



**A COMPARATIVE STUDY BETWEEN USING DISCUSSION  
METHOD AND INVESTIGATION METHOD  
TO STUDENTS' ABILITY IN READING  
COMPREHENSION AT GRADE  
VIII OF SMP N 1 MARANCAR**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidempuan as  
a Partial Fulfillment of the Requirement for the Degree of Graduate of  
Islamic Education (S.Pd.I) in English*

**Written By:**

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STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2016**



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## LETTER OF AGREEMENT

Term : Munaqosyah  
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Padangsidempuan, 04 April 2016  
To :  
Dean Tarbiyah and Teacher Training  
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Item : 7 (Seven) Exemplars  
in -

Padangsidempuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to IRA FERDIANI, entitle "A Comparative Study between Using Discussion Method and Investigation Method to Students' Ability in Reading Comprehension at Grade VIII SMP Negeri 1 Marancar." We approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikumWr. Wb.

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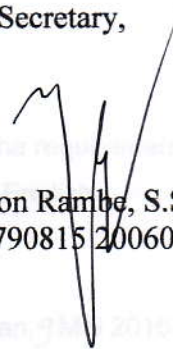
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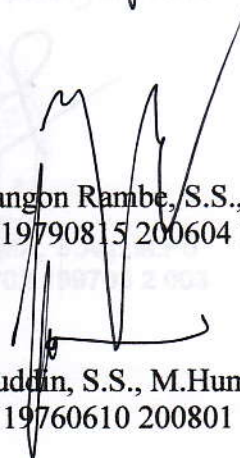


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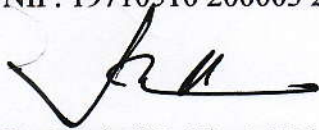
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**LEGALIZATION**

Thesis : **THE COMPARATIVE STUDY BETWEEN USING  
DISCUSSION METHOD AND INVESTIGATION METHOD TO  
STUDENTS' ABILITY INREADING COMPREHENSION AT  
GRADE VIII OF SMP N 1 MARANCAR**

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Firstly, the researcher would like to convey her grateful to Allah SWT. The most Creator and Merciful who has given her the health, time and chance for finishing this thesis: "The Comparative Study between Using Discussion Method and Investigation Method Students' Ability in Reading Comprehension at Grade VIII of SMPN 1 Marancar." This thesis is written in order to fulfill one of the requirements for English Education Department of State Institute for Islamic Studies (IAIN) Padangsidempuan. Hence, this thesis paper has been undertaken.


In writing this thesis, the researcher is assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express her gratitude to the following people:

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Decleration  
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### ABSTRACT

This research concerned about the comparative study of students' reading ability by using Discussion method and Investigation method at Grade VIII of SMP Negeri 1 Marancar. The problems of this research were most of students had lack of vocabulary mastery, lack of motivation, students feel reading is boring, and students unable to integrate text and context.

The purpose of this research was to find out the difference between Discussion Method and Investigation Method of students' ability in reading comprehension at grade VIII of SMP Negeri 1 Marancar.

This research employed experimental research. The population of this research was the eighth grade of SMP Negeri 1 Marancar. The total of population were three classes. Then, the sample of the research was 2 classes, experiment class I (VIII-1) and experiment class II (VIII-2). It was taken randomly after conducting normality and homogeneity test. To collect the data, researcher used test for measuring students' ability in reading narrative text. To analysis the data, the researcher used t-test.

Based on the result of the research, researcher showed the description of the data was found that the result of experimental class I and Experiment class II in pre-test (72.6>67.95). In post test the result of experiment class I and Experiment class II was higher than Experiment class II (87.1> 68.85). So, it was concluded that Discussion Method was better than Investigation Method. The score of  $t_{count}$  was bigger than  $t_{table}$ (27.69 > 2.00). It means that the hypothesis alternative ( $H_a$ ) was accepted, and it was concluded that there was the difference between students' reading ability by using Discussion and Investigation Method at Grade VIII of SMP Negeri 1 Marancar.

## TABLE OF CONTENTS

	Page
<b>TITLE PAGE</b> .....	
<b>LEGALIZATION ADVISORS SHEET</b> .....	
<b>AGREEMENT ADVISORS SHEET</b> .....	
<b>DECLARATION OF SELF THESIS COMPLETION</b> .....	
<b>AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY</b> .....	
<b>SCHOLAR MUNAQOSYAH EXAMINATION</b> .....	vi
<b>LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY</b> .....	vii
<b>ABSTRACT</b> .....	viii
<b>ACKNOWLEDGEMENT</b> .....	ix
<b>TABLE OF CONTENTS</b> .....	x
<b>LIST OF TABLES</b> .....	xi
<b>LIST OF FIGURES</b> .....	xii
<b>LIST OF APPENDIXES</b> .....	xiii

### CHAPTER I: INTRODUCTION

A. Background of the Problem .....	1
B. Identification of the Problem .....	6
C. Limitation of the Problem .....	6
D. The Formulation of the Problem .....	7
E. The Aims of the research .....	7
F. The Significant of the Research .....	8
G. Outline of the Thesis .....	8

### CHAPTER II: LITERATURE REVIEW AND HYPOTHESIS

A. Theoretical Description .....	11
1. Reading Comprehension .....	11
a. Definition of Reading Comprehension .....	11
b. The Aims of Reading Comprehension .....	14
c. The Process of Reading Comprehension .....	15
d. The Component of Reading .....	16
e. The Advantages and Disadvantages .....	
of Reading Comprehension .....	19
f. The Technique of Reading Comprehension .....	21
g. The Material of Reading Comprehension .....	22
2. Method of Teaching .....	31
a. Definition of Method of teaching .....	31

b. Function of Method of teaching .....	31
3. Discussion Method .....	32
a. Definition of Discussion Method.....	32
b. Kinds of Discussion Method .....	35
c. The Procedure of Discussion Method.....	36
d. The Implementation of Discussion Method .....	37
e. Discussion method in Reading Comprehension .....	38
f. Advantages and Disadvantages Discussion Method	40
4. Investigation Method.....	41
a. Definition of Investigation Method .....	41
b. Kinds of Investigation Method .....	45
c. The Procedure of Investigation Method .....	46
d. Investigation Method in Reading Comprehension	52
e. Advantages and Disadvantages of Investigation Method .....	53
B. Related Findings .....	56
C. Conceptual Framework .....	58
D. The Hypothesis .....	59

### **CHAPTER III: RESEARCH METHODOLOGY**

A. Location and Time of the Research .....	60
B. Research Design .....	60
C. Population and Sample .....	62
D. Instrument of Collecting Data .....	62
E. Validity and Reliability of Instrument .....	63
F. The instrument of Collecting Data .....	66
G. Technique of Analyzing Data .....	66

### **CHAPTER IV : THE RESULT OF THE RESEARCH**

A. Description of Data .....	76
B. Testing of hypothesis .....	86
C. Discussion .....	89
D. Limitation of the Research.....	92

### **CHAPTER V : THE CONCLUSION AND SUGGESTION**

A. Conclusions .....	93
B. Suggestions .....	94

### **REFERENCES**

### **CURRICULUM VITAE**

### **APPENDIXES**

## LIST OF TABLES

		Page
Table 1	Research Design.....	62
Table 2	Population of Research.....	63
Table 3	The Indicators Reading Ability (Pre test).....	64
Table 4	The indicators Reading Abiliyt (Post test).....	67
Table 5	The criteria of the score .....	68
Table 6	The Score of Experimental Class in Pre-Test.....	76
Table 7	Frequency Distribution of Students' Score.....	77
Table 8	The Score of Control Class in Pre test.....	79
Table 9	Frequency Distribution of Students' Score.....	80
Table 10	Score Experimental Class in Post Test.....	82
Table 11	The Frequency Distribution of Student' Score.....	83
Table 12	The Score of Control Class in Post Test.....	84
Table 13	Frequency Distribution of Students' Score.....	85
Table 14	Normality and Homogeneity in Pre test.....	86
Table 15	Normality and Homogeneity in post test.....	87
Table 16	Result of T-test from the Both Averages.....	88

## LIST OF FIGURES

	Page
Figure 1 The Histogram of Students' Score in Experimental Class I for Pre-Test .....	78
Figure 2 The Histogram of Students' Score in Experiment Class II for Pre-Test .....	81
Figure 3 The Histogram of Students' Score in Experimental Class I for Post-Test.....	83
Figure 4 The Histogram of Students' Score in Experiment Class II for Pre-Test .....	85

## LIST OF APPENDIXES

- Appendix 1 Lesson Plan of Experiment Class I
- Appendix 2 Lesson Plan of Experiment Class II
- Appendix 3 Instrument of Test Validity for Pre-Test
- Appendix 4 Instrument of Test Validity for Post-Test
- Appendix 5 Key Answer of Pre-Test and Post-Test Validity
- Appendix 6 Table Validity of Pre Test
- Appendix 7 Table Validity of Pre Test
- Appendix 8 Calculation of Pre Test
- Appendix 9 Validity of Post Test
- Appendix 10 Table Validity of Post Test
- Appendix 11 Calculation of Post- Test
- Appendix 12 Table Reliability of Pre Test
- Appendix 13 Table Reliability Post Test
- Appendix 14 Reliability of Pre Test
- Appendix 15 Reliability of Post Test
- Appendix 16 Score of Experiment class I in Pre Test
- Appendix 17 Score of Experient Class II in Pre Test
- Appendix 18 Result of Normality test in Pre Test VIII-1, VIII-2 and VIII-3)
- Appendix 19 Homogeneity Test of Pre Test
- Appendix 20 Result of Normality Test of Experiment Class I Post Test
- Appendix 21 Result of Normality Test of Experiment Class II Post Test
- Appendix 22 Homogeneity Test Post test
- Appendix 23 Table T-Test in Pre Test
- Appendix 24 Table T- Test in Post Test
- Appendix 25 Table Chi- Square
- Appendix 26 Table Z- Score
- Appendix 27 Percentage of the t Distribution

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

English is a very important language which used to communicate between one country to another. As the most important language in the world, it is applied in learning in many countries all over the world including Indonesia. English becomes now days, especially in education, because it is important subject that should be learned and taught in schools, beginning from elementary school until university level. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology and so on. English is as a subject which should be learn by all students in school all over Indonesia from junior high school up to university as the first foreign language.

The Students learn English at school, they learn the four skills namely; listening, speaking, reading and writing. Reading is someone's ability in analyzing written text. Then, listening is someone's ability to listen the conversation; while speaking is someone's ability in expressing an idea orally. Writing is someone's ability to write an idea in written expression. All of these skills must be practiced by students and cannot be separated from one to another if one expects to be able to communicate freely in English. However, it cannot be denied that English is still a crucial problem for

Indonesia students. As a matter of fact, until today most students from Junior High School up to University level have difficulties in all of these skills.

Reading is the language skill besides speaking, listening, and writing. By reading students can reproducing mentally or vocally the words of an author, book, etc. Because it is decoding written symbols and reconstructing the word writer had mind. If the students read many sources, they will get much knowledge and a lot of information. In reading comprehension, the teacher expects that the students can increase their reading ability in reading the passage the result in reading ability in reading the passage.

Generally, reading comprehension has a lot of significances. First, reading can add knowledge. Someone who likes reading has much information that they have saved in their memory. Such as the information about education, business, religious, politic, life and so on. All of those can add our knowledge more than looking and listening only. So, reading is very important to enrich our knowledge. Second, reading comprehension can develop capacity of thinking. Reading is an activity or thinking process of cognition. Third, reading comprehension can help speaking ability well. Students, who seldom read a text, can cause the ability of students reading comprehension not so good. It makes them face difficulties in expressing what they are thinking in way of speaking. But students who like reading will get a good reading skill. They can mention what they know clearly in speaking. So, reading make students speak well.

According to the curriculum, “one of the English teaching goal in senior high school is develop communicative competence of English in spoken or reading, and to Grateful for the opportunity can learn English as an international language of communication.”<sup>1</sup> The lack of knowledge of students’ reading comprehension makes the result in reading low. The teachers in teaching reading comprehension should apply the suitable method or technique based in some problems faced by the student’s in reading comprehension. Providing suitable English text book and giving course of English besides effective study at school.

All English teachers must think about the best method in teaching the language. Besides, they also prepare the teaching material as well as the teaching aids to reach the objectives of teaching. The purpose of that effort is to increase the result of teaching as curriculum demanded. But, some teacher still use conventional method, especially in teaching reading, such as: speech and questioning, finally, many students are disable to read English texts, low to get information or knowledge, less interested and less understanding what they have read. They make students feel bored and inconvenient in learning process. Students do not focus and prefer other activities.

