re		55	80	25	625
22	RA		55	80	25	625
23	RM		60	80	20	400
24	Ri		75	80	5	25
25	RA		45	80	35	1225
26	RS		60	80	20	400
27	Ro		80	95	15	225
28	SC		80	90	10	100
29	WO		50	80	30	900
30	WN		60	80	20	400
	Total (Σ)		1960	2480	550	14850
	Mean		65.33	82.66		

$$M_x = \frac{\sum d}{N}$$

$$\frac{550}{30}$$

$$= 18.33$$

$$Dx^2 = \sum d^2 - \frac{(\sum d)^2}{Nx}$$

$$= 14850 - \frac{302500}{30}$$

$$= 14850 - 10083.33$$

$$= 4766.67$$

From the data above, it is obtained that:

$$M_x = 18.33$$

$$Dx^2 = 4766.67$$

$$Nx = 30$$

$$M_y = 12.16$$

$$Dy^2 = 2884.17$$

$$Ny = 30$$

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{Dx^2 + Dy^2}{(Nx + Ny) - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{18.33 - 12.16}{\sqrt{\left(\frac{4766.67 + 2884.17}{(30 + 30) - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{6.17}{\sqrt{\left(\frac{7650.84}{58}\right)\frac{2}{30}}}$$

$$t = \frac{6.17}{\sqrt{(131.911)(0.067)}}$$

$$t = \frac{6.17}{\sqrt{8.838}}$$

$$t = \frac{6.17}{2.972}$$

$$t = 2.076$$

To prove this hypothesis, the writer used critical values of student's distribution (t) at the level of significance: 0. 05.

Ntable = 60

df = N-2

= 60-2

= 58 (t table: 1. 671 at the level of significance 0. 05)

The result shows that t-obs > t-table (2.076>1.671 at the level of significance 0. 05.

The table of distribution t can be seen as in the following:

Critical values of student's distribution t

α significant level, two tail test						
0,5	0.2	0.1	0.05	0.02	0.01	
α significant level, one tailed test						
Dk	0.25	0.1	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.486	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.165
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.178	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.132	2.623	2.947
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.743	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.819
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787

26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617
∞	0.674	1.282	1.645	1.960	2.326	2.576

Testing Hypothesis

In testing hypothesis, the formulas of t-test and distribution table of the critical value are applied. These are used to see whether the hypothesis is accepted. In this study, the calculation of t-test shows that t_{obs} in the df 30 at the level 0.05 is 2.07 while, the t_{table} in df 58 the P level 0.05 the critical value is 1.67. Thus, the result shows that t_{obs} higher than t_{table} it can be seen as follows;

$$t_{obs} > t_{table} (P=0.05) \text{ with df } 58$$

$$2.07 > 1.67 (P=0.05) \text{ with df } 58$$

From the result, the alternative hypothesis (H_a) of the study is accepted.

Research Findings

Based on the calculation, the result of the research shows that the mean score of the experimental group is higher than control group. The difference was tested by using t- test formula. The result of the t-test calculation shows that the t_{obs} value (2.07) higher than t_{table} value (1. 67). It can be concluded that the students were taught by using Discussion method significantly affects on students' Reading Comprehension. While, there is no significant improvement for control group that was taught without Discussion Method

CONCLUSIONS AND SUGGESTIONS

Conclusions

Having analyzed the data, it was found that the Discussion Method significantly affects the students' reading comprehension. The description of conclusions can be drawn as follows: 1) There is significant difference of mean score obtained from both of the experimental group (82.66) and the control group (72.33). 2) The $t_{obs} > t_{table}$ ($P= 0.05$) $df(58)$, or $2.07 > 1.67$ ($P=0.05$). It means that H_a is accepted. Thus it can be concluded that there is significant effect of discussion method in teaching reading comprehension. 3) The students who are taught reading comprehension with discussion method have higher achievement

than the students who are taught without discussion method. 4) Lack of vocabulary influences of students' reading comprehension achievement.

Suggestions

In line with the conclusions, it is suggested that: 1) For students to practice the discussion method to improve their comprehension in reading text systematically. 2) In order to improve students' comprehension in reading, teachers/lecturers are suggested to encourage their students to use the discussion method. 3) In order to improve students' comprehension in reading, teachers/lecturers are suggested to encourage improving their vocabulary.

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