



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

**THE INFLUENCE OF DISCUSSION TECHNIQUE ON THE
STUDENTS' ABILITY IN READING NARRATIVE TEXT AT THE
SECOND GRADE OF SMP MUHAMMADIYAH LEMAHABANG
KABUPATEN CIREBON**

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher
Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial Fulfillment
of The Requirements of Undergraduate Degree



By:
RIZQIA ASYSYIFA
Reg. Number: 1410130150

**ENGLISH LANGUAGE TEACHING DEPARTMENT, *TARBIYAH* AND
TEACHER TRAINING FACULTY, *SYEKHNURJATI* STATE ISLAMIC
INSTITUTE
CIREBON
2015**



ABSTRACT

RizqiaAsysyifa. 1410130150: *The Influence of Discussion Technique on The Students' Ability in Reading Narrative Text at The Second Grade of SMP MuhammadiyahLemahabangKabupaten Cirebon.*

Reading is not as easy as what people think because it is not only read a sentence and say it out to others but also we have to understand the content of the reading text and its purpose. The main problem of the research are the difficulties of students in reading comprehension of English text and students feel unconfident to saysomething to the teacher that should be overcome by certain strategy. This research using discussion technique to gave evidence that strategy can increase students' ability in reading narrative text.

The reseach is designed as quasi experimental which taken place in SMP MuhammadiyahLemahabangKabupaten Cirebon. Were population at second grade are 60 students, then taken for sample such as 30 students as control class and 30 students as experimental class. The technique of collecting data used by test,which is multiple choice test. Try out Instrument test used by validity, reliabillity, difficulty index, and discrimination index. And the technique of analysis data used by t-test and SPSS 18.0 for window.

The result of calculated by independent sample t-test based on making decision hypothesis above that shows the obtained sig. (2-tailed) = 0.000 < 0.05. It means that there is significant differences. Then, t_{count} was 3.767 while the critical value of t_{count} was higher than t_{table} (t_{count} 3.767 > t_{table} 1.672, $r = 0,435$ indicates the effect size as large. It can be concluded the alternative hypothesis H_o is rejected or H_a is accepted, there is positive and significant influence of discussion technique on the students' ability in reading narrative text at the second grade of SMP MuhammadiyahLemahabang.

In teaching and learning process using discussion technique can increase students' ability in readingnarrative text based on the result of reasearch. Discussion technique can be used as an alternative strategy in learning English. In order that students are interested, active and being motivated students to learn independently, then increase students'ability in reading narrative text.

Key words: Discussion Technique, Reading narrative text.



ABSTRACT

Rizqia Asysyifa. 1410130150: *The Influence of Discussion Technique on The Students' Ability in Reading Narrative Text at The Second Grade of SMP Muhammadiyah Lemahabang Kabupaten Cirebon.*

Reading is not as easy as what people think because it is not only read a sentence and say it out to others but also we have to understand the content of the reading text and its purpose. In SMP Muhammadiyah Lemahabang the students feel unconfident to say something to the teacher that should be overcome by certain strategy. In the other hand, the students are limp and lazy when faced the assignment of English text. There are several reason the students look like that because the students feel English language is hard to understand, there are many words that does not know it is mean because the students are unfamiliar with the word used in the reading text, beside that the students lacking of vocabularies, many English words are difficult to read, to know what it means take a long time to translate first and the students may not have such motivation to read because the text is not interesting and sometime the text is too long.