However, the students are still poor in reading comprehension mastery. It can be seen from daily marks of students that is some student still got under the standard (75). It happens in SMP N 1Marancar. Hence, it is hoped that they are expected to get the average 75, based on the criteria of

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<sup>1</sup>Zaida Nur, “ Kurikulum 2013 Bahasa Inggris “(<http://www.academia.edu>, diakses 10 April 2013 pukul 13.30WIB ).

minimum learning mastery (KKM) at SMP N1 Marancar.<sup>2</sup> Most of the student are lazy to learn reading comprehension because some effects, such as: 1. difficult to understand word and building vocabulary, 2. difficult to understand sentences, sentences structure and syntax, 3. difficult to understand paragraph, which include finding the main idea and topic sentence, finding detail, drawing conclusion and interpretation what they read. So, the students are still low to understand about reading comprehension.<sup>3</sup>

Teaching method has many methods which can effect students' reading comprehension mastery, such as discussion, investigation, STAD, CIRC, SQ3R, and SQ4R. From all of method previous, the readers can chooses one of them as smethod in reading comprehension. In fact, the students sometimes reluctant to learn reading because the methods of teaching reading is not interesting example the teacher only gives the text and asks the students to read it. After that, the teacher asks the students to answer the Questions. Those methods are monotonous and make the students feel bored in learning. Even though there are many methods in learning that can be used in comprehension, one of them is Discussion method and Group Investigation method.

Which discussion method is strategy that especially useful for solving problems. Discussion method is also commonly used for exploring issue and making decisions, the actively in students and In general, planning organizing

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<sup>2</sup>SMP N 1 Marancar, *Kriteria Ketuntasan Minimal (KKM) dan Daftar Kumpulan Nilai*: SMP N 1 Marancar 2013 -2014.

<sup>3</sup>Sibarani, English Teacher at Grade VIII SMP N.1 Marancar, *Private Interview*, SMP N. 1 Marancar, 12 December 2014.

classes using cooperative technique. Group Investigation method is a group formed by itself and consists of 2-6 people, each group is free to choose subtopics of the overall material units (subjects) to be taught, and then make or produce a group report.

Group investigation becomes the readers application of the research which it has some advantages when the teacher uses it such as the independent practice will be developed, the students will be minded, trust each other, discuss the problem in familiarity situation, the lesson can be more appreciated and there are many other advantages that are grown up by group investigation method. On the other hand, group investigation method is suitable to reading comprehension ability. It is good way to make their knowledge be improved. Actually, it will help them to improve their ability in other skills such as writing, speaking and listening.

For these two method explanation above, discussion method and investigation method, the writer is interested to conduct about a research with the title “The Comparative Study between using Discussion Method and Investigation Method to Students’ Ability in Reading Comprehension at the Grade VIII of SMP N 1 Marancar.” The finally, the writer hopes to give a good application for this research.

## **B. Identification of the Problem**

Based on the background above, there are some problems in reading comprehension at grade VIII SMP Negeri1 Marancar as following are: 1) students are still low in reading test. And then, the students do not have good method in reading or they do not know the method. To solve the problem there are many methods in teaching reading ability such as discussion method, and investigation method. In this research, the researcher employ the Discussion Method and Investigation method to teaching reading ability.

## **C. Limitation of the Problem**

Based on the previous explanation, there are many factors that influence reading ability, it is impossible to the writer to research all factors because the writer has some limitations. So in this research the writer only focus on one factor from several factors which have been mentioned, it is teaching method by using Discussion Method and Investigation. The reason of the researcher to limit the problem based on Discussion and Investigation methods is that the researcher thinks that those methods are suitable in teaching reading ability in order to take result is better.

Furthermore, the researcher will discuss about students' ability in reading comprehension, such as the social function of the text, identifying specific information from the text, identifying the meaning of difficult word. Then, the writer will explain how far the comparison between Discussion and

Investigation methods of the eight grade students of SMP Negeri 1 Marancar of students ability in reading comprehension.

#### **D. The Formulation of the Problem.**

Based on the above identification, the researcher formulates the problem as follows:

- a. To what extent the results of students' ability in reading comprehension by using discussion method at grade VIII of SMP N.1 Marancar?
- b. To what extent the results of students' ability in reading comprehension by using investigation method at grade VIII SMP N. 1 Marancar?
- c. Was there a significant different between the result of students' ability in reading comprehension by using discussion method and by using investigation at the grade VIII students of SMP N 1 Marancar?

#### **E. The Aim of the Research**

Based on the formulation of the problems above, the objective of this research will be:

- a. To describe of students' ability in reading comprehension by using discussing method at grade VIII of SMP N 1 Marancar
- b. To describe of students' ability in reading comprehension by using investigation method at grade VIII of SMP N 1 Marancar
- c. To describe significant different of student's ability between using discussion method and investigation method in reading comprehension at the grade VIII of SMP N 1 Marancar.

## **F. The Significances of the Research**

This research is expected to be useful at least in three domains, they are for the science of education, for English teachers, for headmaster and for readers. The following illustration describes the significance for these parties.

1. For the English teacher, the result of this research can be used to teach reading comprehension better.
2. For the Headmaster, the researcher hopes the result of this research can be used as important reference in making decision on learning process.
3. For the Readers, as a reference to conduct the new research in the different location.

## **G. Outline of the thesis**

The research is going to organize this research paper in order to make the reader easier to understand:

in Chapter I, consists of first, background of the problem was explained about the students' ability in reading comprehension mastery was poor and cause effect. Second, identification of problem was organized all of the students' problems and teachers' problem inside. Third, limitation of problem was researches ways to focus this research. Fourth, formulation of the problem was arranged some question about students' ability in reading comprehension at SMP N1 Marancar. Fifth, purposes of research were arranged some mission of research in reading comprehension mastery. Sixth,

significances of research was explained to whom was the significances of the research would be useful.

in Chapter II, consists of first, theoretical description, which explains about concept of reading comprehension in discussion and investigation method. Second, review related findings which talked about the other research which related with this title were done by researchers. Third, framework of thinking was researcher thought of reading comprehension in discussion method and investigation method to describe implementation of this research. Last. Hypothesis was temporary statement in using discussion and investigation method and conventional method made by researcher.

Chapter III, consists of first, research methodology described about place and schedule of research where and when the research was done. Second, method of research discussion and investigation about kinds of research. Third, population and sample discuss and investigation about amount students as population and how to take the sample. Fourth, procedures of research discussed and investigated about planning before and after research were done. Fifth, instrument of data collection discussed and investigated about how to make the instrument in valid, determined the difficult of level, and determined the difference capacity, determined of homogeneity and variant of sample and data analysis used to test the hypothesis.

Chapter IV, consists of first, description of the data and discussion which research present about the result of the research. Second, discussion and

investigation about theory and result of the hypothesis what the researcher found in the research.

Chapter V, consists of first, conclusion and suggestion which researcher answer formulation of the problem and hypothesis. Second, suggestion discussed and investigated about problem solving which researcher found in this research.

## CHAPTER II

### LITERATURE REVIEW AND HYPOTHESES

#### A. Theoretical Description

##### 1. Reading Comprehension

###### a. Definition of reading comprehension

Basically, reading must be always being a meaning getting process. According to Wayne Otto in Grellet says that reading is not just saying the words, than Grellet, et, al gave definition:<sup>1</sup>

- 1) Reading is a language process.
- 2) Reading is a social process
- 3) Reading is a cognitive process
- 4) Reading is above all an interactive process in which the reader, the text and the context within which we read come together to determine the nature and to determine the nature quality of our comprehension.

However, that is difficult to do, and readers always understand both more and less than the writer intended, even in their native language. Furthermore, reading is the particular way in which you understand a book, situation, etc.

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<sup>1</sup>Grellet, Francoise. *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercises*, (London: Cambridge University Press,1986), p. 65.

Reading concern of the understanding of what is written it is relevant, that reading concerns not only assigning English sounds to the written words, but also the understanding of what is written.<sup>2</sup>

So, how to read, Annette Lamb and Larry Johnson stated that ready to read, but don't read the book yet.

1) Eliminate all distractions: Get rid of anything your mind could think about besides the reading material. The conversation, Activity, TV, An uncomfortable seat, Music in the background, It know many of my readers are college students who claim they “study better” with music in the background. Go ahead and claim it, but you are wrong. You might “like it” better, but you do not study better. Anything which might occupy your mind waters down your concentration. Even occupying your “mind-in-background”. Fool yourself if you wish, but if you really are serious about reading faster, eliminate distractions.

2) What purpose, Why are you reading, And what kind of literature, Is it a classic or fiction work you are reading for fun, Then, why hurry through it at all, Like a leisurely meal, sit back and taste each bite, turn over the delicious phrases in your mind. Or is collateral reading for a course where you are must be familiar with the central notions. Then finding the notions is why you are reading, right, or maybe you are reading collateral where you will be tested on the content, or maybe collateral reading where you will be required to say, “read every single word, ” Or is this a book where you will be tested on the terms and dates there in, or, maybe you are just reading the book searching for some new ideas for your own situation. Or you have to write a review. Or maybe you plan to teach it to others.

See how different your purpose might be for each? Before you open the book, take a minute to state your purpose to yourself. It will largely determine how you read the book from then on.

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<sup>2</sup>*Ibid.*, p. 99.

3) Do 10 minute pre-read. Take ten minutes or less and pre-read the entire book. Go ahead and try this if you've never done it before. Treat a book like a jigsaw puzzle. Dump it out, and then organize all the pieces first before putting it together. Read the dust cover and any cover reviews. Then look through the author blurb. Move to the table of contents and see if you can figure out the whole book from this page. Page through the entire book, page by page and glance through all summaries, tables, pull-out quotes, diagrams (especially), and scan through all the section titles and you go. Chances are you'll find the key chapter while you are doing this. Some publishers say (off the record, of course) "A book is simply one great chapter with a dozen other filler chapters." If this is so, find that chapter.

4) Read the key chapter. Start using the rapid reading techniques mentioned later to read this key chapter through. You are not obligated to wait until you have read all the chapters before this one, as if you must eat your green beans before the ice cream.<sup>3</sup>

The book is yours, go ahead and get the central idea before you start once you've read the key chapter you are ready to read the rest. In order from the front to the back, or in some other order which better suits your purpose.

Based on the quotation above, it can be concluded that reading is process of learning pronounce words, identify words and to get meaning from it.

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<sup>3</sup>Annette Lamb and Larry Johnson "Skimming and scanning" (<http://www.42explore.com/skim.htm/>) Accessed on August 2010 At 19.00 ).

## b. The Aims of Reading Comprehension

Reading comprehension is very important, because comprehension is the process by which a person understands the meaning of written or spoken language. According to the Hendry Guntur Tarigan, the aims of reading are:

- 1) Reading for details or facts, it means that to know the discoveries that has done the writer, what is the writer has made, what is the special personage.
- 2) Reading for main ideas, to know why the matter will be the interesting topic and the good news, the problems that is happened in the story and conclude the matters that is done by the personage to find out the aims.
- 3) Reading for sequence or organization, to know and to find out what is happened in the part of story, what is the first event, the second even, the third event and continuously.
- 4) Reading for inference, to get or to know why the personage feels as their ways, the qualities of the writer that make their success or failed.
- 5) Reading to classify, it means that, the story will group, where is the usually story, where is the amazing story or is the story true or false.
- 6) Reading to evaluate, it means that, is the personage success with special measurement, are we made the writer like the plot in the story.
- 7) Reading to compare or contrast, it is used to get how the personage life, how their life different from the fact and how both of story has the same matter.<sup>4</sup>

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<sup>4</sup> Hendry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Bahasa*, (Bandung: Penerbit Angkasa, 1990) p. 48.

It means that, the readers can find much information from the text by reading comprehension that is needed. To get the information from the text by read the text, it is easy if the readers can to identify the main idea and the supporting is an activity to get information, increasing perception through written text and also interpreting and analyzed.

### c. **The Process of Reading Comprehension**

Reading is one strand of literacy. The reading process is complex and multidimensional. Effective teachers have an understanding of this complexity and are able to use a range of teaching approaches that produce confident and independent readers.

Among these are

- 1) The establishment of varied and rich vocabulary
- 2) Development of phonological processes
- 3) The provision of a framework for teaching comprehension strategies
- 4) A need to ensure that motivation and enjoyment of reading are key aspects of the reading process
- 5) A renewed focus on reading fluency<sup>5</sup>

This booklet attempts to highlight the above components by providing some background knowledge on each and by outlining practical opportunities for their application in the classroom. Each

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<sup>5</sup>Professional Development Service of Teacher, *Reading Process*.  
<http://www.pdst.ie/sites/default/files/Reading%20Booklet%20-%20to%20circulate.pdf>, accessed on 11 January 2016. At 23.30

component is an essential ingredient of a multidimensional definition of reading and provides guidance for understanding how the reading process should be taught.

So, the component of reading is the process of reading, the researcher will be explain from the next explanation above.

#### **d. The Components of Reading**

Reading is an activity to get information from the text. An interactive approach to reading would include six essential components of reading:

##### **1) Phonemic Awareness**

Phonemes, the smallest units making up spoken language, combine to form syllables and words. Phonemic awareness refers to the student's ability to focus on and manipulate these phonemes in spoken words. According to the National Reading Panel, teaching phonemic awareness to children significantly improves their reading development.

##### **2) Phonics**

Phonics is the relationship between letters or word families, short vowels, long vowels, and letter combinations and the sounds they represent. As determined by National Reading Panel, phonics

instruction helps early elementary students develop proficiency in decoding, spelling, and understanding words.

