



**THE EFFECT OF DISCUSSION STRATEGY ON READING
COMPREHENSION TO THE X GRADE STUDENTS AT MAS
YPKS PADANGSIDIMPUAN**

A THESIS

*Submitted to the English Education Study Program of State College for Islamic Studies
Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Islamic
Educational Scholar (S.Pd.I) in English Program*

By :

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Reg. No. 07 340 0066

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
2013**



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Seiring dengan hal diatas,maka saudara tersebut sudah dapat menjalani sidang munaqasyah untuk mempertanggung jawabkan skripsinya ini.

Demikian kami sampaikan, semoga dapat dimaklumi dan atas perhatiannya diucapkan terimakasih.

Wassalamu 'alaikumWr. Wb

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Dan syarat-syarat dalam memperoleh gelar
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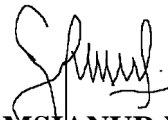
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STUDENTS AT MAS YPKS PADANGSIDIMPUAN**

ABSTRACT

The objective of the research was to examine whether there is a significant effect of using discussion strategy to students' ability in reading comprehension mastery or there is no significant effect of using discussion strategy to students' ability in reading comprehension mastery.

In order to achieve the purpose of this research, the writer carried out the quantitative approach by applying experimental research. The population of this research was the tenth grade students of MAS YPKS Padangsidimpuan. They were X IPA₁ is 31 students and X IPS₁ is 31 students so the sample is 62 students. The writer used all the population as the sample. In collecting the data, the instrument was multiple choice tests. The number of test consists of 50 items of tests. They were 25 items of pretest and 25 items of post test. To analyze the data, it was used t-test formula.

Based on the data, it was found that (1) the students' achievement in reading comprehension by using discussion strategy as "good" (73.93), (2) the students' achievement in reading comprehension by using conventional strategy as "good" (71.84), and (3) there is significant different between reading comprehension by using discussion strategy and conventional strategy at MAS YPKS Padangsidimpuan. ($t_s = 0,19$), categorized as "very low". It means that the hypothesis is accepted.

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Institute : Enter to Educational English Department of Faculty at
State Collage for Islamic Studies Padangsidempuan on
2007.

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) IN CONTROL CLASS BY USING CONVENTIONAL STRATEGY

Sekolah	: MAS YPKS
Mata Pelajaran	: Bahasa Inggris
Kelas	: X _{IPS1}
Alokasi Waktu	: 2 x 40 menit
Standar Kompetensi	: Reading Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan prosedur yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: Merespon makna yang terdapat dalam teks fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Indikator	: <ul style="list-style-type: none">– Merespon makna dalam teks tertulis.– Mengidentifikasi berbagai informasi dalam teks fungsional pendek.– Merespon berbagai informasi dalam teks yang sangat sederhana.– Merespon makna teks secara lancar dan akurat.– Merespon makna teks tulis dengan lingkungan sekitarnya.
A. Tujuan Pembelajaran	: <ul style="list-style-type: none">– Siswa mampu merespon makna dalam teks tulis.– Siswa mampu mengidentifikasi berbagai informasi dalam teks fungsional pendek.– Siswa mampu merespon berbagai informasi dalam teks yang sangat sederhana.– Siswa mampu merespon makna teks secara lancar dan akurat.– Siswa mampu merespon teks tulis dengan lingkungan sekitarnya.

B. Materi Pengajaran	: Story Texts
C. Media	: Copies of Paragraph
D. Metode Pembelajaran	: Conventional strategy (lecturer method)
1. Pendahuluan	: <ul style="list-style-type: none"> – Mengucapkan salam antara guru dan siswa. – Siswa dan guru melakukan tanya-jawab seputar hal-hal yang berkaitan dengan materi.
2. Kegiatan Inti	: <ul style="list-style-type: none"> – Guru menjelaskan tentang materi reading secara ceramah dan bagaimana cara membaca dengan strategy biasa. – Guru menginformasikan kepada siswa tentang tujuan dalam membaca, serta menentukan main idea pada paragraph. – Siswa dan guru melakukan tanya-jawab seputar materi yang dijelaskan. – Siswa dan guru menyelesaikan masalah tersebut.
3. Kegiatan penutup	: <ul style="list-style-type: none"> – Guru membuat kesimpulan tentang materi tersebut. – Guru memberikan post-test kepada siswa.
E. Sumber Materi	: History text made in researcher
F. Penilaian	: The amount of correct answers in multiple-choices

Validasi

Padangsidimpuan, 04 April 2013
Mahasiswa,

AFRIDA HSB, S.Pd

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APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) IN EXPERIMENTAL CLASS BY USING DISCUSSION STRATEGY

Sekolah	: MAS YPKS PADANGSIDIMPUAN
Mata Pelajaran	: Bahasa Inggris
Kelas	: X _{IPA 1}
Alokasi Waktu	: 2 x 40 menit
Standar Kompetensi	: Reading Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk report dan prosedur yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: Merespon makna yang terdapat dalam teks fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Indikator	: <ul style="list-style-type: none">– Merespon makna dalam teks tulis– Mengidentifikasi berbagai informasi dalam teks fungsional pendek.– Merespon berbagai informasi dalam teks yang sangat sederhana.– Merespon makna teks secara lancar dan akurat.– Merespon makna teks tulis dengan lingkungan sekitarnya.
A. Tujuan Pembelajaran	: <ul style="list-style-type: none">– Siswa mampu merespon makna dalam teks tulis.– Siswa mampu mengidentifikasi berbagai informasi dalam teks fungsional pendek.– Siswa mampu merespon berbagai informasi dalam teks yang sangat sederhana.– Siswa mampu merespon makna teks secara lancar dan akurat.– Siswa mampu merespon teks tulis dengan lingkungan sekitarnya.
B. Materi Pengajaran	: A text with the title “Lion”

LION

Lion is an animal from cat gen. Lion is a carnivore, so they usually eat meats. Lion has a strong body like tiger and a fur in their tails. Male lions and female lions are different. The difference is in their heads. The male lion have fur in their head and the female lion haven't. The weight of male lion is about 225 kilograms and the weight of female lion is about 150 kilograms. They live in a forest or grassland.