This research used discussion technique to find out the students' ability in reading narrative text at experiment and control class. The other that this research find out the influence of Discussion Technique on the students' ability in reading narrative text at the second grade of SMP Muhammadiyah Lemahabang Kabupaten Cirebon

The reseach is designed as quasi experimental. Were population at second grade are 60 students, then taken for sample such as 30 students as control class and 30 students as experimental class. The technique of collecting data used by test, which is multiple choice test. Try out Instrument test used by validity, reliabillity, difficulty index, and discrimination index. And the technique of analysis data used by t-test and SPSS 18.0 for window. The result of calculated by independent sample t-test based on making decision hypothesis above that shows the obtained sig. (2-tailed) = 0.000 < 0.05. It means that there is significant differences. Then, t_{count} was 3.767 while the critical value of t_{count} was higher than t_{table} (t_{count} 3.767 > t_{table} 1.672, $r = 0,435$ indicates the effect size as large. It can be concluded the alternative hypothesis H_o is rejected or H_a is accepted, there is positive and significant influence of discussion technique on the students' ability in reading narrative text at the second grade of SMP Muhammadiyah Lemahabang.

The students' ability in reading narrative text at control class which is the class not used treatment. The result of mean score pre test is 57.57 included "bad" ctegrory. While mean score post test is 64.13 included "madium" category. The students' ability in reading narrative text at experimantal class after using discussion technique. The result of mean score pre test is 58.17 include "bad" category. While mean score post test is 72.33 included "good" category. The students score post test at experimental higher than studenst score post test at control class. There is positive and significant influence of using discussion technique on the student's ability in reading narrative text. The result of calculated by independent sample t-test based on making decision hypothesis above that shows the obtained sig. (2-tailed) = 0.000 < 0.05. It means that there is significant differences. Then, t_{obt} was 3.767 while the critical value of t_{crit} was higher than t_{table} (t_{obt} 3.767 > t_{crit} 1.672, $r = 0,435$ indicates the effect size as large. The result shows that the alternative hypothesis H_o is rejected or H_a is accepted. In the other word, there is positive and significant influence of discussion technique on the students' ability in reading narrative text at the second grade of SMP Muhammadiyah Lemahabang Kabupaten Cirebon.

Key words: Discussion Technique, Ability, Reading narrative text.

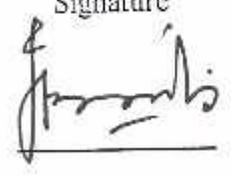
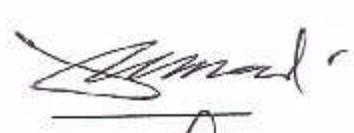


1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

RATIFICATION

This thesis which is entitled in "THE INFLUENCE OF DISCUSSION TECHNIQUE ON THE STUDENTS' ABILITY IN READING NARRATIVE TEXT AT THE SECOND GRADE OF SMP MUHAMMADIYAH LEMAHABANG KABUPATEN CIREBON" written by Rizqia Asyasyifa with the student number 1410130150 has been examined on 11th of December 2015. It has been accepted by broad of examiners. It has been recognized as of the requirements for Undergraduate Degree in English Language Teaching Department at Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon.

	Date	Signature
Head of English Language Teaching Department <u>Bumela, M.Pd</u> 19821231 201101 1 011	<u>03-12-2015</u>	
Secretary of English Language Teaching Department <u>Edi, SS. M.Hum</u> 19701005 200003 1 002	<u>03-12-2015</u>	
Examiner 1 <u>Edi Rohadi M.Pd., SE., Dipl., TEFL</u> 19680309200801 1 017	<u>03-12-2015</u>	
Examiner 2 <u>Tohidin, M.Pd</u> 19650308 199903 1 002	<u>23-11-2015</u>	
Supervisor 1 <u>Edi, SS. M.Hum</u> 19701005 200003 1 002	<u>23-11-2015</u>	
Supervisor 2 <u>Topa M.Ag</u> 19660815200501 1 003	<u>23-11-2015</u>	

Acknowledged by the Dean of Tarbiyah and Teacher Training Faculty
Syekh Nurjati State Islamic Institute Cirebon




 Dr. Irfan Nafi'a, M. Ag
 NIP. 19721220 199803 1 004



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
 2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang
 © Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