### 3) Fluency

Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word. The National Reading Panel's research findings concluded that guided, repeated oral reading significantly improves word recognition, reading fluency, and comprehension in students of all ages.

### 4) Vocabulary

Vocabulary development is closely connected to comprehension. According to the National Reading Panel, students need to hear, read, understand, and use new vocabulary words in various contexts to build their comprehension levels. Repetition, aided by quizzes, glossaries, and crossword puzzles, is paramount to building vocabulary.

### 5) Comprehension

Comprehension is the level of content understanding a student has after reading a passage. The National Reading Panel determined that young readers develop text comprehension through a variety of techniques, including answering questions (quizzes) and summarization (retelling the story).

## 6) Spelling

The National Reading Panel Report did not include spelling as one of the essential components of comprehensive literacy instruction. The report implied that phonemic awareness and phonics instruction had a positive effect on spelling in the primary grades and that spelling continues to develop in response to appropriate reading instruction. However, more recent research challenges at least part of the National Reading Panel's assumption. A group of researchers found that, although students' growth in passage comprehension remained close to average from first through fourth grade, their spelling scores dropped dramatically by third grade and continued to decline in fourth grade. Progress in reading does not necessarily result in progress in spelling. Spelling instruction is needed to develop students' spelling skills.<sup>6</sup>

From the explanation above, the components of reading comprehension are to improve reading skill how to will be the good reader, so the researcher make the component of reading comprehension are to identify the main idea, phrase context spelling skills, to including answer question, building vocabulary.

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<sup>6</sup>Read naturally, *Essential Component Of Reading*, <http://www.readnaturally.com/research/essential-components-of-reading>, accessed on November, 2015. At 23.45

### e. **Advantage and Disadvantages of Reading Comprehension**

Reading is the best way to improve your mind and if you want to get smart and stay smart so you can have the edge over the average person you need to learn new things and reading is one of the best ways to learn and expand your knowledge.

Read a variety of books to suit your personal preferences including fiction books, educational, mysteries and suspense thrillers, science fiction, history, novels, self help books and health related articles, because reading is a great way to feed your mind and spirit.

The advantages and disadvantages of reading comprehension is:

- 1) Reading takes your mind off your troubles
- 2) Reading improves your quality of conversation
- 3) Reading feeds the craving mind
- 4) Reading engages your imagination
- 5) Helps you to tap into the mind of the creative thinkers
- 6) All leaders and successful people read
- 7) Reading stimulates your creativity
- 8) Reading a book can improve your health
- 9) Reading can help you solve your problems
- 10) Reading helps you to grow

11) The more you read the more you know

The disadvantages of reading comprehension is:

- 1) Reading is boring  
Many people tend to read because they need it for work or study purposes and therefore do not associate it with relaxation or enjoyment. This sentiment generally begins in high school, when difficult literary classics such Shakespeare are mandatory.
- 2) Reading is a time waster  
With the availability to audio books and the adaptation of many books into television series and movies, many people would prefer not taking the extra days and hours to sit down and actually read a book. For many people who do manage to take time to read during their busy daily routine, reading is usually just a means to help pass the time while commuting.<sup>7</sup>

#### f. **Technique of Reading Comprehension**

Reading with a purpose means approaching text with a specific goal. The reading technique is used to increase reading skill.

Reader needs to know the reading technique effectively, because by using some technique will be better. The technique of reading comprehension that can in classroom are:

- 1) Skimming  
One of the most technique that using by the students in reading is skimming. Skimming consist of quickly running one eyes acrosswhole text to get the gist.
- 2) Scanning

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<sup>7</sup>Jhon London, *Advantages and Disadvantages of Reading*,  
[http://www.ehow.com/info\\_8389212\\_advantages-disadvantages-reading.html](http://www.ehow.com/info_8389212_advantages-disadvantages-reading.html). accessed on january, 2016. At 21: 59

The second in the most valuable category is scanning. Scanning is reading technique quickly searching for some particular piece of pieces of information in a text.

3) Semantic mapping

Semantic mapping or grouping idea into meaning cluster helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group technique as students collectively induce order and hierarchy to a passage.

4) Guessing

Guessing is very helpful for the students, the advantages of the guessing or the students are: to guess the meaning of word, grammatical relationship, a discourse relationship, infer implied meaning, about cultural reference, and content message.

5) Vocabulary analysis

One- way for learners to make guessing pay off when the students don't immediately recognize a word is to analyze it in terms of what the students know about it. Several techniques are:

- a. Look for the prefix
- b. Look for the suffix
- c. Look for the roots are familiar
- d. Look for the grammatical context
- e. Look at the semantic context

6) Use grapheme and patterns to aid bottom up decoding

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken written English.

7) Capitalize on discourse markers to process relationship

There are many discourse markers in English that signal relationship among ideas as expressed through phrases, clauses, and sentences.<sup>8</sup>

Therefore, the technique of reading can help the students to have more comprehension in reading text. By using reading technique in

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<sup>8</sup>H. Douglas Brown, *Teaching by Principles, An Interactive Approach To Language Pedagogy*, (New Jersey: Prentice Hall Regents, 1994), p. 292 -296

reading comprehension, using discussion method and investigation method the students will be easy to get the meaning and information from the text. Beside it, the students fell interest in reading.

#### g. **Material Development**

Reading is one of the English skills. It is taught in Junior High School with different material. The material of reading at VIII Junior High School are identifying main idea, and identifying supporting detail. Below will be the explanation:

##### 1) Identifying Main Idea

Everything paragraph in the text has the topic that is developed. Topic or the contents of the paragraph is the important thing for the readers. If the readers have found the topic of the sentence, they will get the main idea of the paragraph. This sentence has represented the content of the paragraph.<sup>9</sup>

According to Raygor that is cited by Sunu Dewi Antoro said “that topic sentence is the complete sentence in the paragraph.”<sup>10</sup> it means that topic sentence make up a sentence of the paragraph. Topic sentence shows what will be discussed in the paragraph and make up the content of the writer discussed.

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<sup>9</sup>Kathleen McWhorter, *Efficient And Flexible Reading*, ( New York: The Lehing Press, Inc. 1992) p. 70.

<sup>10</sup>Sunu Dewi Antoro, *Reading I* (Jakarta: Universitas Terbuka, 2009 ), p.422.

Main idea is the part of topic sentence. Raygor in Sunu Dewi Antoro also said “the main idea is the topic of the paragraph that is gotten by topic sentence.”<sup>11</sup> Topic sentence is different with main idea; topic sentence is topic the paragraph that is written in sentence, while main idea is written in phrase form. In topic sentence, there is a main idea of the paragraph that will be discussed by the writer.

According to Amalia Irigiliati, “the main idea of paragraph is the thought that is present from the beginning to the end.”<sup>12</sup> It means that, most of the sentences support, describe, or explain the main idea. She also said “main idea is sometimes stated in the first or last sentence of the paragraph or in the middle of the paragraph.”<sup>13</sup> It means that, every paragraph has the main idea that will be discussed in the paragraph.

It is difficult for students to get or to identify the main idea of the text, but Amalia Irigiliati make the order the main idea of the paragraph, you should ask yourself what idea is common to most of the text. What is the idea that relates the part to the whole? What

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<sup>11</sup>*Ibid.*, p. 434.

<sup>12</sup>Amalia Irigiliati, *Reading 2* (Jakarta: Universitas Terbuka, 2007), p. 518.

<sup>13</sup>*Ibid.*, p. 518.

opinion do all the part support? What idea do they all explain or describe”<sup>14</sup>

For clear understand about the main idea of the paragraph, below is the example how to identify the main idea of the paragraph.

Bicycles are very popular today in many countries. Many people use bicycles for exercise. But exercise is only one of the reason why bicycles are popular. Another reason is money. Bicycles are not expensive to buy. They do not need gas to make them go. They also are easy and cheap to fix. In cities, many people like bicycles better than cars. With bicycles, the never have to wait in traffic. They also do not have to find a place to park. And finally, bicycles do not cause any pollution!

Chose the main idea of this paragraph.

- a. Bicycles do not cause pollution.
- b. Bicycles are better that car.
- c. Bicycles are popular today for many reasons.

The correct is (c) bicycles are popular today for many reasons. This is writer’s main idea about bicycles. All he information in the paragraph is about this idea. Option (a) is not correct because it is too specific. It is only one part of the paragraph. Option (b) is not correct because the paragraph is not

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<sup>14</sup>*Ibid.*, p. 512.

about this. The paragraph does not say bicycles are better than cars. It only says that some people like bicycles better those cars.

So, the students' background knowledge play important role in this strategy. Students without background knowledge will feel difficult to comprehend the text and to answer question.

## 2) Identifying Supporting Detail

Before learning about supporting sentence, it is better to understand about the topic sentence as the writer has explained in identifying main idea discussing above.

According to Flemming that is cited by Kathleen , “A topic sentence is a general sentence that sums up the main idea or message of a paragraph. If a paragraph contains a topic sentence, most or allof the sentence in the paragraph will develop this sentence by providing additional more specific explanation and illustration”.<sup>15</sup> There are some important things which should be known about the topic sentence, they are:

- a) A topic sentence expresses the main idea of a paragraph.
- b) A topic sentence usually states a definite opinion or attitude.
- c) A topic sentence provides the reader with a clear understanding of what a paragraph is about.
- d) A topic sentence gives direction to a paragraph that both of the writer and reader an follow.
- e) A topic sentence often begins a paragraph or is found near the beginning of a paragraph.
- f) Other sentence within a paragraph relate to the topic sentence.

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<sup>15</sup>Kathleen McWhorter, *Op.cit.*,p 122.

g) The final “Wrap- Up” sentence in a paragraph often reinforces the topic sentence. “<sup>16</sup>

It means that, topic sentence is the sentence that expresses the topic of the paragraph that is written in a sentence form. The topic sentence will not always be the first sentence in the paragraph; it can be in the last or the middle of the paragraph.

After the reader understands to identify the topic sentence of the paragraph, they will understand to identify the supporting sentence. If the readers can find the topic sentence, so the other sentence in its paragraph are supporting sentence that explain the topic sentence.

Tyner explains in Kathleen Mc Whorter that the effective paragraph should be related with the supporting sentence or supporting detail. <sup>17</sup> It means that, if a paragraph has a topic sentence and some supporting sentence, it can be said that the paragraph is the effective paragraph.

While, McWhorter that is explains the important elements of paragraph:

The topic, the one thing the paragraph is about, is the unifying factor, and every sentence and idea contained in the paragraph relate to the topic. Is the central or most important thought in the paragraph. Every other sentence and idea in the paragraph

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<sup>16</sup>*Ibid*, p. 133.

<sup>17</sup>*Ibid*, p. 140

is related to the main idea. The sentence that expresses this idea is called the topic sentence. Details are the proof, support, explanation, reason, or examples that explain the paragraph's main idea"<sup>18</sup>

For more explanation about supporting sentence, the writer makes the example below:

At the present time, there are a number of people who believe that the famous Loch Ness monster really exists. They maintain that the monster must exist because several witnesses claim to have seen it emerge from the lake in which it is said to live. Furthermore, their position has been strengthened by the appearance of what seem to be actual photographs of the creature.

The first sentence in the paragraph above is the topic sentence. While the next sentence are the supporting sentences, because its sentence explain the topic sentence. It can be seen from the first supporting sentence said that "*they maintain that the monster must exist because several witnesses claim to have seen it emerge from the lake in which it is said to live*". The second supporting sentence distinct that "*their position has been strengthened by the appearance of what seem to be actual photographs of the creature*". Both of previous reason explain why the villagers believe that there is the Loch Ness Monster. Both of the sentence influence the topic sentence will be clear.

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<sup>18</sup>*Ibid*, p. 166

From the explanation above, it can be concluded that supporting sentence is the sentence that support the topic sentence. The effective paragraph should have the topic and the supporting sentences.

### 3) Identifying of Vocabulary

The important thing for students in reading comprehension is able to comprehend the text by mastering the glossary or vocabulary before. Vocabulary is the collection of words that an individual known. Vocabulary is an important aspect of language developing.

Vocabulary is an element of language which should be studied by the students as mentioned in the curriculum. Therefore they have to master a lot of vocabularies in order they can read. Students need vocabulary of what is relevant to their world or around and vocabulary is a handicap as it restricts own expression, make you less interesting and influential.

According to Lado, “vocabulary is the lexical unit or lexicon unit of written language what it called word.”<sup>19</sup>Robbiet also stated that. “without lexicon the major element of meaning

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<sup>19</sup>Lado, *The Practice of Language Teaching* ( New York: Logman, 2001), p. 126

carried in language is missing.”<sup>20</sup> Another expert gave definition of the vocabulary as the lexical items that can be closely defined as any words or groups of words with meaning which have to be learned as a whole, and it is a basic to communicate receptively and productively. He added devices vocabulary in to parts; they are as productive and as receptive vocabulary.”<sup>21</sup> Productive vocabulary is used in every day speech, while receptive vocabulary covers words which are not essential for production in speaking, in listening, reading, and writing.

Vocabulary can effect listening, speaking, reading and writing skills. In reading comprehension, vocabulary can influence how far we understand someone’s comprehension by reading the text. To comprehend the text, someone used many vocabularies.