Lion can be found in South Africa, Timor Timur and India. But because of the hunter want their fur, the habitats of lion dropped drastically. The lion are famous in South Africa especially in Savannah land. They are known as "King of Savannah" because of their bold and bravery. They owned the Savannah as their own land. Their numbers in Savannah are many too. They usually live in group. In that group, male lion is larger than the female lion because the male lion is the strongest lion and they are needed to protect the female and their cubs. The lion have their own **territory**. They always hunt in group. They hunt zebras, deers, and the other herbivore animal. They have their rival that they can say enemy. It was hyena. Hyenas live in group too, but they only act at night.

Lion is different from the other *felidae* family like tiger, cat, leopard, cheetah and the other. The example is lion and tiger. Lion has a strong nail to climb the trees, but tiger can't. Then the difference of lion and cheetah is lion has a strong and big body, but cheetah only has a small body. The most difference from lion and the other *felidae* family is lion lives in groups but cat, tiger and cheetah don't. Cat, tiger and cheetah usually live as individually.

Lion is a tame animal although they are wild beast. We can call them a tamed animal because lion doesn't attack human except hunter. We can see them in zoo too. In zoo, we can see a group of lion that standing on a big rock. Lion loves rocks because they used rocks as their toys. In savannah land, lion lives in a stone cave. Lion is a good animal that can be used in commercial too. Their skill in jumping makes they usually used in a circus. They can jump on a ring of fire without fear.

Lion is protective of their cubs. If their baby is in danger, lion comes and attack the beast that attacks their baby. As an animal, lion is almost same like human. They love their child as we are. If they are in danger, lion use their strong and sharp nails to attack and crawl the enemy.

C. Metode Pembelajaran : Discussion Strategy

D. Kegiatan Pengajaran :

1. Pendahuluan :

- Mengucapkan salam antara guru dan siswa.
- Guru menanyakan mengenai pengetahuan awal siswa apakah sudah mengenal teks report.

2. Kegiatan Inti :
- Membuat struktur kelompok (pimpinan, sekretaris, anggota).
 - Membagi – bagi tugas dalam diskusi.
 - Merangsang seluruh peserta untuk berpartisipasi.
 - Mencatat ide-ide/ saran-saran yang penting.
 - Menghargai setiap pendapat yang diajukan peserta.
 - Menciptakan situasi yang menyenangkan.

3. Kegiatan penutup :
- Membuat kesimpulan/laporan diskusi.
 - Membacakan kembali hasilnya untuk diadakan koreksi seperlunya.
 - Membuat penilaian terhadap pelaksanaan diskusi tersebut untuk dijadikan bahan pertimbangan dan perbaikan pada diskusi – diskusi yang akan datang.

E. Sumber Materi : - www.animalsworld.com
 - Strategi Belajar Mengajar Migro Teaching.

F. Evaluasi :

1. The main idea of the first paragraph is...

a. The general description of lion's	c. Lions are known as king of savannah
b. Lion is a tame animal	d. The life habitat of lions
2. What is the weight of a male lion and a female lion?

a. 220 kg and 150 kg	c. 225 kg and 120 kg
b. 225 kg and 140 kg	d. 225 kg and 150 kg
3. Where are the lions usually found?

a. In south Africa	c. In south Europe
b. In south America	d. In south English
4. Lion is also known as...

a. King of forest	c. King of Savannah
b. King of mountain	d. King of tree
5. What is the difference between lion and tiger?

a. lion can climb while tiger can't.	
--------------------------------------	--

- b. lion can't climb while tiger can.
 - c. lion has a strong and big body, but tiger only has a small body.
 - d. lion lives in groups but tiger doesn't.
6. The main idea of the third paragraph is ...
- a. Lion is different from the other *felidae* family like tiger, cat, leopard, cheetah and the other. The example is lion and tiger.
 - b. Lion has a strong nail to climb the trees, but tiger can't.
 - c. Then the difference of lion and cheetah is lion has a strong and big body, but cheetah only has a small body.
 - d. Cat, tiger and cheetah usually live as individually.
7. What is enemy of lion?
- a. Zebra
 - b. Hyena
 - c. Dear
 - d. Bird
8. Why is the lion called a tame animal?
- a. Because they used rocks as their toys
 - b. Because they can jump on a ring of fire without fear
 - c. Because they usually used in a circus
 - d. Because lion doesn't attack human except hunter
9. The word "territory" (line 12, paragraph 2) has the close meaning with ...
- a. local
 - b. area
 - c. work
 - d. river
10. "Then the difference of lion and cheetah is lion has a strong and big body, but cheetah only has a small body." (line 18, paragraph 3). The antonym of "strong" is ...
- a. small
 - b. big
 - c. weak
 - d. difference

G. Penilaian

: The amount of correct answers in multiple-choice

Validator

Padangsidempuan, 04 April 2013
Mahasiswa,

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APPENDIX 3A

PRE-TEST INSTRUMENT

Information: This test is just to know your ability in reading comprehension and there is no affected in your appraisal in final examination of this school.

Name : _____
Class : _____

Instruction: Read history texts carefully and answer the questions below. Each one is followed by several questions about it. The questions are 1–25 items and you have 60 minutes to answer all of the questions. So, you choose the one best answer, A, B, C, D, to each question. Give mark (X) on the best your answer.