TABLE OF CONTENT

	Page
Preface.....	xi
TABLE OF CONTENT	xii
LIST OF TABLE	xiii
List of Appendix	xvii
CHAPTER I INTRODUCTION	
1 Background of the Problem	1
2 The Formulation of the Problem	4
2.1 The Identification of the Problem	4
2.2 Delimitation of the Problem.....	5
2.3 The Question of the Problem	6
3 The Aims of the Research	6
4 The Significance of the Research	7
CHAPTER II THEORETICAL FOUNDATIONS	
1 The Nature of Discussion Technique.....	8
1.1 The meaning of Discussion Technique	8
1.2 The Principle of Discussion Technique.....	9
1.3 The Teacher Role in Discussion Technique	11
1.4 The Procedure of Discussion Technique.....	13
1.5 The Advantages and Disadvantages of Discussion Technique	14
2 Reading Comprehension.....	15
2.1 The Definition of Reading Comprehension	15
2.2 The Type of Reading.....	17
2.3 Guidelines for Reading Teaching.....	19
2.4 Strategies for Reading Comprehension.....	21
3 Narrative text	22
3.1 The Nature of Narrative Competence	23
3.2 Grammatical Features of Narrative Text	23
3.3 Text Types of Narrative	24



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
 2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

3.4 The Social Function of Narrative	25
4 The Influence of Discussion Technique on Students' Reading Narrative Text	25
5 Frame of Thought	28
6 The Previous Research	29
7 The Hypothesis	31

CAPTER III METHODOLOGY OF THE RESEARCH

1 The Place and Time of The Research	32
2 The Method of The Research	33
3 Design of The Research	33
4 The Variables ofThe Research	34
5 The Technique Collecting Data	34
5.1 Test	34
5.2 Observation	35
6 The Population and Sample	35
6.1Population	35
6.2Sample	36
7 The Instrument of The Research	36
7.1Validity	36
7.2 Reliability	39
7.3 Difficulty Index	41
7.4 Desrcrimination Index	45
8The Technique of Analysis Data	51
8.1Quantitative Data Analysis.....	51
8.2 Prerequisite Test	53
9 Statistical Hypothesis	53

CHAPTER IV RESEARCH FINDING AND DISCUSSION

1 The Research Finding	55
1.1The Students' Ability in Reading Narrative Text at Control Class	55
1.2 The Students' Ability in Reading Narrative Text at Experimental Class	61
1.3 The Comparison between The Students Score at Experimental and Control Class....	66
1.4Hypothesis Testing.....	70



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

CHAPTER V CONCLUSION AND SUGGESTIONS

1 Conclusion	72
2 Suggestion	73

BIBLIOGRAPHY	74
--------------------	----

APPENDICES



CHAPTER I INTRODUCTION

1.1 The Background of The Research

Reading is a process of how we getting meaning and information from what we see, for example from text and symbols. Reading can be taught as a way to draw information from the text and to form an interpreting information requires the work of brain actively (Grabe and Stoller, 2002: 4). The other hand, reading is very useful in human's life, because by reading someone would know about the world without have to go to around the world. But in fact, reading is not as easy as what people think because it is not only read a sentence and say it out to others but also we have to understand the content of the reading text and its purpose.

In learning English, reading is not only able to read the words in a text but to comprehended the content of a text. Reading comprehension is the ability to construct a meaning from the text. The reader should be able constructing the meaning internally from interacting with the material that is read. So for students, they are expected not only be able to read the text but rather than reading with comprehension. Because the fundamental goal for any reading activity is knowing the language, includes comprehending or understanding (Kustaryo, 1988: 1).

In the first observation (on 7-9 of March 2015) at SMP Muhammadiyah Lemahabang Kabupaten Cirebon the teaching and learning process of English subject were focused on the teacher's centered strategy. The researcher has found some of problems in teaching and learning process especially in readding comprehension. The first, during teaching and learning process the students who pay attention only a few of students, other students there were chatting, joking and sleepy. There are several factors that influence such as the teacher explained the material according to the book, the teacher present of material the teacher often just explain unassisted with media, too serious in teaching and learning process and then the students do not understand the explanation that teachers use full English too fast.