Based on explanation above, the writer concludes that vocabulary is the total of words that using to make the language. In reading comprehension also needed to master the vocabulary to understand the text and can find the information from the text. Someone who does not understand the vocabulary in the text, it is impossible to understand the text.

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<sup>20</sup>Robbins, *Teaching Language as A Second or Foreign Language* ( Australia: Logman, 1996), p. 213

<sup>21</sup>*Ibid*, p. 219

## 2. Method of Teaching

### a. Defenition of method

Method is the ways how to get or achieve something. In this case, method pairs with learning terms. Method of teaching is the ways that is used by the teacher in learning. There are some method used in language teaching. Teacher should teach the method to the students, so that the students understand the process. However, teacher should be selective and thoughtful when choosing which strategies to teach for students.

There are many method can be used by a teacher in teaching such as Discussion Method and Investigation Method. Both of method can use on students reading comprehension. Therefore, method is important role in teaching. The method helps the students to more interest in learning and makes the teaching to be effective and efficient. Teaching reading by using Discussion method and Investigation Method include one of many effort to make the learning process to be effective and efficient.

### b. Function of Method

The purpose of teaching method is to prepared, explain, giving the example, giving the practice to the learners to achieve the aims of learning, but not all of teaching method suitable with the material. It

means that teacher should choose the suitable method with the subject or material.

### **3. Discussion Method**

#### **a. Definition of Discussion Method**

Method is the ways how to get or achieve something. In this case, method pairs with learning terms. Method is the ways that is use by teacher in learning, the purpose of learning method is to prepare, explain, givin the example, giving the practice to the learnrs to achieve the aims of learning, but not all learning method suitable with the material. It means that teacher should choose the suitable method with the subject or material. In learning activity, there are many methods that can be use. One of the method is discussion method that will be explain by the researcher in this research.

Discussion method is one of English teaching method where in its process the students are separated into some groups. In it, the students are arranged into small groups to participate in a range of activities to develop thinking or to complete practical tasks. Participation or otherwise in group discussion activities can be

culturally determined.<sup>22</sup> It means that Basically group discussion method is a part of discussion method.

In discussion method one way presenting material, were teacher give time for students to make a scientific talking to share opinion and make conclusion, so a group must obey the arrangement of discussion. The discussion will be done if some people or one group wants to talk about something to get a conclusion. Discussion method is very important in teaching learning process. But some teachers very seldom use the discussion method.

Syaiful Sagala said that discussion method is academic conversation that is responsively contains sharing opinions which is built by problematic questions, occurring ideas or opinions that is done by some people. That got the opportunity for student for arising opinion systematically listen and await innings converse, orderly answer to people opinion is permanent without generating problems, the approach construct ability think is self-supporting and do communicative interpersonal.<sup>23</sup>

Therefore, discussion method can be used for learners from beginner level until advanced level which makes the learners to be active when study.

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<sup>22</sup>Donal C. Orlich, et. al, *Teaching Startegies*,(Canada: D.C Heath andCompany, 1980), p. 211.

<sup>23</sup>Syaiful Sagala, *Konsep dan Makna Pembelajaran: Untuk Membantu Memecahkan Problematika Belajar dan Mengajar*, (Bandung: Alfabeta, 2006 ), p. 56.

In other word Ho Kam Fai said, the discussion method owes its origin again to the Greek Philosopher-educator, particularly Plato, who rebelled against the lecturing system of the sophist. This teaching device is basically the democratic process and it involves an entire class in extended interchange of ideas between the teacher and concurrently among the learners.<sup>24</sup>

So, the teacher's involvement is mainly to prepare a group and focus on active students. It is important for the teacher to measure the students' background knowledge and experience, the essential activity of this strategy to emphasize the students to make predictions about the material.

Based on the above definition, the researcher concludes that the discussion method is a process that involves two or more individuals who integrate verbally and face-to-face about certain aims and goals through information sharing, self-maintenance or problem solving. Cooperation in making decisions would be better than individually in discussion, everyone is expected to give his/her opinion, so all of the members of group discussion back to one decision and conclusion.

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<sup>24</sup>Ho Kam Fai, "*Teaching Strategy*". ([http://www.freshersome.com/ Strategies for teaching,Phd](http://www.freshersome.com/Strategies_for_teaching,Phd), Accessed on 20 June 2009, at 10.37).

### b. The Procedure in Using Discussion Method

Every learning method has the steps to do its method. Discussion method also has the steps that are expressed by Mulyasa:

- 1) Formulate the problem and the purpose that is become the topic.
- 2) Preparing the media that is used.
- 3) Arranging the task of the students based on the kinds of discussion method.
- 4) Give the explanation to students to the students so that the students followed in discussion activity actively.
- 5) Making to contusive situation, so that the students can express their opinions freely.
- 6) Give the opportunity to all the students, so that not only some students that dominant.
- 7) The discussion activity should be suitable with the time.
- 8) Teacher should be the facilitator, control, consultant and as the evaluator in discussion process.
- 9) The discussion by making the conclusion.<sup>25</sup>

It can be concluded that discussion method makes the students adjustments in the group. That steps can help students to follow group discussion. Therefore, the procedure is steps that explicitly teach students to good learning habits

### c. The Implementation of Discussion Method

Before discussing about the Implementation of discussion method, the researcher will explain the definition about implementation. The implementation is a form to promote review, reflection, revision of the circumstance based on careful complication of information from a variety of different sources. According to

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<sup>25</sup>Mulyasa, *Implementasi Kurikulum Tingkat Satuan Pendidikan*, ( Jakarta: BumiAksara, 2008) p. 117.

Kunandar, discussion method can be applied in teaching learning process for:

- 1) Encouraging student critical condition thinking
- 2) Encouraging student expression her opinion free style.
- 3) Encouraging student contribute idea for break problem together.
- 4) Taking one alternative answer or some alternative answer for break problem base consideration that accurate.<sup>26</sup>

Furthermore, Kunandar adds that, discussion method do when:

- 1) When there are questions, it's better to break to students.
- 2) For searching one decision of problem.
- 3) For finding ability on students in formulation her idea with order until accepts other people.
- 4) Being accustomed to students pleasure listen opinion other people although different with self-opinion, be accustomed to tolerant attitude toward her friends.<sup>27</sup>

In addition to explanation above, the researcher concludes that the implementation means that students make the planning that they had developed in two implementation above.

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<sup>26</sup>Kunandar, *Guru Profesional dan Implementas Kurikulum Tingkat Satuan Pendidikan*, (Pt.Gajah Grafindo Persada, jakarta:2007),p. 48.

<sup>27</sup>*Ibid*, p. 49.

#### d. Discussion Method in Reading Comprehension

A class discussion implies open and active participation. However in, most instances it becomes a limited dialogue between the teacher and a few pupils, with the remaining ones sitting mute and inactive. The discussion method is often confused with recitation. Anyone who has observed classroom teaching is familiar with this pattern of verbal interaction: teacher question, students' response, teacher feedback.<sup>28</sup> It mean discussion method there are relation feedback between teacher and students' in studying process.

William Hill say in journal Meredith, has developed a variant of the discussion method for achieving traditional instructional goals relating to subject matter mastery. After students have read or viewed some curriculum material, the teacher conduct a discussion that includes these points: terms and concepts in the curriculum selection, the author's message, major themes and subtopics, relationship of the material to other knowledge, application of the material, and evaluation of the author's presentation.<sup>29</sup>

The purpose of the discussion method, irrespective of type, is to help students in improving their discussion skills. The discussion method is particularly valuable for students who are weak in reading comprehension or independent study skills.

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<sup>28</sup> Meredith D. G, "The Discussion Method in Classroom Teaching", Journal Kings wood, Volume XIX Number, 2, p. 98- 99.

<sup>29</sup> Meredith D.G. *Loc, Cit.*

Following a group discussion, students were encouraged to ask a question on the text they had read, and the teacher offered a brief lecture to clarify any confusing text and resolve their question, finally, students were tested individually with a unit reading comprehension quiz developed by the instructor.<sup>30</sup> It can be concluded that, during group discussion, the instructor helped students resolve misunderstanding, offered feedback, and facilitated discussion.

The cooperative learning survey requested the experimental group members to compare their previous experience with traditional lecture instruction and their experience with cooperative learning instruction. For group discussion method was the major method adopted in reciprocal cooperative learning (RCL) classes, and over 85% of the students confirmed that group discussion benefited their reading comprehension, while 74% of the students believed that group discussion helped them obtain better midterm and final examination score.<sup>31</sup>

From the explanation above, the writer will teach reading comprehension by using discussion method. This method is helpful for

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<sup>30</sup>*Ibid*, p. 101.

<sup>31</sup>Ching – Ying Pan & Hui – Yi – Wu, “The Cooperative Learning Effects on English Reading Comprehension and Learning Motivation of EFL Freshmen” *Journal Canadian Center of Science and Education*, Volume 6, Number 5, March 2013, p. 16.

students, to answer what purpose they read a text. Below is the table of the advantages and disadvantages of discussion method.

e. **Advantages and Disadvantages of Discussion Method**

Skills can be developed through discussion clarification, classify, formulate hypothesis, draw conclusions, apply the theory, and communicate opinions. In addition, the method of discussion can train children to respect other people's opinions, training courage to express opinions, to hold opinions, and rational members in connection with the opinion put forward. The advantages and disadvantages of using the discussion as follows:

Advantages

1. The students are brave to show their ideas
2. The students will not be passive listener
3. The students will be more motivated

Disadvantages

1. The class will be noisy
2. Some students will be lazy
3. The students are not controlled<sup>32</sup>

From the explain above, advantages and disadvantages is important to teacher. So, in class room the process teaching learning not annoyed. Next, the mean is the students are brave to show their ideas, will be active listener and will be more motivated, get the expectancy.

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<sup>32</sup>Ahmad Sabri, *Op., Cit.*, p. 53

## 4. Investigation Method

### a. Definition of Investigation Method

The learning method is a way to improve the ability to solve educational problems and issues faced by real learning and improving quality, processes, and learning outcomes. Researchers will use investigative teaching methods group. There are some definitions of investigation method will be explain below:

Roy Killen said that Group Investigation is one of cooperative learning method which focused on student's participation and activity. The teacher who use this method firstly he/she divides the class into small heterogeneous groups. This group consists of two to six and may form around friendships or around an interest in a particular topic. Students select topics for study, then every group decides what subtopics are to be investigated as well as the goals of their study, and then prepare and present a report in front of class.<sup>33</sup>

It's means that, investigation method is planning of common class setting where the students work in small group using cooperative question, group discussion, and planning and project cooperative.

According to Robert E. Slavin importants for Group Investigation is students' cooperative planning of their inquiry. Group members take part in planning the various dimensions and

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<sup>33</sup>Roy Killen, *Effective Teaching Strategies: Lessons from Research and Practice*, (Australia: Social Science Press, 1998), p. 99.

requirements of their project. Together they determine what they want to investigate in order to solve their problem; which resources they require; who will do what; and how they will present their completed project to the class.<sup>34</sup>

Presentation technique is done in front of class with several of presentation forms, while other group shift wait to presentation, to evaluate and give response from the topic presentation. The teacher's role in conducting a Investigation project the teacher serves as a resource person and facilitator.<sup>35</sup> He or she circulates among the groups, sees that they are managing their work, and helps out with any difficulties they encounter in group interaction and the performance of the specific tasks related to the learning project.

Investigation group is a small group to lead and encourage the involvement of students in learning. This method demands students to have a good ability to communicate well in group process skills (group process skills). The end result is a contribution from the cluster of ideas and learning from each member of the cluster beans with pungent odor more students hone intellectual ability compared studies.

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Robert E. Slavin,, *Cooperative Learning: Theory, Research and Practice*, (USA: Allyn and Bacon, 1995), p. 112.

<sup>35</sup> *ibid*.p.113.

Sharan, "In general, planning organizing classes using cooperative technique *Group Investigation (GI)* is a group formed by the students themselves with the 2-6 members, each group was free to choose subtopics of the overall material units (subjects) that will be taught, then create or generate a report group.<sup>36</sup>

Furthermore, each group presented its report to the display or the whole class, to share and exchange their findings information. Group Investigation is a cooperative learning method which involves small groups where students work cooperatively using the inquiry, planning, projects, and group discussions, and then present their findings to the class. This method is the most complex and the most difficult to implement than other cooperative methods.

Of the theory which has been described by some experts about the method investigation group, the researcher can conclude that the method investigation group or Group Investigation (GI) is cooperative learning is viewed as the most complex and most difficult s to be implemented in this method involves learning because students from planning, both in determining the topic and how to learn through investigation and emphasis on student participation and activity to find your own material (information) that lessons will be learned through

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<sup>36</sup>Slomo and Yael Sharan, *Group Investigation: Expanding Cooperative Learning.* ( New York: Teachers' College Press, 1992) p. 101.

the materials available for example from a textbook or students can search through the internet. This method requires the students to have good skills in communication and the group process skills (group process skills).