Text 1

English is the most important language in the world. It is the language spoken at United Nation; it is also the official language of diplomacy. In addition, English is useful in many occupations. For example, air traffic controllers all over the world must be able to speak English. Since English is so important, it is a compulsory subject in any level of school in Indonesia.

1. The main idea of the paragraph is ...
 - a. English is the most important language in the world.
 - b. United Nation.
 - c. English is useful in many occupations.
 - d. English is the official language of diplomacy.
2. Which statement is TRUE according the text?
 - a. English is not used in United Nation.
 - b. Land traffic controllers all over the world must be able to speak English.
 - c. English is used as official language of diplomacy.
 - d. It is not a subject in any school level in Indonesia.
3. The word 'it' (line 1, second sentence) refers to...
 - a. English
 - b. United Nation
 - c. diplomacy
 - d. language

Text 2

While fats lately acquired a bad image, one should not forget how essential they are. Fats **provide** the body's best means of storing energy, a far more efficient energy source than either carbohydrates or proteins. They act as insulation against cold, or cushioning for the internal organs, and as lubricants. Without fat, energy would have no way to utilize fat-soluble vitamins. Furthermore, some fats contain fatty acids that contain necessary growth factors and help with the digestion of other foods.

4. The main idea of the paragraph is...
 - a. While fats lately acquired a bad image, one should not forget how essential they are.
 - b. Fats provide the body's best means of storing energy.
 - c. Without fat, energy would have no way to utilize fat-soluble vitamins.
 - d. Furthermore, some fats contain fatty acids that contain necessary growth factors and help with the digestion of other foods.
5. The word 'propide' (line 2, second sentence) means...
 - a. Take
 - b. Give
 - c. Borrow
 - d. use

Text 3

Earthquake

I was driving along the coast road when the car suddenly lurched to one side. At first I thought a tyre **had gone** but then I saw telegraph poles collapsing like match sticks. The rocks came tumbling across the road and I had to abandon the car. When I got back to town, well, as I said, there wasn't much left.

6. What did the writer think at first?
 - a. He thought a tyre had gone.
 - b. He saw telegraph poles collapsing like match sticks.
 - c. He was driving along the coast road.
 - d. He got back to town.
7. How does the writer describe the condition of the telegraph poles?
 - a. Lurched to one side
 - b. Collapsing like match sticks
 - c. Rocks came tumbling
 - d. Across the road

8. The words 'had gone' (line 2, second sentence) have close meaning with...
- a. miss
 - b. fall
 - c. break
 - d. lost
9. Which statement is NOT TRUE according the text?
- a. The writer was alone.
 - b. His car was broken.
 - c. The city was fine.
 - d. The telegraph poles collapsed.

Text 4

This is Mr. Haryono's house. It is big, clean and comfortable. There is a garden in front of the house. There are some plants and flowers in the garden. There is a living room, a dining room, two bathrooms, a kitchen, three bedrooms and a garage. Mr. Haryono has some **pets**, a dog, a cat and a parrot. Mr. haryono takes care of the pets very carefully.

10. What is the main idea of the text?
- a. Mr. Haryono
 - b. Mr. Haryono's house
 - c. Plants and flowers
 - d. Mr. Haryono's pets
11. How does Mr. Haryono take care of his pets?
- a. big
 - b. carelessly
 - c. rather carefully
 - d. very carefully
12. Pets means...
- a. Some wild animals
 - b. Some animals
 - c. Animals that can be taken care at home
 - d. Kinds of cats

Text 5

Although a lion is a carnivore, it seldom hunts its prey, but a lioness does. The lion main duty is to guard the herd. It never lets other carnivores seize its food and it chases **them** away from its territory.

In one herd, there is usually one lion only. When other lions try to approach the herd, it is ready to fight. And the winner will become the leader of the herd.

13. What is the main idea of the paragraph?
 - a. Although a lion is a carnivore, it seldom hunts its prey.
 - b. The lioness main duty is to guard the herd.
 - c. In one herd, there is usually one lion only.
 - d. The winner will become the leader of the herd.
14. Which statement is NOT TRUE according to the text?
 - a. Lion is a carnivore.
 - b. The lioness hunt preys.
 - c. There are more than one lion in a herd.
 - d. Lion never lets other carnivores seize its food.
15. The underlined word 'them' (line 3, first paragraph) refers to ...
 - a. Lion
 - b. Lioness
 - c. Carnivores
 - d. preys

Text 6

Here are the tips on how to charm a girl: first, send her bunch of flowers at least every weekend; second, ring her up every day, at least asking 'How are you?'; third, try to like or enjoy what she likes or enjoys; fourth, be frequent to say 'I love you.' In any chance you are encountering for saying it.

16. What is the main idea of the text?
 - a. Here are the tips on how to charm a girl.
 - b. Asking 'how are you?'
 - c. Enjoys what she enjoys
 - d. Be frequent to say "I love you"
17. How many tips does the writer give?
 - a. Two
 - b. Four
 - c. Six
 - d. Seven

Text 7

Why is Mexico City growing so fast? Where are all these people coming from? They are coming to the country. Life is hard is hard on the farms in Mexico. Most people on farms have to life of very simple life. They have no extra money for modern things. People think life in the city must be better. So, they leave their farms and move to Mexico City.