Whereas the teacher present the material with something interesting like story telling. It would be more interesting and students will more pay attention to the material so that easy to understand. In fact, most of the students do not pay attention to the teacher's explanation when the teacher just gives the students a text of reading.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

So that learning is not boring more interesting if the teacher uses different methods in teaching and learning process. Because teaching method will influence the students learning achievement (Harmer, 1995:65).

In the other hand, the students are limp and lazy when faced the assignment of English text. There are several reason the students look like that because the students feel English language is hard to understand, there are many words that does not know it is mean because the students are unfamiliar with the word used in the reading text, bedise that the students lacking of vocabularies, many English words are difficult to read, to know what it means take a long time to translate first and the students may not have such motivation to read because the text is not interesting and sometime the text is too long.

Moreover the students still feel difficult to understand the content of English text, they feel when to undertand the content of the text should be transtlate first to indonesian language that needs so long time and sometimes the students feel embarrassed when they want to ask the teacher as a consequence they do not undestand the material and their habit of embarrassed to ask. In the other hand, most students just read the text but they could not catch the meaning of what they have read. So that in teaching and learning process the teacher should be creative use the learning strategy that can support the students are not shy to ask and easy to understand lesson, especially in reading comprehension and the media that are relevan with materials such as projector, video, picture, and several thing around the class that can make the students spirit, fun and interesting in teaching and learning English.

When the teacher gives students the chance to ask about what lessons they have not understood, the students just silent and did not ask. Besides the contrary when the teacher asks to the students after explain the topic that aims to determine student understanding, only one or two people who bold to answer. In fact, many students who want to ask what they do not understand, but because it is not bold and shy then the students just shut up. Answer questions orally sometimes make students fear and shame to answer due to the fear of wrong answers, different from the others.

To achieve the goal of learning, the teacher should to choose a method of teaching appropriate the sub subject in learning to be efficient in traching and learning process where the students become understanding and more interested in learning English. Because learning methods are methods or techniques presentation



of lesson material that will be used by the teacher at the time of presenting the lesson material, either individually or in groups (Sabri, 2005: 52). Learning methods also affect the success of student learning. If teachers choose methods appropriate to the material that will be taught to be more effective in achieve learning objectives in teaching and learning process.

In teaching and learning process, teachers should be able to use a variety of teaching methods in the learning process that can create both active learning atmosphere and fun. One of The model can be used to increase student activity, fun and creative power led students is discussion technique. As Zaini (2008:17) state that discussion technique is the way that do not frighten can be used to know requirement and expectation the students.

Discussion technique is structured and focused to make sure that learning is taking place. The teacher chooses the groups to reflect a diversity of viewpoint, abilities, gender and other characteristic. Discussion technique create the classroom community which involves students in a kind of interdependence whereby responsible for different aspect of content and teaching in other members of group. The group work is not complete until its entire member has masters the content. Furthermore, individual learning is reinforced as a result of explaining the content to others.

Discussion technique is one of active learning strategy in learning English. Active learning is a teaching strategy that involves students in the learning process rather than seeing them as passive recipients. As Silberman (2013: 10) state that active learning is fast-paced, fun, supportive, and personally engaging. Often, participants are out of their seats, moving and thinking aloud.

According to Vianata (2012:2) state that discussion technique is design that provides opportunity for Discussion between teacher and students, and students to students. It is strategies that centre a shared conversation discussions and exchange of ideas in class. It gives opportunity for all to sit and listen, as well as talk and think, thus, emphasizing the process of ‘ ‘ coming to know ‘ ‘ as valuable as ‘ ‘ knowing the right answers.

From the statemnet above learning English through using discussion technique gives influence on the students ability in reading narrative text because submission of discussion technique will be challenged to speak up indirectly they have the opportunity to understand the subject matter (Silberman, 2013:156). Thus,



researchers used discussion technique in learning reading because it can improve student' ability, so the researcher conducted research under the title *The Influence of Discussion Technique on The Students' Ability in Reading Narrative Text at The Second Grade of SMP Muhammadiyah Lemahabang Kabupaten Cirebon.*

1.2 The Formulation of The Problem

1.2.1 The Identification of The Problem

The researcher identify of the problem in this research are described as following bellows:

1.2.1.1 The Field of The Research

The field of the research in this thesis is method of teaching, discussing students' ability in reading narrative text using discussion technique.