### **b.Kinds of Investigation**

The aim of this section is to broaden understanding of the different kinds of investigations you can use with students. In this investigation method there are 5 kinds of the learning roup, there are:

#### 1) Fair testing

Fair testing finds relationships between factors (variables). A single variable is changed while keeping other variables the same. Any differences are said to be the result of the changed variable.

#### 2) Identifying and classifying

Identifying and classifying involves sorting objects or events into groups or categories. Clear systems (criteria) must be developed and used. Keys are often used as criteria to carry out a classifying process.

#### 3) Modeling

A model can be used to help students understand how a process works, or to explain ideas or a concept. More than one model can be used to explain different aspects of the same concept.

4) Pattern seeking

This method involves observing and recording natural events, or carrying out experiments where the variables can't easily be controlled

5) Researching

Researching involves gathering and analyzing other people's opinions or scientific findings in order to answer a question or to provide background information to help explain observed events.<sup>37</sup>

So, based on the kinds of investigation the researcher will be use modeling in research. Because, the students give the responses the problems and solve it. The knowledge is the learning experience that will be found directly or indirectly. And the dynamic of the learning group that shows describing a group of student which has a good interaction and share about their ideas, exchange their experiences, in their opinions.

**c. The Procedure in Using of Investigation Method**

After discuss about the kinds of investigation method, next the researcher explain a learning process about procedure in using of

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<sup>37</sup>Ministry of Education, *Making Better Sense of the Living World*. (Wellington: Learning Media, 2011), p. 17

investigation method. According to Jason in Robert S description of the procedure the group investigation method is as follows.

1) Selection of topics

Students choose a variety of subtopics within a general problem areas that have been described in advance by the teacher. The students then organized into groups' oriented task (task oriented groups).Member of the group consisting of two to six people. Heterogeneous composition of both groups in gender, ethnicity, and academic ability.

2) Cooperation plan

Students and teachers plan a range of specific learning procedures, tasks, and goals that are consistent with a variety of hat k and subtopics that have been the topic of selection (step (1)).

3) Implementation

Students carry out a plan which has been formulated in step (2).Learning should involve a variety of activities and skills with a wide variety and encourage students to use a variety of sources, both contained within and outside the school. Teachers constantly following the progress of each group and provide assistance if needed.

4) Analysis and synthesis

Students analyze and synthesize various information obtained in step(3) and plan to summarize in an attractive presentation to the class.

#### 5) Presentation of final results

All groups present an interesting presentation of the various topics they have learned in the classroom so that all students engage with each other and reach a broad perspective on the topic. Group presentations coordinated by the teacher.

#### 6) Evaluation

Students and their teachers to evaluate the contribution of each groups to the class as a whole work. Evaluation may include any individual or group of students in or both.<sup>38</sup>

Based on the procedure above, the purposes of investigation are to increase knowledge and to get the new information from printed material.

According to Nana and Granddaughter the steps that can be done in this learning model as follows.

- a) The teacher divides the class into groups heterogeneous.
- b) Teacher explains the purpose of learning and group work.
- c) She called the heads of the group to take material different tasks.
- d) Each group cooperatively discusses material that contains material findings.

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<sup>38</sup>Robert E. Slavin, *Op. Cit.*,p. 112.

- e) After completion of the group discussion, each spokesperson, conveying the results of the discussion.
- f) The teacher gives a brief description and to provide conclusions.
- g) Evaluation.
- h) Cover.<sup>39</sup>

In addition about step learning model, According Sudjana, the steps that can be done in a group investigation method as follows.

- a) The teacher divides the class into groups heterogeneous.
- b) Teacher explains the purpose of learning and group work.
- c) Teachers call the offspring a task group for the material so that one group was assigned one material / task different from other groups.
- d) Each group discusses existing materials cooperatively provides discovery.
- e) After completion of the discussion, through a spokesman, chairman of conveying the results of the group discussions.
- f) The teacher explains and gives conclusions.
- g) Evaluation.
- h) Cover.<sup>40</sup>

From the above explanation, of the theory which will bedescribe by some experts about the steps methods investigation group, the researcher can conclude that the method measures investigation following groups:

#### 1) Selection of topics

- a) Students choose a variety of subtopics within a general problem are that have been described in advance by the teacher.

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<sup>39</sup>Nana Sudjana. *Penilaian Hasil Proses Belajar Mengajar*.(Bandung: Remaja Rosada Karya:2010) p.48.

<sup>40</sup>*Ibid*, p. 123 -124

b) Students are organized into groups' oriented task (*task oriented groups*). Member of the group consisting of two to six people.

## 2) Cooperation plan

a) Students and teachers plan a range of specific learning procedures, tasks, and goals.

b) Students Find material according to the invention containing cooperatively topic.

## 3) Implementation

a) Students learn to perform certain procedures plan, a variety of topics and subtopics task should involve students' participation and activity. The material (information) to find a topic of your own learning materials, such as books or search through the internet in accordance with the topic of discussion.

b) Teachers constantly following and provide motivation and material solutions for the betterment of the group

## 4) Analysis and Synthesis

a) Each group cooperatively discusses material that contains material findings.

b) Students analyze and synthesize various information that has been obtained.

c) Students plan to summarize in an attractive presentation.

- 5) Presentation of final results
  - a) All groups present an interesting presentation of the various topics.
  - b) All students in each class are involved and reach a broad perspective on the topic.
  - c) Group presentations coordinated by the teacher.
- 6) Evaluation
  - a) Students and their teachers to evaluate the contribution of each group to the class work.
  - b) The teacher gives a brief description and to provide conclusions.

According to the six stages of the model S Lavin above, the researcher can conclude that it is for the six-stage implement the learning process undertaken by the students in doing research. The stages as follows:

- 1) Students are able to identify a topic and arrange students in groups, regarding:
  - a) Students can research several sources, suggested a number of topics, and to categorize the suggestions.
  - b) Students joined the group to learn the topic they have chosen.
  - c) Students can form groups based on interests and should be heterogeneous.
- 2) Students are able to plan a joint task to be learned.

a) What did we learn

#### d. Investigation Method in Reading Comprehension

Most cooperative learning studies have focused on basic skills (mathematics, language arts, reading), but several have successfully taught such higher-order skills as creative writing. Identification of main idea and inference in reading. Studies of Sharan's Group Investigation method and of the Johnsons' constructive controversy method have reported particularly strong effects on higher-order understanding in social studies. The success of teaching reading comprehension is influenced by the technique, method, and strategy that is used in teaching process. That is why the teacher should select the appropriate method in teaching. Group Investigation (GI) Method has many advantages such as providing a share cognitive set of information between students, motivating students to learn the material, providing that students construct their own knowledge, providing formative feedback, developing social and group skill necessary for success outside the classroom, and promoting positive interaction between members of different cultural and socioeconomic groups. Adopting this method, teacher is expected to be able to run the teaching learning process effectively, especially teaching of reading. They will work in groups by explain materials that given. Thus, when teacher put the

students in groups he or she has to ensure that the students whose levels are different are put together. In addition, the activity offered in Group Investigation is interesting so that the students will feel the new atmosphere in classroom and this method is expected be able to energize the students' motivation to be interested in reading. It is also expected can improve their reading comprehension.<sup>41</sup>

From the explanation above, the researcher will try to use group investigation as a method in conducting their research, because to add the reference in teaching reading research. The subject is junior high school students.

#### e. **Advantages and Disadvantages of Investigation Method**

Advantages Group Investigation :

Cooperative learning has proven superior in improving students learning outcomes compared with individual learning models used for this. Excellence can be seen in the following statement :

- 1) Increased learning occurs not depend on the age of students, subjects, and learning activities.
- 2) Cooperative learning can cause psychological elements students become more active and stimulated. This was caused by a sense of

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<sup>41</sup> Robert E. Slavin, “ *Research On Cooperative Learning: Consensus And Controversy*”, journal, January 1990, (<http://www.researchgate.net/publication/238066205>) p. 53

togetherness in the group, so they can easily communicate with the more moderate language.

- 3) At the time of the students discuss memory function becomes more active, more vibrant and bold to give an opinion.
- 4) Cooperative learning can also improve students' hard work, more active and more motivated.
- 5) Application of cooperative learning helps students activate their background and ability to learn from the knowledge of their classmates background
- 6) Students can learn in groups and apply them to solve complex tasks, and to improve individual and group skill in solving problems, increasing commitment, can eliminate prejudice against friends his age and performance of students in cooperative learning appears to be more concerned about other people, non- competitive, and do not have a sense of vengeance
- 7) Could give rise to any claim for student motivation to complete the task.<sup>42</sup>

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<sup>42</sup> *Ibid*, p.83

### Disadvantages Group Investigation Method

- 1) Learning with Group Investigation type cooperative model to be adapted only high class, it's because the Group Investigation type requires a higher cognitive level.
- 2) Contribution from low performing students become less and students who have high performance will lead to frustration, this is due to the role of members of the dominant group more clever.
- 3) The existence of conflicts between groups that have a higher value to the group which has low value.
- 4) To resolve the subject matter of cooperative learning will take much longer than conventional learning, but also can cause the material can not be adapted to the existing curriculum when teachers have not experienced.
- 5) Teachers need preparation maturity and long experience to be able to implement cooperative learning Group Investigation type well.<sup>43</sup>

So, The differences and similarities of discussion method and investigation method from the explanation about the material is:

The different discussion method and investigation method is:

- a. The similar of discussion method and investigation method

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<sup>43</sup> *Ibid*, p.84

1. Discussion and investigation method is process the students are separate in to some group.
  2. Discussion and investigation method talking to share opinion and make conclusion.
  3. Discussion and investigation method together they determine what they want to solve their problem
  4. Discussion and investigation method is presentation technique.
- b. The different of discussion method and investigation method
1. Discussion method
    - a) Preparing the media that is used
    - b) Give the explanation to students so that the students following in discussion activity actively
    - c) the discussion activity can be suitable with the time
    - d) teacher should be the facilitator, control, consultant, and as the evaluator in discussion process.
  2. Investigation method
    - a) Students choose a variety of subtopics a general problem are that have been described in advance by the teacher.
    - b) Students and teacher plan a range of specific learning procedures
    - c) Teacher constantly followed and provide motivation and material solution for the better of the group.
    - d) Students plan to summarize in an attractive presentation

- e) Students and their teacher to evaluate the contribution of each group to the class work.

## **B. Review of Related Findings**

In this planning research, the researcher finds other related studies from other researcher as follow: Thesis by Samsianur Nasution (IAIN – Padangsidempuan, 2013), entitled “ The Effect of Discussion Method Strategy on Reading Comprehensin to the X Grade Students at MAS YPKS Padangsimpuan” this research aim to find out whether students’ ability in reading comprehension will be developed by using Discussion Method. Based on the above result, it indicated that there is an improvement on students’ ability to comprehend reading text by applaaying Discussion Method significantly, and the writer suggested to the teacher to use Discussion Method in teaching reading, because this method helped the teache in monitoring students’ progress in reading comprehension.<sup>44</sup>

Then, Izzatul Mabruroh ( IAIN –Walisongo, 2011) has done research about “ The Use of Group Investigation (GI) Method to Improve Students Reading Ability in Descriptive Text” this research for 42 students. He found that teaching reading text by using GI Method is better and more effective to increase students’ ability in reading comprehension than GI Method. It is seen from the result students who were taught by using GI Method with the score 75.23. Based on this

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<sup>44</sup>Samsianur nasution, *The Effect of Discussion Strategy on Reading Comprehension to the X Grade Students at MAS YPKS Padangsidempuan*, ( Padangsimpuan: IAIN Padangsidempuan, 2013)

finding, it is suggested that GI Method can be use by the teacher to improve students ability in reading comprehension.<sup>45</sup>

So, from the description of related finding above, it can be concluded that Discussion Method and Investigation Method can increase the students' reading comprehension. Furthermore, using Discussion Method and Investigation Methodthe researcher also wants to see the comparative of discussing method and investigation method in reading comprehension ability, because the writer wishes the students of SMP N. 1 Marancar be able to understand a reading comprehension correctly. So that, the researcher chooses the title” The comparative study between discussing method and investigation method to students' ability in reading comprehension at grad VIII of SMP N 1 Marancar.

### C. Conceptual Framework

By seeing previous theoretical description, the researcher make some conclusion or concept. The are many factors that can be very important thing in mastering teaching reading comprehension such as: punctuation, vocabulary, structure in the text. The other one is the methods.

In this research the researcher take the discussion method and group investigation methods as the method to looked the comparative study between teaching ability in reading comprehension.

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<sup>45</sup>Izzatul Maburoh, “ *The Use of Group Investigation (GI) Method to Improve Students Reading Ability in Descriptive Text*” (Walisongo: IAIN, 2011)

Discussion method is one of English teaching method where in it's process the students are separated into some groups. Group Investigation is a cooperative learning method which involves small groups where students work cooperatively using the inquiry, planning, projects, and group discussions, and then present their findings to the class.

Reading is above all an interactive process in which the reader, the text and the context within which we read come together to determine the nature and to determine the nature quality of our comprehension.

#### **D. The Hypothesis**

The hypothesis is one the important elements of a research that an essential position in the search, because it can be used a guide in carrying out the research.