18. The main idea of the paragraph is ...
 - a. The cause of Mexico City growing so fast
 - b. The effect of people's moving
 - c. People on the farms in Mexico
 - d. Most people on farms have to life of very simple life
19. Which statements is TRUE according the text?
 - a. Mexico City is very crowded
 - b. Life is easier on the farms
 - c. People on farms live lux
 - d. People do not have reason to move to City
20. Where do all people come from?
 - a. City
 - b. Farms
 - c. Mountains
 - d. Mexico City

Text 8

One of the most wonderful inventions of the past 100 years is the telephone. It was **invented** in 1876 by Alexander Graham Bell when he was working on a telegraph set. The telephone which is familiar, handy instrument becomes a highly important part of our daily life. The first telephone was invented in 1877. Today there are over 250.000.000 telephones in the world and it is estimated that nearly 1.000.000.000 (billion) conversations take place a day.

21. What is the main idea of the text?
 - a. One of the most wonderful inventions of the past 100 years is the telephone.
 - b. It was invented in 1876 by Alexander Graham Bell.
 - c. The first telephone was invented in 1877.
 - d. Today there are over 250.000.000 telephones in the world.
22. The word “wonderful” (line 1, first sentence) has close meaning with...
 - a. Boring
 - b. Weird
 - c. Amazing

d. Expensive

23. The word 'invented' (line 2, second sentence) most nearly means ...

- a. Developed
- b. Increased
- c. Taken
- d. Found

Text 9

In most cases, you can transplant a tree successfully, at any time, if you follow the instruction for planting a tree. The most **important** thing is to dig out enough roots, but this process is difficult with a large tree. When you dig out a tree, take a ball of earth measuring about a foot wide for every inch of diameter of tree trunk. You should dig deep enough to avoid cutting off too many taproots. It is wise to call in a professional tree expert to transplant a tree.

24. The main idea of the text is ...

- a. In most cases, you can transplant a tree successfully, at any time, if you follow the instruction for planting a tree.
- b. The most important thing is to dig out enough roots.
- c. When you dig out a tree.
- d. A professional tree expert

25. The word "important" (line 2, second sentence) has close meaning with...

- a. Fail
- b. Possible
- c. Diligent
- d. Necessary

Key Answer:

- | | | | | |
|------|-------|-------|-------|-------|
| 1. A | 6. A | 11. D | 16. A | 21. A |
| 2. C | 7. B | 12. C | 17. B | 22. C |
| 3. A | 8. C | 13. A | 18. A | 23. D |
| 4. A | 9. C | 14. C | 19. A | 24. A |
| 5. B | 10. B | 15. C | 20. B | 25. D |

APPENDIX 3B

POST-TEST INSTRUMENT

Information: This test is just to know your ability in reading comprehension and there is no affected in your appraisal in final examination of this school.

Name : _____
Class : _____

Instruction: Read history texts carefully and answer the questions below. Each one is followed by several questions about it. The questions are 1–25 items and you have 60 minutes to answer all of the questions. So, you choose the one best answer, A, B, C, D, to each question. Give mark (X) on the best your answer.

Text 1

Sleep has been described as one of the physiological needs. Most animals must sleep in order to stay alive as well as to retain their normal capacities for doing other things. Many animals, including man, the birds, and some domestic animals, take one long period of sleep each day. Other animals, such as the rat, cat, and human babies, sleep more often, alternating a few hours of sleep with a few hours of waking. In any case, whether the period of sleep is long or short **they** always fall into some kind of rhythm or cycle of sleep and waking.

26. What is the main idea of the paragraph?
- e. Sleep is important for human beings and animals.
 - f. Man and birds sleep longer than rats and human babies.
 - g. Rats, cats, and human babies have more sleeping hours than waking hours.
 - h. Animals need sleep to avoid losing their capacities for doing their activities.
27. Which statement is NOT TRUE according to the text?
- e. Men and animals need sleep.
 - f. Animals sleep longer than men.
 - g. Sleep can keep living things alive.
 - h. Some animals sleep more often than men.
28. The underlined word ‘they’ (line 6, fifth sentence) refers to ...
- e. Men
 - f. Birds

- g. Domestic animals
- h. Other animals, such as rat, cat, and human babies

Text 2

Besides accepting people's deposit, commercial banks also give loan to customers to buy cars and other goods. Banks also lend money to buy homes. When giving this type of loan, the bankers do not hold the debt. The banks hold it on the property until the loan is paid.

- 29. The main idea of the paragraph is ...
 - e. Commercial banks also give loan to costumers to buy cars and other goods.
 - f. Banks also lend money to buy homes.
 - g. The bankers do not hold the debt.
 - h. The banks hold it on the property until the loan is paid.
- 30. The examples of property are...
 - a. Banks
 - b. Customers
 - c. Cars, goods, and homes
 - d. Bankers
- 31. Which statement is TRUE according the text?
 - a. Banks only accept people's deposit.
 - b. Banks lends deposit to buy homes.
 - c. Banks hold debt on the property until the loan is paid.
 - d. Deposit is a type of loan.

Text 3

I have a pet. It is a dog and I call it Brownie. Brownie is a Chinese breed. It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie doesn't like bone. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school Brownie plays with my cat. They get along well, and never **fight** maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

- 32. Which statement is NOT TRUE according the text?
 - e. Brownie is a Chinese breed. Master
 - f. Brownie doesn't like bone.
 - g. Brownie barks a lot.
 - h. Brownie is really a sweet and friendly animal.

33. The word 'fight' (line 5, eleventh sentence) most nearly means ...
- e. quarrel
 - f. enjoy
 - g. sleep
 - h. bark

Text 4

Two students were discussing the school's new rule that all students must wear a cap and a tie. One of them showed annoyance. She said that wearing a cap and a tie was only suitable for flag rising ceremony. So, she was **against** the rule. Contrary to the girl's opinion, the other student was glad with it. He said that he didn't mind with the new rule because wearing a cap and a tie will make the students look great and like real educated persons. The first student gave that they would feel uncomfortable and hot. Moreover the classrooms were not air conditioned. The second said it wasn't a big problem. He was sure that the students would wear them proudly. They would surely be used to wear it anyway.