1.2.1.2 The Approach of The Research

The researcher using a quantitative approach in the research. According to Ary et al(2010:20) stated that quantitative research uses objective measurement to gather numeric data that are used to answer question or test predetermined hypothesis. Based on state above, quantitative approach uses formula of statistic to calculate the data of research findings to help in calculation and interpretation of the data.

1.2.1.3 The Kinds of The Problem

The kind of the problem in writing this thesis is about method of teaching concentrating on reading narrative text, such as:

1. The students less pay attention to the teacher's explanation.
2. The students are limp and lazy to read English text.
3. The students feel difficult in reading comprehension of the text.
4. The students feel unconfident to ask questions to the teacher.

1.2.1.4 The Main Problem

The main problem in writing this thesis are:

- 1) The indication that the learning process is not really enough interesting. Students only receive the material that given by the teacher so their interest and motivation in learning are less.



- 2) The teacher put a half on theory rather than practice, learning strategies are enough interesting but not perfect, whereas learning strategies is a piece of learning art that will continue to grow (Chatib, 2012: 128).
- 3) Sometimes teachers find any difficulties and have not yet to design attractive and appropriate learning strategies so the students will be bored.

1.2.2 Delimitation of The Problem

1.2.2.1 Discussion Technique

Many kinds of strategies that can be used by teachers in teaching and learning process such as contextual teaching-learning, Quantum teaching-learning, Active Learning, Mastery learning, Discovery-inquiry learning, and cooperative learning.

In this research, the researcher using discussion technique on students reading narrative text. According to Silberman (2012:156) Discussion technique will be challenged to give ideas because they have the opportunity to speak up and share, so they can be understand the material being taught.

1.2.2.2 Reading Comprehension

The researcher conducted the research focused on reading narrative text in accordance with the problems identified that the students feel difficult to understand the content of English reading and the students feel unconfident to speak up in front of class. Therefore, the researcher used discussion technique to increase ability on the students reading narrative text.

1.2.2.3 The Unit of The Research

The researcher conducted of the research in SMP Muhammadiyah Lemahabang Kabupaten Cirebon. Were the researcher found the problem in teaching and learning process.

1.2.2.4 The Responden of The Research

The respondent of the research in SMP Muhammadiyah Lemahabang Kabupaten Cirebon are one of English teacher and the second grade of students. The researcher used two classes to do the



research. The first class of 30 students as experimental class and the second class of 30 students as control class.

1.2.2.5 The Sub Subject

The researcher chosen narrative text as sub subject in the research. Narrative text is one of kinds text types. It is an imaginative story to entertain the people. Beside narrative can entertain the reader, narrative also has a place to influence, to present the writer's written. It supported by Knapp & Watkins (2005: 221) that narrative has powerful social role beyond that of being a medium for entertainment, for changing social opinions and attitude.

1.2.3 The Questions of The Research

The questions of the research in writing thesis are as following belows:

1. How far is the students' ability in reading narrative text at control class?
2. How far is the students' ability in reading narrative text at experimental class?
3. Is there influence of Discussion Technique on the students' ability in reading narrative text at the second grade of SMP Muhammadiyah Lemahabang Kabupaten Cirebon?

1.3 The Aims of The Research

The aims of the research in writing this thesis are as follow:

1. To find out the students' ability in reading narrative text at control class.
2. To find out the students' ability in reading narrative text at experimental class.
3. To find out influence of Discussion Technique on the students' ability in reading narrative text at the second grade of SMP Muhammadiyah Lemahabang Kabupaten Cirebon.