While Suharsimi Arikanto said that:

The characteristics of a good hypothesis are:

- 1) it should be conjuncture upon a relationship between two or more variables
- 2) it should be stated clearly and unambiguously in the form of declarative sentence, and
- 3) it should be testable that is should be possible to restate it in operational form can be evaluated base on the data.<sup>46</sup>

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<sup>46</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta, RinekaCipta :1998), p. 63.

The hypothesis of this research stated that:

- a. Ha: There is a significant difference between using Discussion Method and Investigation Method to students' ability in Reading Comprehension.
- b. Ho: There is no a significant difference between using Discussion Method and Investigation Method to students' ability in Reading Comprehension.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Location and Time of Research

The location of research is at SMP Negeri 1 Marancar. It is selected because it is only stated junior high school in Marancar, Sugi Tonga. This research has been done from October 2015 until finish.

#### B. Research Design

The kind of the research is quantitative approach. According to L.R Gay & Peter Airasian described:” quantitative approach are base on the collection and analysis of numeral data, usually obtained from questionnaires, test, checklist and other formal paper and pencil instrument”<sup>1</sup>

This study used experimental research. According to John. W. Creswell, experimental research includes true experiment with the random assignment of subject to treatment condition as well as quasi experiment that use non randomized.”<sup>2</sup>Next, according to L.R Gay and Peter Airasian say “experimental research is the only type of research that can test hypotheses to establish cause and effect”.<sup>3</sup>

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<sup>1</sup> L.R Gay & Peter Airasian, *Educational Research: Competence For Analysis & Application* (U.S.A: Prentice – Hall, 2000), p.8.

<sup>2</sup> John W. Creswell, *Research Design*, ( USA: sage publication, 2002), p.14.

<sup>3</sup>L.R Gay & Peter Airasian, *Loc. Cit.*

From the definition above, researcher concludes that the experiment is a kind of research that had aim to know the causal effect relationship between one or more variable to other variables.

The experimental research controls the selection of participant for the study and divides the select participant into more groups having similar characteristic at the start of experiment. In this research, the researcher use Pretest – Posttest control Group Design.

So, the method of this research is experiment method which research use comparison technique analysis. It is mean that result of student's reading comprehension by using group discussion method is compare with result of using group investigation method.

In this research, the researcher uses two classes as an experiment class I and as experiment class II. The experiment class I is the class that taught with discussion method, as a treatment. Meanwhile, the experiment class II is the class that taught with using investigation method. It can be seen from the table:

**Table 1**  
**Design of Research**

Class	Pre Test	Treatment	Post Test
Experiment Class I	✓	✓	✓
Experiment Class II	✓	✓	✓ <sup>4</sup>

*(Resource: John W. Creswell, Design of Experiment Research )*

So, the researcher could conclude that, experimental research was the research used a test which has been special design to experimental group with condition which able control.

### C. The Population and Sample

#### 1. Population

Population is the group of respondent that will be searched or made as the participants in the research. While, according to Gay, population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalize able.<sup>5</sup>

It means that population is the area generate which consist of object that has quality and certain characteristic that determine by research to learn and then to take the conclusion.

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<sup>4</sup> John W. Creswell, *Op, Cit*, p. 14

<sup>5</sup>L.R. Gay and Peter Airasian, *Op, Cit*, p. 122.

Based on the title of this research, it can be known that the population of this research is all at the eighth grade students of the SMP Negeri 1 Marancar. In the school, eighth grade consist of three classes with 104 students. Clearly seen in the following table:

**Table 2**  
**The Population of the Grade VIII Students of SMP Negeri 1 Marancar**

No	Grade	Number of students
1.	Grade VIII – 1	23
2.	Grade VIII – 2	24
3.	Grade VIII – 3	25
	TOTAL	72

## 2. Sample

Sample is the parts of population, like L.R. Gay and Peter Airasian said:

Sampling is the process of selecting a number of individuals for a study in such way that the present the large group from which they were selected. A sample comprises the individuals, items, or events selected from a large group referred to as a population. The purpose of sampling is to gained information about the population by using the sample”.<sup>6</sup>

So the researcher chose class VIII -1 and VIII – 2 as a sample because just these cleases learning English in a same knowledge level. class VIII-3 is not same knoledge level with class VIII 1 and VIII 2.

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<sup>6</sup>*Ibid.* p.121.

Beside it, the researcher wants to know the differences between Discussion Method and Investigation Method. Therefore, VIII – 1 and VIII – 2 will be take as sample. It can be seen in the table following table:

**Table 3**  
**Table of sample students**

Experiment Class I	Experiment Class II
VIII – 1	VIII -2
23	24

The sample is choose grade VIII because their reading material are text and passage. It is undeniable that to read text or passage needs many strategies to avoid the student saturation.

In this research, the researcher uses random sampling. The researcher chooses two classes. The researcher chooses VIII-1 consists of 23 students and VIII-2 consists of 24 students. Therefore, total samples are 47 students. Before userandom sampling, the researcher used normality and homogeneity test, they are:<sup>7</sup>

a. Normality Test

In Normality test, the data can be tested with Chi-quadrante:

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

<sup>7</sup>Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal* (Jakarta: BumiAksara, 2003), p.

Where:

$\chi^2$ =Chi-Quadrate

$f_o$ =Frequency is gotten from the sample/result of observation (questioner)

$f_i$ =Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of Chi- Quadrate uses significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ( $dk= k-3$ ). If result  $\chi^2_{count} < \chi^2_{table}$ . So, it can be concluded that data is distributed by normal.

b. Homogeneity Test

Homogeneity test is used to know whether experiment class II and experimental class I have the same variant or not. If both of classes are same, it can be called homogeneous. Homogeneity is the similarity of variance of the group will be compared. So, the function of homogeneity test was to find out whether the data homogeny or not. It used Harley test, as follow:

$$F = \frac{\text{Thebiggestvariant}}{\text{Thesmallestvariant}}$$

Where:

$n_1$  = Total of the data that bigger variant

$n_2$  = Total of the data that smaller variant<sup>8</sup>

Hypothesis is rejected if  $F \leq F_{\frac{1}{2}\alpha(n_1-1)(1=n_2-1)}$  While if  $F_{count} > F_{table}$  hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator is  $(n_1 - 1)$  while dk denominator is  $(n_2 - 1)$ .

#### D. The Instrument of the Collecting the Data

The instrument of this research is a test. The test must relevant with the indicators of variable, in order to get the valid data. According to Suharsimi Arikunto “*Instrumen penelitian adalah alat atau fasilitas yang digunakan oleh peneliti dalam mengumpulkan data, untuk mendapatkan proses lebih mudah dan hasil yang lebih baik, secara singkat, lengkap, dan sistematis definisi, sehingga akan lebih mudah untuk dianalisis*” (“Instrument of the research is a tool or facility which is used by researcher in collecting the data, in order to get the easier process and the better result, in brief, complete, and systematic definition, so it will be easier to be analyzed”).<sup>9</sup> It can be explain that conducting the research is a tool, facility or test which is should be prepared well that depend on the material and

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<sup>8</sup> AgusIrianto, *Statistik Konsep Dasar dan Aplikasinya* (Padang: P2PLTK, 2003), p. 276.

<sup>9</sup> Suharsimi Arikunto, *Op., Cit.*, p. 45.

students skill. It is the aim to measure the collect data. The test must be arranged completely and systematically in order the researcher got a good result.

The indicator of reading comprehension in this research consist of 50 items, it was divided into 25 for pre- test and 25 post- test. It can be seen in the following tables:

**Table 4**  
**The Indicator of Reading Comprehension for Pre- test**

No	Indicator	Item	Number of Item	Score	Total Score
1	Main idea	8	1, 2, 10, 12, 14, 17, 22, 24	4	32
2	Vocabulary	6	3, 5, 9, 13, 15, 25	4	24
3	Detailed	6	4, 6, 7, 14, 8, 11	4	24
4	Grammar	5	18, 19, 23, 21, 16	4 <sup>10</sup>	20
		25			100

**Table 5**  
**The Indicator of Reading Comprehension for Post- test**

No	Indicator	Item	Number of Item	Score	Total Score
1	Main idea	10	2, 3, 7, 12, 14, 16, 18, 22, 23, 25	4	40
2	Vocabulary	5	1,4, 5, 8, 17	4	20

<sup>10</sup>John Muckle, "Technique Menskor". ([http://www.academia.edu/60718888/teknik\\_menskor](http://www.academia.edu/60718888/teknik_menskor), accessed on 12 december 2015, at 00.00)

3	Detailed	5	6, 9 10, 11, 15	4	20
4	Grammar	5	13, 19, 20, 21, 24	4	20
		25			100

Next, to know the criteria of score, the researcher quoted Muhibbin Syah opinion as follow:

**Table 6**  
**The Criteria of the Scores**

No	Class of Score	Predicate
1	80 – 100	Very Good
2	70 – 79	Good
3	60 – 69	Enough
4	50 – 59	Bad
5	40 – 49	Fail

*(Resource: Riduan, Belajar mudah Penelitian Untuk Guru, Karyawan Dan Peneliti Pemula)*

## E. Validity and Realibility Instrument

### 1. Validity of Measuring Instruments

Validity is the most important quality of a test. It is the degree to which a test measures what it is supposed to measure and, consequently permits appropriate interpretations of test scores. There

are three main point forms of validity are content, criterion-related, and construct.

In this research, the writer uses content validity to establish validity of instrument. Content validity is of prime importance for achievement test. Content validity is determined by expert judgment of item and sample validity.<sup>11</sup>

To know the validity of items, researcher uses the correlation Biserial formula, as follow:

$$r_{pbi} = \frac{Mp - Mt}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

$r_{pbi}$  = Number of index Correlation point Biserial

$Mp$  = Re-average of the score of the students answer correctly

$M_t$  = Re-average of the total score that achieved success by member of the test.

$SD_t$  = Standard of deviation

$P$  = Proportion of the students answer correctly

$P$  = Total of the students answer correctly

*Total of the students*

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<sup>11</sup>*Ibid.*,p. 161.

$q$  = Proportion of the incorrect answer students<sup>12</sup>

Result of calculation by coefficient of correlation Biserial is determined if  $r_{pbi} > r_{table}$  With the significant level 5 % (0,374) with the table  $r$  product moment. So, the item is tested valid.

## 2. Reliability of Measuring Instruments

Reliability is the degree to which a test consistently measures whatever it measures. Reliability is express numerically, usually as a coefficient ranging from 0.0 to 1.0; a high coefficient ranging indicates high reliability.<sup>13</sup>

Testing of instrument reliability can be done with the technique of KR.20 (Kurder Richardson) formula, as follow:

$$\left( \frac{n}{n-1} \right) \left( \frac{St^2 - \sum pq}{St^2} \right) r_{11} =$$

---

<sup>12</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja GrafindoPersada, 2008) p. 254

<sup>13</sup>L.R. Gay and Peter Airasian, *Op. cit.*, p. 155.

Where:

$R_{11}$  : Reliability of the Instrument

$N$  : Total of Question

$St^2$  : Variants Total

$P$  :  $\frac{\text{Proporsi Subject who is right Answer}(1)}{N}$

$Q$  :  $\frac{\text{Proporsi Subject who is Wrong Answer}(0)}{N}$

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable  $r_{\text{count}} > r_{\text{table}}$  by using formulation KR-20 with  $r_{\text{table}} 0.70$ .

Criteria of test reliability is as follows:

$r_{11} = 0,70$  high correlation (reliable)

$r_{11} > 0,70$  high correlation (reliable)

$r_{11} < 0,70$  low correlation (un- reliable)<sup>14</sup>

## F. The Technique of Collecting the Data

In collecting data, the research conducts twice of test for those groups.

They were pre-test and post-test.

### a. Pretest

The pre- test conducts to find out the homogeneity of the sample. The function of the pre-test is to find the mean scores of the

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<sup>14</sup> Anas Sudijono, *Op.Cit.*,p. 209.

Group Discussion Method and Group Investigation Method before the researcher give treatment. In this case, the researcher hopes that the whole students' reading comprehension are same, or if there is a difference between those group, the difference is hopefully not significant.

b. Treatment

The experimental I group and experimental II group will give the material, which is consisting of reading aspects that has been taught by the teacher in different ways. The experimental group will be given treatment, it has been taught by using Discussion Method and the experimental II group has been taught by using Investigation Method.

c. Post Test

After giving treatment, the researcher conduct a post-test, which different test with the pre-test, and will be conduct in the previous the research. This posttest is the final test in this research, especially measuring the treatment, whether is significant or not. After conducting the post-test, the researcher analyzed the data.

Technique of collecting data is very important to done by researcher. Data of the research will be collected by using an instrument, which a researcher should make an instrument depend on the indicators. Instrument is a kind of test that has aims to measure

how far the students reading comprehension. The test form will be used by researcher of this research is multiple choice test that consist of 20 items of reading comprehension.