34. What is the main idea of the text?
- Two students were discussing the school's new rule that all students must wear a cap and a tie. One of them showed annoyance.
 - She said that wearing a cap and a tie was only suitable for flag rising ceremony.
 - The first student gave that they would feel uncomfortable and hot.
 - He was sure that the students would wear them proudly.
35. Why was the first student against the rule?
- Because she didn't like hat and tie
 - Because she thought that wearing a cap and a tie was only suitable for flag rising ceremony
 - Because the classrooms were air conditioned
 - Because wearing a hat and a tie was a big problem
36. The word "against" (line 3, third sentence) means...
- Confused
 - Indifferent
 - Disagree
 - Agree

Text 5

Chinese culture played a significant role in the development of visual art in Indonesia although not as strong as the Hindu, Buddhist or Muslim influences. Many Chinese culture form of artistic expression were adapted and assimilated into indigenous form. The Chinese influence was restricted to an adapted form. The architectural elements in some temples for example, reveal Chinese influence. It is identical to the **original** models found in mainland China. In Gianyar Bali, strong links between the Chinese and local people are evidenced by the Chinese-style roofing on the palace that was rebuilt at the end of the last century.

37. The main idea of the paragraph is ...
- e. Chinese culture played a significant role in the development of visual art in Indonesia although not as strong as the Hindu, Buddhist or Muslim influences.
 - f. Many Chinese culture form of artistic expression were adapted and assimilated into indigenous form.
 - g. The Chinese influence was restricted to an adapted form.
 - h. In Gianyar Bali, strong links between the Chinese and local people are evidenced by the Chinese-style roofing on the palace that was rebuilt at the end of the last century.
38. Which culture did play a truly significant role in the development of visual art in Indonesia?
- e. Buddhist influences
 - f. Muslim influences
 - g. Hindu culture
 - h. Chinese culture
39. The word 'original' (line 6, fifth sentence) means...
- e. imitation
 - f. pure
 - g. famous
 - h. big

Text 6

Snakes are reptiles. These cold-blooded creatures belong to the same group as lizards. Snakes have no legs, but a long time ago they had claws to help them slither along. Snakes often sunbathe on rocks in the warm weather. This is because snakes are cold-blooded and they need the sun's warmth to heat their body up. Most snakes live in the country. Some types of snakes live in trees, some live in water, but most live on the ground in thick, long grass and in old logs.

40. What is the main idea of the text?
- e. These cold-blooded creatures belong to the same group as lizards.
 - f. Snakes are reptiles.
 - g. Cold-blooded creatures and their behaviors
 - h. Snakes have no legs.
41. Why do snake often sunbathe on rocks in the warm weather?
- e. Because snakes have no legs.

- f. Because most snakes live in the country.
- g. Because snakes are cold-blooded and they need the sun's warmth to heat their body up.
- h. Because snakes are the family of lizards.

Text 7

The mail box can be your doorway to the world because they connect each country. Through it you can go into nearly every country in the world. Each postage stamp becomes a personal messenger of your letter. If your letter, documents, postcards or packages is going overseas, they will pass through many hands and perhaps many lands. It is the duty of our postal service to see that your mail gets to its destination as quickly as possible. Much of the world's business depends upon the postal service. That's why most nations cooperate closely on postal matters. The mail always goes through. A flood in China or India, or an earthquake in Turkey or Iran may cause a delay, but new routes are quickly found and mail is still delivered.

42. What is the main idea of the paragraph?
- e. Through it you can go into nearly every country in the world.
 - f. The mail box can be your doorway to the world because they connect each country.
 - g. If your letter, documents, postcards or packages is going overseas, they will pass through many hands and perhaps many lands.
 - h. It is the duty of our postal service to see that your mail gets to its destination as quickly as possible.
43. Why can the mail box be the doorway to the world?
- e. Because if your letter, documents, postcards or packages is going overseas, they will pass through many hands and perhaps many lands.
 - f. Because it is the duty of our postal service to see that your mail gets to its destination as quickly as possible.
 - g. Because each postage stamp becomes a personal messenger of your letter.
 - h. Because they connect each country.
44. The duty of postal service is...
- a. To go into nearly every country in the world
 - b. To becomes a personal messenger of your letter
 - c. To pass through many hands and perhaps many lands
 - d. To see that your mail gets to its destination as quickly as possible
45. Why the most nations cooperate closely on postal matters?
- a. Because the mail always goes through
 - b. Because a flood in china or india, or an earthquake in turkey or iran may cause a delay
 - c. Because each postage stamp becomes a personal messenger of your letter
 - d. Because much of the world's business depends upon the postal service

Text 8

Sedimentary rock is formed by the compression of **layers** of particles into a solid form. Sediments such as sand and mud settle onto the floor of oceans and lakes. Over a long period of time, several layers of sediments collect on the floor. These layers are pressed together for many thousands of years, fusing the small solid particles of mud and sand to form solid **rock**. This type of rock is called sedimentary rock.

46. The main idea of the text is...
- e. Sedimentary rock is formed by the compression of layers of particles into a solid form.
 - f. Over a long period of time, several layers of sediments collect on the floor.
 - g. These layers are pressed together for many thousands of years.
 - h. This type of rock is called sedimentary rock.
47. The word 'layers' (line 1, first sentence) means...
- a. Surfaces
 - b. Coatings
 - c. Pieces
 - d. Reefs
48. The word "rock" (line 5, fourth sentence) has the same meaning with...
- a. Surface
 - b. Mud
 - c. Sand
 - d. Stone

Text 9

A planet is a body in space that revolves around a star. There are nine planets in our solar system, and these nine planets travel around the sun. The names of the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto.