1.4 The Significance of The Research

This research has two significances are theoretically and practically as following belows:

1.4.1 Theoritically

Theoritically or academic benefits, The researcher hopefully this research provides to additional knowledge and references to related the research about the influence of discussion technique on the students ability in



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

reading narrative text. Moreover, this research can be used as a comparison in conducting research in the future.

1.4.2 Practically

1. For Students

They get new learning strategy that can support in learning process exactly English subject through discussion technique in the subtopic of narrative text.

2. For Teachers

Giving information that many strategies should take in learning English, one of them is discussion technique. Hopefully, the teacher is able to find out other learning strategy and practice it in their teaching.

3. For Researcher

To prove the learning strategy that discussion technique has an influence on the students' reading narrative text.

4. For School

Provide input for the school to make improvements to the learning process of English subject in particular and other subjects in generally.



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The researcher have been collecting the data analyzing of the research finding used by SPSS v 18.0 about the influence of using discussion technique on the student's ability in reading narrative text at the second grade of SMP Muhammadiyah Lemahabang Kabupaten Cirebon. There are some conclusions based on the result of the data of thr research, as the following below:

1. The students' ability in reading narrative text at control class which is the class not used treatment. The result of mean score pre test is 57.57 included "bad" ctegrory. While mean score post test is 64.13 included "madium" category.
2. The students' ability in reading narrative text at experimantal class after using discussion technique. The result of mean score pre test is 58.17 include "bad" category. While mean score post test is 72.33 included "good" category. The students score post test at experimental higher than studenst score post test at control class.
3. There is positive and significant influence of using discussion technique on the student's ability in reading narrative text. The result of calculated by independent sample t-test based on making decision hypothesis above that shows the obtained sig. (2-tailed) = 0.000 < 0.05. It means that there is significant differences. Then, t_{obt} was 3.767 while the critical value of t_{crit} was higher than t_{table} ($t_{obt} 3.767 > t_{crit} 1.672$, $r = 0,435$ indicates the effect size as large. The result shows that the alternative hypothesis H_o is rejected or H_a is accepted. In the other word, there is positive and significant influence of discussion technique on the students' ability in reading narrative text at the second grade of SMP Muhammadiyah Lemahabang Kabupaten Cirebon.

5.2 Suggestion

This sub point is presented the suggestion for the reader. Based on the discussion and research findings, the researcher can interpret some suggestion which is advantage for students, teacher, and other researchers. Here are some suggestion:



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

1. The strategy of using discussion technique in teaching and learning is one of the alternative strategies that can apply in classroom to increase students' interest in reading narrative text.
2. There are some important points for the teachers to begin the teaching process. Before the teacher are going to teach, they should prepare to give apperception and motivation for students to be active and ready for studying and getting new knowledge from the teachers.
3. For further researcher, this strategy can apply in other sub topic and other variables of reading narrative text in the second grade of junior high school in order that the teacher should apply more various strategies in teaching.