The technique for collecting the data, the writer use some steps/procedures, they are:

- a. Prepare the test by giving instruction how to do the test.
- b. Divide the sample in two groups, it means for Discussion method and Group Investigation method.
- c. Teach reading comprehension by using discussion method and investigation method, Group Investigation method for experiment class I while discussion method for experiment class II .
- d. Give the test to both of group of participants, give the instruction to the sample and explain how to do the test and avoid cheating and the writer control the students while they are doing the test.
- e. Give the time 60 minutes to do the test. Finally, the researcher collected and analyzed the data. If the respondents can answer all questions give, they will get score 100, mean one question is scored by 4

### G. The Technique of Analyzing the Data

After collecting the data of the students score, it should be analyzed with a formula in order to see the degree of influence of both variables or to complete the hypothesis that conducted in this research, so the writer used the formula of “t” as follows:

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

$t_o$  = Test

$M_1$  = Mean Variable X

$M_2$  = Mean Variable Y

$SE_{M_1}$  = Standard Error Mean Variable X

$SE_{M_2}$  = Standard Error Mean Variable<sup>15</sup>

### H. Testing Hypothesis

In analysis data, the researcher used t-test to test hypotheses, as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

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<sup>15</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta, PT. Raja Grafindo Persada: 2008, Cet. XII), p. 314.

Where:

$\bar{x}_1$  = Mean of experimental class sample

$\bar{x}_2$  = Mean of control class sample

$n_1$  = Total of experimental class sample

$n_2$  = Total of control class sample<sup>16</sup>

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<sup>16</sup> Sugiyono, *Statistik untuk Penelitian* (Bandung: Alfabeta, 2011), p. 138-139.

## CHAPTER IV

### THE RESULT OF THE RESEARCH

This chapter presents research result. In order to evaluate a comparative study between using discussion method and investigation method students' ability in reading comprehension at grade VIII of SMP N 1 Marancar. The researcher has calculated the data using pre test and post test. Applying quantitative research, the research used the formulation of t-test. Next, researcher will describe the result based on the data that has been researched as follow:

#### A. Description of Data

##### 1. Description of Data Before Using Discussion Method

###### a. Score of Pre-Test Experimental Class I

In pre-test experimental class I, the researcher calculated the result that got by the students in answering the question (test). The scores pre-test experimental class could be seen in the following table.

**Tabel 7**  
**The score of Experimental Class I in Pre-Test**

Total	1370
Highest score	70
Lowest score	45
Mean	72.6
Median	62.3
Modus	60.5
Range	25
Interval	4
Standart deviation	8.44
Varians	47.52

Based on the table above the total score of experiment class in pre-test was 1370, mean was 72.6, standart deviation was 8.44, varians was 47.52, median was 62.3, range was 25, modus was 60.5, interval was 4. The researcher got the highest score was 70 and the lowest score was 45. It can be seen on appendix 18. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

**Table 8**  
**Frequency Distribution of Students' Score**

No	Interval	Mid Point	Frequency	Percentages
1	45 – 49	47	2	8%
2	50 – 54	52	2	8%
3	55 – 59	57	4	17%
4	60 – 64	62	9	39%
5	65 – 69	67	4	17%
6	70 – 74	72	3	13%
$i = 4$			23	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

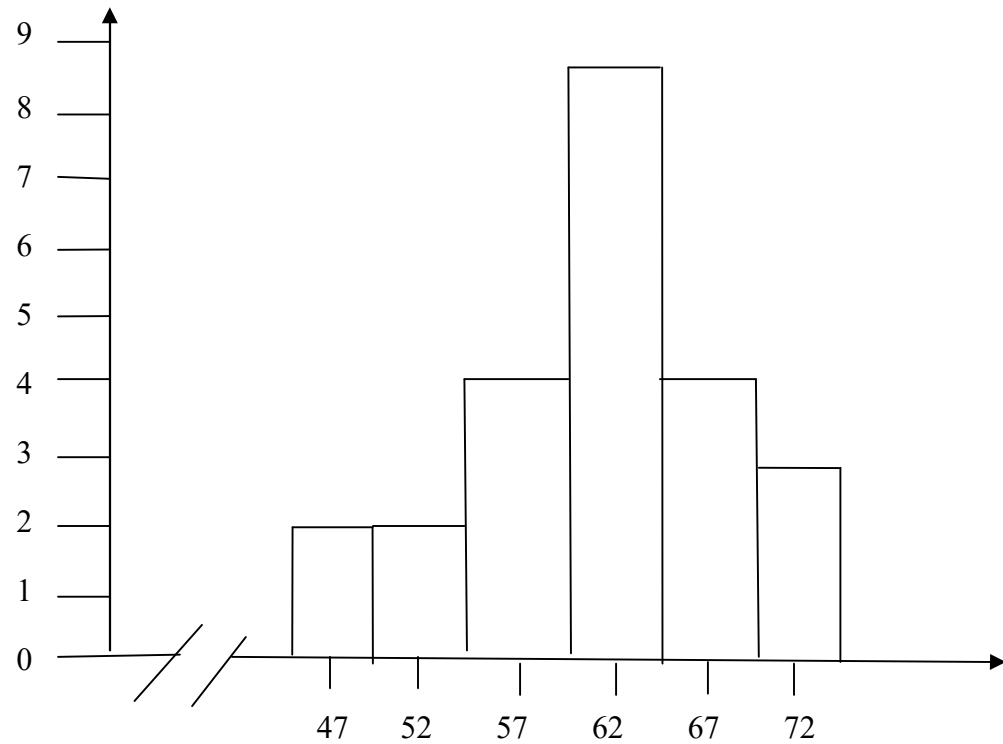
**Frequency**

Figure 1: Score Pre Test of Experimental Class I

**b. Score of Pre Test Experiment Class II**

In pre-test experiment class II, the researcher calculated the result that got by the students in answering the question (test). The scores pre test in experiment class II could be seen in the following table:

**Tabel 9**  
**The Score of Control Class in PreTest**

Total	1405
Highest score	75
Lowest score	45
Mean	67.95
Median	71.15
Modus	67.5
Range	30
Interval	5
Standart deviation	8.9
Varians	79.30

Based on the table above the total score of experiment class II in pre-test was 1405, mean was 67.95, median was 71.15, modus was 67.5, range was 30, interval was 5, standart deviation was 8.9, varians was 79.30. The researcher got the highest score was 75, and the lowest score was 45. It can be seen on appendix 18. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

**Table 10**  
**Frequency Distribution of Students' Score**

No	Interval Class	Mid Point	F	Percentages
1	45 – 49	47	3	12%
2	50 – 54	52	4	16%
3	55 – 59	57	4	16%
4	60 – 64	62	4	16%
5	65 – 69	67	6	25%
6	70 – 74	72	2	8 %
7	75 – 79	77	1	4 %
<i>i = 5</i>			24	100%

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

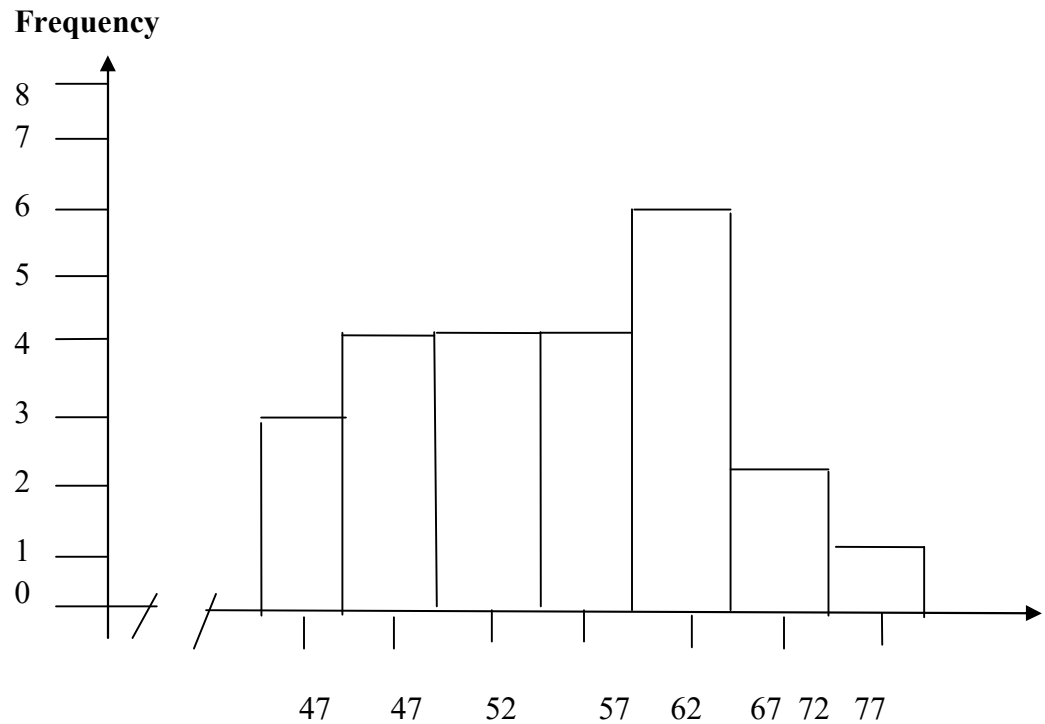


Figure 2: Score Pre test of Experiment Class II

## 2. Description of Data After Using Discussion method and Investigation method

### a. Description of Data using discussion method

Based on the result of students' ability in reading comprehension by using test, the researcher calculated the score of experimental class in post-test was described on the table below:

**Tabel 11**  
**Score of Experimental Class in Post-Test**

Total	1860
Highest score	95
Lowest score	65
Mean	87.1
Median	89.15
Modus	97
Range	30
Interval	5
Standart deviation	7.7
Varians	65.11

Based on the table above the total score of experiment class I in post-test was 1860, mean was 87.1, median was 89.15, modus was 97, range was 30, interval was 5, standart deviation was 7.7, varians was 65.11. The researcher got the highest score was 95 and the lowest score was 65. The calculation can be seen on the appendix 20. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

**Table 12**  
**The Frequency Distribution of Students' Score**

No	Interval Class	Mid Point	F	Percentages
1	65 – 69	67	2	8%
2	70 – 74	72	2	8%
3	75 – 79	77	3	13%
4	80 – 84	82	4	17 %
5	85 – 89	87	8	34%
6	90 – 94	92	2	8%
7	95 – 99	97	2	8%
$i = 5$			23	100%

Based on the table above, it can be drawn at histogram as follow:

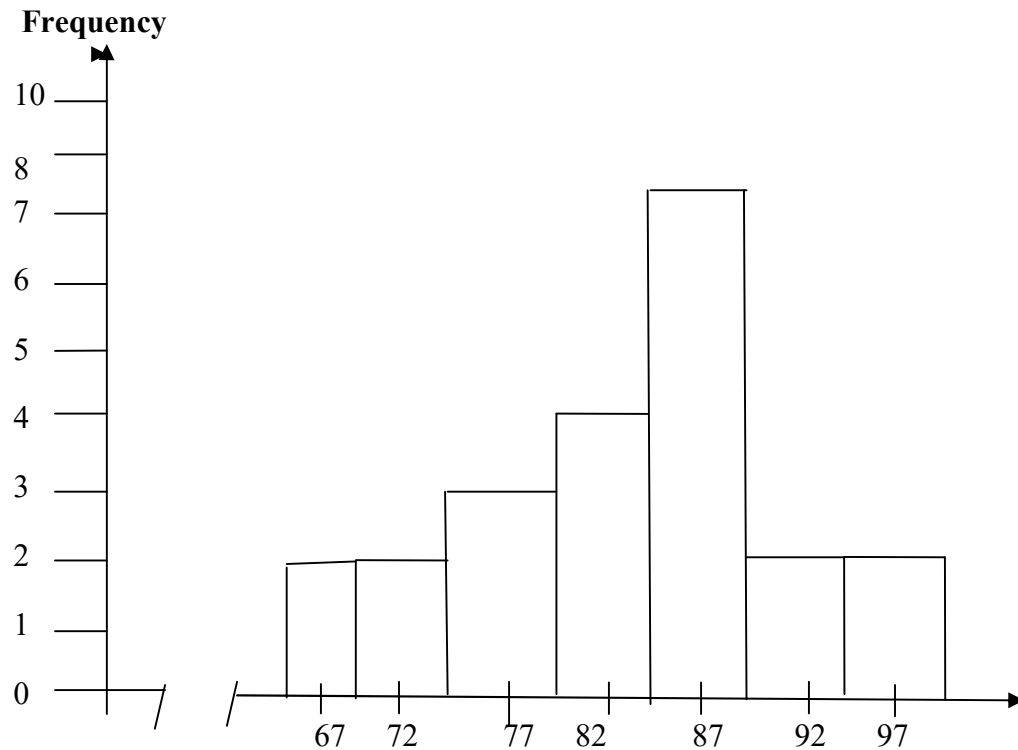


Figure 3: Score Post test of Experimental Class I

### b. Description of Data using Investigation Method

The researcher calculated the score of control class in post-test was described on the table below:

**Tabel 13**  
**The Score of Control Class in Post-Test**

Total	1605
Highest score	80
Lowest score	50
Mean	68.85
Median	70.9
Modus	66.5
Range	30
Interval	5
Standart deviation	7.75
Varians	733.03