49. The main idea of the text is ...
- e. A planet is a body in space that revolves around a star.
 - f. There are nine planets in our solar system.
 - g. These nine planets travel around the sun.
 - h. The names of the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto.
50. The words "travel" (line 2, second sentence) have close meaning with....
- a. Jump
 - b. Spin
 - c. See

d. Take

Key Answer:

6. A	6. A	11. B	16. B	21. D
7. B	7. C	12. C	17. C	22. D
8. D	8. C	13. A	18. A	23. D
9. A	9. A	14. D	19. A	24. A
10. C	10. D	15. B	20. B	25. B

APPENDIX 4

The Score of Experimental Class

Number of students (n)	Initial	Pre-test	Post-test	Y_1	Y_1^2
1	AF	72	76	4	16
2	DD	60	68	8	64
3	DLM	76	80	4	16
4	ELN	72	80	8	64
5	IR	52	60	8	64
6	LS	52	60	8	64
7	MLS	76	76	0	0
8	MYI	76	76	0	0
9	MSR	76	80	4	16
10	MRY	76	76	0	0
11	MA	76	76	0	0
12	MDY	72	76	4	16
13	MR	68	72	4	16
14	MH	68	68	0	0
15	MA	72	76	4	16
16	MHD	76	80	4	16
17	NJ	72	72	0	0
18	NZ	72	76	4	16

19	NHS	76	80	4	16
20	NI	76	72	-4	-16
21	PS	72	76	4	16
22	PLT	68	68	0	0
23	RFA	76	76	0	0
24	RS	76	80	4	16
25	RMT	68	68	0	0
26	SH	64	72	8	64
27	SE	60	64	4	16
28	SYI	68	68	0	0
29	SR	64	68	4	16
30	YTR	68	76	8	64
31	MM	72	76	4	16
Total				100	592

Appendix 5

The Score of Control Class

Number of students (n)	Initial	Pre-test	Post-test	Y_1	Y_1^2
1	AM	60	60	0	0
2	ADT	52	60	8	64
3	AA	68	72	4	16
4	ASW	76	80	4	16
5	DP	72	72	0	0
6	EM	76	76	0	0
7	ES	76	76	0	0
8	FRI	76	76	0	0
9	IWN	56	60	4	16
10	JLA	76	76	0	0
11	KR	68	68	0	0
12	LM	68	64	-4	-16
13	MST	76	76	0	0
14	MDA	68	72	4	16
15	MH	68	72	4	16
16	NLN	72	76	4	16
17	NN	72	68	-4	-16
18	NY	72	76	4	16

19	NH	64	68	4	16
20	PTL	72	72	0	0
21	RS	64	68	4	16
22	RSM	76	76	0	0
23	RJ	76	76	0	0
24	SKH	72	72	0	0
25	SK	68	68	0	0
26	SM	64	68	4	16
27	SRN	72	76	4	16
28	KM	76	76	0	0
29	TNT	68	72	4	16
30	WH	68	68	0	0
31	YS	76	76	0	0
Total				48	224

APPENDIX 6

THE PRE TEST EXPERIMENTAL CLASS

1. The score of experimental class from low score to high score

52	64	68	72	76	76	76
52	68	68	72	76	76	
60	68	72	72	76	76	
60	68	72	72	76	76	
64	68	72	72	76	76	

2. High score : 76

3. Low score : 52

4. Range : High score –low score

$$: 76 - 52 = 24$$

5. The total of classes (Bk) : $1+3.3 \log n$

$$: 1+3.3(\log 31)$$

$$: 1+3.3 (1.4913)$$

$$: 1+4.92129$$

$$: 5.92129$$

$$: 5$$

6. Interval (i) : $\frac{R}{BK}$

$$: \frac{24}{5}$$

$$: 4.8$$

$$= 4$$

7. Mean score:

Interval	f	x	f(x)
52-56	2	54	108
57-61	2	59	118
62-66	2	64	128
67-71	6	69	414
72-76	19	74	1406
i= 4	N= 31	320	2174

$$Mx: \frac{\sum fx}{N} : \frac{2174}{31} = 70.13$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(31) = 15.5$$

$$b = \frac{72 + 71}{2} = 71.5$$

$$p = 19$$

$$F = 19 + 6 = 25$$

$$f = 19$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 71.5 + 19 \left(\frac{15.5 - 25}{19} \right)$$

$$= 71.5 + 19 (-0.5)$$

$$= 71.5 + (-9.5)$$

$$= 62$$

$$9. \text{ Modus} = 76$$

APPENDIX 7

THE PRE TEST CONTROL CLASS

1. The score of control class from low score to high score

52	64	68	72	72	76	76
56	68	68	72	76	76	
60	68	68	72	76	76	
64	68	68	72	76	76	
64	68	72	72	76	76	

2. High score : 76

3. Low score : 52

4. Range : High score –low score

$$: 76 - 52 = 24$$

5. The total of classes (Bk) : $1+3.3 \log n$

$$: 1+3.3(\log 31)$$

$$: 1+3.3 (1.4913)$$

$$: 1+4.92129$$

$$: 5.92129$$

$$: 5$$

6. Interval (i) : $\frac{R}{BK}$

$$: \frac{24}{5}$$

$$: 4.8$$

$$= 4$$

7. Mean score:

Interval	f	x	f(x)
52-56	2	54	108
57-61	1	59	59
62-66	3	64	192
67-71	8	69	552
72-76	17	74	1258
i= 4	N= 31	320	2169

$$Mx: \frac{\sum fx}{N} : \frac{2169}{31} = 69.97$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(31) = 15.5$$

$$b = \frac{72 + 71}{2} = 71.5$$

$$p = 17$$

$$F = 17 + 8 = 25$$

$$f = 17$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 71.5 + 17 \left(\frac{15.5 - 25}{17} \right)$$

$$= 71.5 + 17 (-0.56)$$

$$= 71.5 + (-9.52)$$

$$= 61.98$$

$$9. \text{ Modus} = 76$$

APPENDIX 8

THE POST TEST EXPERIMENTAL CLASS

1. The score of experimental class from low score to high score

60	68	72	76	76	80	80
60	68	72	76	76	80	
64	68	72	76	76	80	
68	68	76	76	76	80	
68	72	76	76	76	80	