BIBLIOGRAPHY

- Adler, C.R. 2003. *Put Reading First: The Research Building Blocks for Teaching Children to Read.* (<http://www.readingrockets.org/guides/put-reading-first-research-building-blocks-teaching-children-read>. retrieved 18 january 2015).
- Al-Dress, Muhammad (2006). *Teaching reading skill*. Saudi Arabia: Imam Muhammad Bin Saud Islamic University Collage of Languages and Translation
- Ali, Sayidina. 2012. *The Correlation Between The Students' Response Toward The Application of Skimming Technidue With Their Achievement in Reading Comprehension at The Second Grade of SMPN 1 mandirancau*. Cirebon: IAIN Syekh Nurjati
- Arikunto, Suharsimi. 2009. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- _____ 2010. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- _____ 2013. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Ary, Donald & Jacobs, Lucy. C & Razavie, Asghar & Sorensen, Chris. 2010. *Introduction to Research in Education 8th edition*. Wardsworth Cengage Learning.
- B. Uno, Hamzah. Mohammad, Nurdin. 2011. *Belajar Dengan Pendekatan Paikem*. Jakarta: Bumi Aksara.
- Coolidge, F. L. 2000. *Statistics: a gentle introduction*. London: SAGE Publication Ltd.
- Cresswell, Jhon W. 2012. *Qualitative, Quantitative and Mixed Methods Approaches: Fourth Edition*. California: Sage Publication.
- Deporter, Bobbi dkk. 2000. *Quantum Teaching : Mempraktekkan Quantum Learning di Ruang-Ruang Kelas*. Bandung : Kaifa.
- Fraenkel, Jack R. and Norman E. Wallen. 2008. *How to Design and Evaluate Research in Education: Seventh Edition*. New York: McGraw-Hill.
- Fraenkel, Jack R., Norman E. Wallen and Hellen H. Hyun. 2012. *How to Design and Evaluate Research in Education: Eight Edition*. New York: McGraw-Hill.
- Gillies, Robyn, M & Ashman, Adrian & Terwel, Jan. 2008. *The Teacher's Role In Implementing Cooperative Learning in The Classroom*. New York: Springer
- Grabe and Stoller. 2002. *Teaching and Researching reading*. London: Pearson Education Longman.
- Grellet, Francoise. 1992. *Develoving Reading Skill*. New York: Cambridge University.
- Hamdani. 2011. *Strategi Belajar Mengajar*. Bandung: Pustaka Setia.
- Harmer, Jeremy. 2010. *How to Teach English*. New York: Pearson Educational Limited.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

- Hyland, Maureen. 2009. *Writing Text Types: A Practical Journal*. Australia: R.I.C publish.
- Kustaryo, S. 1988. *Reading Techniques for College Students*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Munn, Kara. 1999. *Targeting Text*. Singapore: Green Geant Press.
- Ridwan. 2007. *Belajar Mudah Penelitian*. Bandung: Alfabeta.
- Rosyidah, Rini. 2012. *The Influence of Using Sensory Images on Students' reading Comprehension at Eight Grade Students of SMP Al-Washliyah*. Cirebon: IAIN Syekh Nurjati.
- Rusman. 2010. *Model-odel Pembelajaran*. Jakarta: Raja Grafindo Persada
- Sabri, Ahmad. 2005. *Strategy Belajar Mengajar*. Jakarta: Quatum Teaching.
- Sanjaya, Wina. 2005. *Pembelajaran Dalam Implementasi KBK*. Jakarta: Media Prenada.
- _____. 2008. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta : Media Prenada.
- Silberman, Mel. 2013. *Active Learning 101 Cara Belajar Siswa Aktif*. Bandung: Nuansa Cendekia.
- Silberstain, Sandra. 1994. *Technique and Resourch in Teaching Reading*. Oxford.
- Slavin, Robert, E. 2005. *Cooperative Learning*. Bandung: Nusa Media.
- Sudijono, Anas. 2008. *Pengantar Statistik Pendidikan*. Jakarta: PT Raja Grafindo.
- Sudjana, Nana. 2001. *Penelitian dan Penilaian Pendidikan*. Bandung: Sinar Baru.
- Sujarweni, V Wiratna. 2014. *SPSS Untuk Penelitian*. Yogyakarta: PustakaBaru Press.
- Sugiyono. 2014. *Metode Penelitian Pendidikan*. Bandung: ALBETA.
- Ujang Sukanda. 2003. *Belajar Aktif dan Terpadu*. Surabaya: Duta Graha Pustaka.
- Umayanti, Uum. 2012. *The Influence of The Application of Pre-Questioning on Reading Comprehension at SMK Gracika Cirebon*. Cirebon: IAIN Syekh Nurjati.
- Wallace, Catherine. 1996. *Critical Reading in Language Education*. London: Palgrave Macmillan.
- Warner, Margaret. 2009. *Easy Text Types*. Australia: Ready-Ed.
- Zaini, Hisyam. 2008. *Strategi Pembelajaran Aktif*. Yogyakarta: Pustaka Insani Madani.