Based on the table above the total score of control class in post-test was 1605 ,mean was 68.85, standart deviation was 7.75, varians was 733.03, median was 70.9, modus was 66.5, range was 30, interval was 5. The researcher got the highest score was 80 and the lowest 50 score was. The calculation can be seen in the appendix 21. Then, the computed of the frequency distribution of the students' score of control class could be applied into table frequency distribution as follow:

**Table 14**  
**Frequency Distribution of Students' Score**

No	Interval Class	Mid Point	F	Percentages
1	50 – 54	52	1	4 %
2	55 – 59	57	1	4 %
3	60 – 64	62	5	20 %
4	65 – 69	67	7	29%
5	70 – 74	72	4	16%
6	75 – 79	77	3	12 %
7	80 – 84	82	2	8%
$i = 5$			24	100%

Based on the table above, it can be drawn at histogram as follow:

**Frequency**

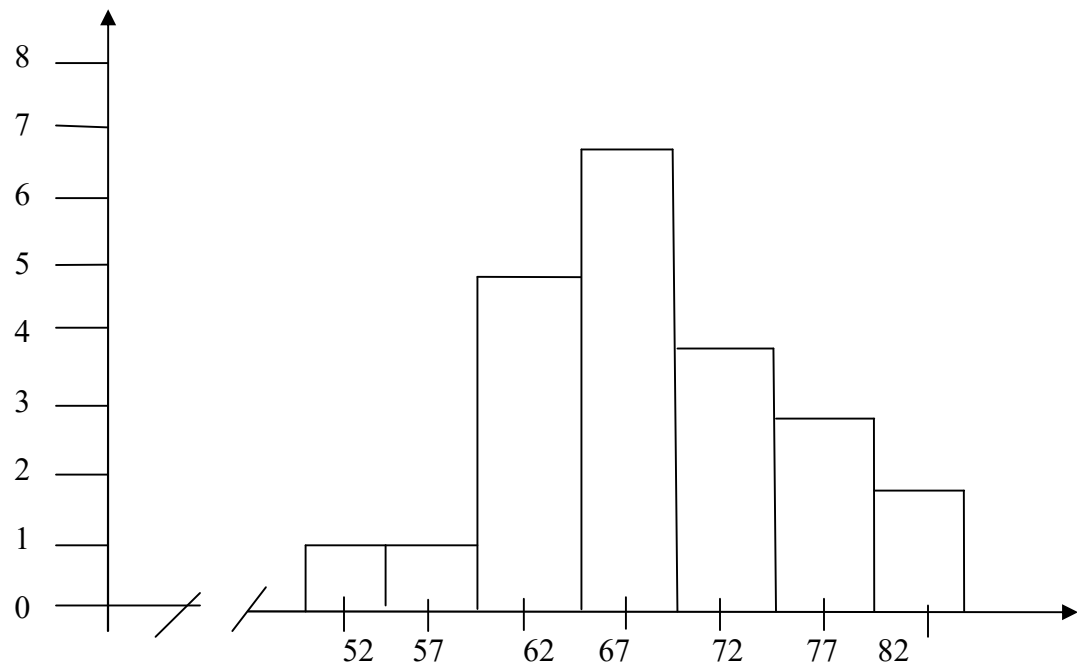


Figure 4: Score Post test of Experiment Class II

## B. Technique of Data Analysis

### 1. Requirement test

#### a. Normality and Homogeneity Pre-Test

##### 1) Normality of Experimental Class I and Experiment Class II in Pre-Test

**Tabel 15**  
**Normality and Homogeneity in Pre-Test**

Class	Normality Test		Homogeneity Test	
	$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
Experiment Class	-11.28	5.991	0.59 < 2.052	
Control Class	11.22	5.991		

Based on the table above researcher calculation, the score of experiment class  $t_{count} = -11.28 < t_{table} = 5.991$  with  $n = 23$  and experiment class II  $t_{count} = 11.22 > t_{table} = 5.991$  with  $n = 24$ , and real level  $\alpha = 0.05$ . Cause  $t_{count} < t_{table}$  in the both class. So,  $H_a$  was accepted. It mean that experiment class I and experiment class II were distributed normal. It can be seen in appendix 18 and 19.

##### 2) Homogeneity of Experimental Class I and experiment Class II in Pre-test

The coefficient of  $F_{count} = 0.59$  was compared with F table. Where F table was determined at real  $\alpha = 0.05$ , and the different numerator  $dk = N - 1 = 23 - 1 = 22$  and denominator  $dk = N - 1 = 24 - 1 = 23$  So, by using the list of critical value at F distribution is got  $F_{0.05} = 2.042$

and 2.052. It showed that  $F_{\text{count}} (0.59) < F_{\text{table}} (2.042 \text{ \& } 2.052)$ . So, the researcher concluded that the variant from the data of the students' ability in reading comprehension at SMPN 1 Marancar by experimental class I and experiment class II was homogen. The calculation can be seen on the appendix 19.

### b. Normality and Homogeneity Post Test

- 1) Normality of experimental class I and experiment class II in Post-test

**Tabel 16**  
**Normality and homogeneity in post-test**

Class	Normality Test		Homogeneity Test	
	$t_{\text{count}}$	$t_{\text{table}}$	$t_{\text{count}}$	$t_{\text{table}}$
Experiment Class I	15.09	5.991	11.25 > 2.052	
Experiment Class II	2.74	5.991		

Based on the table above, the score of experimental class I  $t_{\text{count}}=15.09 > t_{\text{table}}=5.991$  with  $n = 23$  and experiment class II  $t_{\text{count}}=2.74 < t_{\text{table}}=5.991$  with  $n=24$ , real level  $\alpha$  was 0.05, Cause  $t_{\text{count}} < t_{\text{table}}$  in the both class. So,  $H_a$  was accepted, it mean that experiment I class and experiment class II were distributed normal. It can be seen on appendix 20 and 22.

- 2) Homogeneity of Experimental Class I and experiment Class II in Post-Test

The coefficient of  $F_{\text{count}} = 11.25$  was compared with F table. Where F table was determined at real  $\alpha = 0.05$ , and the different

numerator  $dk=N-1= 23-1=22$  and denominator  $dk N-1= 24-1=23$  So, by using the list of critical value at F distribution was got  $F_{0.05}=2.042$  and 2.052. It show that  $F_{count} (11.25) > F_{table} (2.042 \& 2052)$ . So, the researcher concluded that the variant from the data of the students' ability in reading comprehension at SMPN 1 Marancar by experimental Class I and experiment class II was homogeny. The calculation can be seen on the appendix 22.

## 2. Hypothesis Test

The data would be analyzed to prove hypothesis by using formula of t-test. If  $t_{count}>t_{table}H_0$  was rejected and  $H_a$  was accepted. Hypothesis alternative ( $H_a$ ) of research was "There was difference between students' reading ability by using Discussion Method and Investigation Method." The calculation can be seen on the appendix 24.

**Table 17**  
**Result of T-test from the Both Averages**

Pre-test		Post-test	
$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
-7.04	2.000	27.69	2.000

Based on researchercalculation, researcher found that  $t_{count}27.69$ . while  $t_{table}2.000$ . With opportunity 5% and  $d_t = (n_1 + n_2 - 2) = (23+ 24- 2) = 45$ . If  $t_{count}>t_{table}H_0$  was rejected and  $H_a$  was accepted( $34.67>2.00$ ). It means there was difference between students' reading ability by using Discussion and

Investigation Method. In this case, the mean score of experiment class I by using Discussion was 87.1, and mean score of experiment class II was 68.85. So, the students' ability in reading comprehension by using discussion was better than Investigation method. The calculation can be seen on the appendix 23 and 24.

### **C. Discussion**

Based on the related findings and the theory, the researcher discussed the result of this research and compared with the related findings. Constructivism theory is theory describing how learning happens and focuses on the factors that affect of students involvement. In learning process work with group of friends is very important, students can learn with their friend and exchange ideas with one another. So, based on theory above the researcher concluded that students ability in reading cancompare Discussion and Investigation Method.

A script of Muammar Hamidi Lbs had done research about “ The Comparative Study Between Students' Reading Comprehension Taught By Using Question Answer Relationship (QAR ) Strategy And Direct Reading Thinking Avtivity ( DRTA) Strategy At Grade XI MAS N.U Sibuhuan in 2013/2014 Academic Years ”. The result of her research showed the mean score experimental class in pre-test was 67.5 and mean score control class in pre-test was 60. And script of Lenni Sriwahyuni Daulay had done research about “The Comparative Study Between Direct Method and GTM in

Teaching Present Continuous Tense to the Grade VII at SMP N 3 Padangsidempuan in 2007/ 2008 Academic Year". The result of her research showed the mean score of experimental class in pre-test was 69.5 and mean score of control class in pre-test was 65. Then, the researcher found the students reading ability by using STAD and CIRC method showed the result of mean score experimental class in pre-test was 72.55 and control class in pre-test was 70.3. It was indicated that the score of STAD and CIRC was bigger than SQ3R, Discussion Method, Direct Method, and GTM.

The result of mean score SQ3R and Discussion Method in post-test was 70 and 68.75 ( $70 > 68.75$ ). Then, the result of mean score GTM and Direct Method in post-test was 75.25 and 70.12 ( $72.25 > 70.12$ ) and the result of mean score STAD in post-test was 86.5 and mean score of CIRC in post-test was 65 ( $86.5 > 65$ ). So, from explanation above the mean score of STAD was higher than mean score in GTM, SQ3R, Discussion Method, Direct Method and CIRC.

The result of interval pre-test and post-test in experimental class. First, the script of Lindayanti was 67.5 and 70, so the interval was 2.5. Second, the script of Lenni Sri Wahyuni Daulay was 69.5 and 75.25, so the interval was 2.75. The last, the researcher's script was 72.55 and 86.5, so the interval was 13.95. From those intervals, the interval of this research was higher than the previous researches.

Then  $t_{\text{count}}$  and  $t_{\text{table}}$  of SQ3R and Discussion Method in pre-test was  $(1.66 < 1.69)$ , then  $t_{\text{count}}$  and  $t_{\text{table}}$  of GTM and Direct Method in pre-test was  $(1.82 < 2.000)$ , and then  $t_{\text{count}}$  and  $t_{\text{table}}$  of STAD and CIRC in pre-test was  $(1.40 < 2.000)$  and  $t_{\text{count}}$  and  $t_{\text{table}}$  of SQ3R and Discussion Method in post-test was  $(2.20 > 1.69)$ ,  $t_{\text{count}}$  and  $t_{\text{table}}$  of GTM and Direct Method in post-test was  $(2.14 > 2.000)$ , then  $t_{\text{count}}$  and  $t_{\text{table}}$  of STAD and CIRC in post-test was  $(34.67 > 2.000)$ . So, the hypothesis was accepted.

Then, the researcher concluded the students reading ability by using Discussion and Investigation method showed the result of mean score experimental class I and Experimental class II in pre-test  $(72.6 > 67.95)$  and  $t_{\text{count}} < t_{\text{table}} (-7.04 < 2.00)$  the hypothesis was accepted. In post test the result of experimental class I was higher than Experiment class II  $(87.1 > 68.85)$  and  $t_{\text{count}} > t_{\text{table}} (27.69 > 2.00)$  so the hypothesis was accepted. It means the result and hypothesis testing showed that Discussion and Investigation method had the effect, and hypothesis alternative ( $H_a$ ) was accepted and hypothesis zero ( $H_0$ ) was rejected. It was indicated that the score of Discussion was bigger than Investigation method.

Based on the explanation above, the researcher concluded that hypotheses alternative  $H_a$  was accepted and  $H_0$  was rejected there was difference between students' reading ability by using Discussion and Investigation Method.

#### **D. Limitation of the Research**

The researcher found the threats of this research as follows:

1. The students needed more time for answering the test.
2. There were some students that were noisy while teaching and learning process. So, it can disturb the concentration of the others.
3. There were some students that were lack of serious to answer the test in pre-test and post-test. It can be the threat of the research. So, the researcher can not reach the validity of trust or thiness data.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the result of the research and calculation of the data, the researcher concluded that:

1. The result of students' ability in reading comprehension by using discussion method was in pre- test, the mean score was: 72.6 and in post- test was 87.1
2. The result of students' ability in reading comprehension by using investigation method it was in pre- tet, the mean score was 67.95 and in post – test was 68..85.
3. The significant different between the result of students' ability in reading comprehension by using discussion method and by using investigation method at the grade VIII students of SMP N 1 Marancar, it was gotten from  $t_{\text{count}} > t_{\text{table}}$ ;  $H_0$  was rejected and  $H_a$  was accepted,  $t_{\text{count}}$  was higher than  $t_{\text{table}}$  ( 27.69 >2.00). it means that the researcher concluded that discussion method more efective than investigation method on students' ability in reading comprehension. So,  $H_a$  more accept and  $H_o$  rejected.

#### B. Suggestions

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. For teacher, as an English teacher were hoped to use appropriate method to explain or to teach English subject to the students. Then, from the result of the research, Discussionmethod better than Investigation method. So that, the writer suggests Discussionmethod can be applied on the English teaching classroom especially for the teachers who want to increase students' reading ability.
2. It is suggest to headmaster to motivate English teacher to develop their ability in teaching English for reading comprehension by using discussion method and investigation method.
3. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these strategies deeply.

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