2. High score : 80

3. Low score : 60

4. Range : High score –low score

$$: 80 - 60 = 20$$

5. The total of classes (Bk) : $1+3.3 \log n$

$$: 1+3.3(\log 31)$$

$$: 1+3.3 (1.4913)$$

$$: 1+4.92129$$

$$: 5.92129$$

$$: 5$$

6. Interval (i) : $\frac{R}{BK}$

$$: \frac{20}{5}$$

$$: 4$$

7. Mean score:

Interval	f	x	F(x)
60 – 64	3	62	186
65 – 69	6	67	402
70 – 74	4	72	288
75 – 79	12	77	924
80 – 84	6	82	492
i =4	31	360	2292

$$Mx: \frac{\sum fx}{N} : \frac{2292}{31} = 73.93$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(31) = 15,5$$

$$b = \frac{75 + 74}{2} = 74.5$$

$$p = 12$$

$$F = 12 + 4 = 16$$

$$f = 12$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 74.5 + 12 \left(\frac{15.5 - 16}{12} \right)$$

$$= 74.5 + 12 (-0.04)$$

$$= 74.5 + (-0.48)$$

$$= 74.02$$

9. Modus = 76

APPENDIX 9

THE POST TEST CONTROL CLASS

1. The score of control class from low score to high score

60	68	68	72	76	76	80
60	68	72	72	76	76	
60	68	72	72	76	76	
64	68	72	76	76	76	
68	68	72	76	76	76	

2. High score : 80

3. Low score : 60

4. Range : High score –low score

$$: 80 - 60 = 20$$

5. The total of classes (Bk) : $1+3.3 \log n$

$$: 1+3.3(\log 31)$$

$$: 1+3.3 (1.4913)$$

$$: 1+4.92129$$

$$: 5.92129$$

$$: 5$$

6. Interval (i) : $\frac{R}{BK}$

$$: \frac{20}{5}$$

$$: 4$$

7. Mean score:

Interval	f	x	f(x)
60 – 64	4	62	248
65 – 69	7	67	469
70 – 74	7	72	504
75 – 79	12	77	924
80 – 84	1	82	82
i =4	31	360	2227

$$Mx: \frac{\sum fx}{N} : \frac{2227}{31} = 71.84$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(31) = 15.5$$

$$b = \frac{75 + 74}{2} = 74.5$$

$$p = 12$$

$$F = 12 + 7 = 19$$

$$f = 12$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 74.5 + 12 \left(\frac{15.5 - 19}{12} \right)$$

$$= 74.5 + 12 (-0.29)$$

$$= 74.5 + (-3.48)$$

$$= 71.02$$

9. Modus = 76

APPENDIX 10

Daftar Nilai Persentil Untuk Distribusi t

V	t _{0.995}	t _{0.99}	t _{0.975}	t _{0.95}	t _{0.90}	t _{0.80}	t _{0.75}	t _{0.70}	t _{0.60}	t _{0.55}
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128

13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1,645	1,28	0,842	0,674	0,524	0,253	0,126

APPENDIX 7

THE PRE TEST CONTROL CLASS

2. The score of control class from low score to high score

52	64	68	72	72	76	76
56	68	68	72	76	76	
60	68	68	72	76	76	
64	68	68	72	76	76	
64	68	72	72	76	76	

2. High score : 76

3. Low score : 52

4. Range : High score –low score

$$: 76 - 52 = 24$$

5. The total of classes (Bk) : $1+3,3 \log n$

$$: 1+3,3(\log 31)$$

$$: 1+3,3 (1,4913)$$

$$: 1+4,92129$$

$$: 5,92129$$

$$: 5$$

6. Interval (i) : $\frac{R}{BK}$

$$: \frac{24}{5}$$

$$: 4,8$$

$$= 4$$

7. Mean score :

Interval	F	X	FX
52-56	2	54	108
57-61	1	59	59
62-66	3	64	192
67-71	8	69	552
72-76	17	74	1258
i=4	N=31	320	2169

$$Mx: \frac{\sum fx}{N} : \frac{2169}{31} = 69,97$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(31) = 15,5$$

$$b = \frac{72 + 71}{2} = 71,5$$

$$p = 17$$

$$F = 17 + 8 = 25$$

$$f = 17$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 71,5 + 17 \left(\frac{15,5 - 25}{17} \right)$$

$$= 71,5 + 17 (-0,56)$$

$$= 71,5 + (-9,52)$$

$$= 61,98$$

$$9. \text{ Modus } = 76$$

APPENDIX 8

THE POST TEST EXPERIMENTAL CLASS

2. The score of experimental class from low score to high score

60	68	72	76	76	80	80
60	68	72	76	76	80	
64	68	72	76	76	80	
68	68	76	76	76	80	
68	72	76	76	76	80	

2. High score : 80

3. Low score : 60

4. Range : High score –low score

$$: 80 - 60 = 20$$

5. The total of classes (Bk) : $1+3,3 \log n$

$$: 1+3,3(\log 31)$$

$$: 1+3,3 (1,4913)$$

$$: 1+4,92129$$

$$: 5,92129$$

$$: 5$$

6. Interval (i) : $\frac{R}{BK}$

$$: \frac{20}{5}$$

$$: 4$$

7. Mean score :

Interval	F	X	FX
60 – 64	3	62	186
65 – 69	6	67	402
70 – 74	4	72	288
75 – 79	12	77	924
80 – 84	6	82	492
i =4	31	360	2292

$$Mx: \frac{\sum fx}{N} : \frac{2292}{31} = 73,93$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(31) = 15,5$$

$$b = \frac{75 + 74}{2} = 74,5$$

$$p = 12$$

$$F = 12 + 4 = 16$$

$$f = 12$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 74,5 + 12 \left(\frac{15,5 - 16}{12} \right)$$

$$= 74,5 + 12 (-0,04)$$

$$= 74,5 + (-0,48)$$

$$= 74,02$$

$$9. \text{ Modus} = 76$$

APPENDIX 9

THE POST TEST CONTROL CLASS

2. The score of control class from low score to high score

60	68	68	72	76	76	80
60	68	72	72	76	76	
60	68	72	72	76	76	
64	68	72	76	76	76	
68	68	72	76	76	76	

2. High score : 80

3. Low score : 60

4. Range : High score –low score

$$: 80 - 60 = 20$$

5. The total of classes (Bk) : $1+3,3 \log n$

$$: 1+3,3(\log 31)$$

$$: 1+3,3 (1,4913)$$

$$: 1+4,92129$$

$$: 5,92129$$

$$: 5$$

6. Interval (i) : $\frac{R}{BK}$

$$: \frac{20}{5}$$

$$: 4$$

7. Mean score :

Interval	F	X	FX
60 – 64	4	62	248
65 – 69	7	67	469
70 – 74	7	72	504
75 – 79	12	77	924
80 – 84	1	82	82
i =4	31	360	2227

$$Mx: \frac{\sum fx}{N} : \frac{2227}{31} = 71,84$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(31) = 15,5$$

$$b = \frac{75 + 74}{2} = 74,5$$

$$p = 12$$

$$F = 12 + 7 = 19$$

$$f = 12$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 74,5 + 12 \left(\frac{15,5 - 19}{12} \right)$$

$$= 74,5 + 12 (-0,29)$$

$$= 74,5 + (-3,48)$$

$$= 71,02$$

$$9. \text{ Modus } = 76$$

APPENDIX 10

Tabel Harga Kritik dari r Product Moment

N	Interval Kepercayaan		N	Interval Kepercayaan		N	Interval Kepercayaan	
	95%	99%		95%	99%		95%	99%
(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)
3	0,997	0,999	27	0,381	0,487	55	0,226	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	1,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194

16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,095
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

N = Jumlah pasangan yang digunakan untuk menghitung r

APPENDIX 10**Daftar Nilai Persentil Untuk Distribusi t**

V	t _{0,995}	t _{0,99}	t _{0,975}	t _{0,95}	t _{0,90}	t _{0,80}	t _{0,75}	t _{0,70}	t _{0,60}	t _{0,55}
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127

20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1.645	1,28	0,842	0,674	0,524	0,253	0,126

APPENDIX 11

TABEL PERHITUNGAN DALAM RANGKA ANALISIS VALIDITAS ITEM

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	ΣY	ΣY^2
1	1	1	0	0	1	1	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	10	100
2	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	0	0	17	289
3	1	1	0	1	1	1	0	1	0	1	1	0	1	0	0	1	0	0	1	1	0	0	0	0	0	12	144
4	0	1	1	1	1	0	0	0	1	1	1	0	0	0	0	1	0	0	1	1	1	1	0	0	0	12	144
5	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	21	441
6	1	0	0	0	0	0	1	0	1	0	0	1	0	1	1	1	1	1	0	1	1	1	1	0	0	13	169
7	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	0	0	0	1	1	0	1	1	1	16	256
8	1	1	0	1	1	1	0	1	1	1	1	0	1	0	0	1	1	0	1	1	1	1	0	1	1	18	324
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
10	1	1	0	1	1	1	0	1	1	1	1	0	1	0	0	1	0	1	1	0	1	1	1	0	0	16	256
11	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	18	324
12	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	19	361
13	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	21	441
14	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	21	441
15	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	21	441
16	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	1	0	1	1	0	0	0	1	0	0	10	100
17	0	1	1	1	1	0	0	1	0	1	1	0	1	0	0	1	0	1	1	0	0	0	1	0	0	12	144
18	1	0	0	0	0	1	0	1	0	0	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	8	64
19	1	0	0	0	0	1	0	1	0	0	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	8	64
20	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	0	20	400

21	0	1	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	0	0	0	1	1	0	0	0	13	169
22	1	1	0	0	1	1	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	10	100
23	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	22	484
24	0	1	1	0	1	0	0	0	0	0	0	1	0	1	0	1	1	0	0	1	0	0	0	0	0	8	64
25	1	1	0	0	1	1	0	0	1	0	1	0	0	0	0	1	1	0	0	1	1	0	0	0	0	10	100
26	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	22	484
27	0	1	1	0	1	0	0	0	0	0	0	1	0	1	0	1	1	0	0	1	0	0	0	0	0	8	64
28	0	1	1	0	1	0	0	0	1	0	0	1	0	1	0	1	1	0	0	1	1	0	0	0	0	10	100
29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	2	4
30	0	0	0	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	15	225
31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
N	21	26	17	17	26	21	7	22	19	18	25	20	22	20	7	28	19	15	17	19	19	14	18	13	13	463	7947
ΣX ²	21	26	17	17	26	21	7	22	19	18	25	20	22	20	7	28	19	15	17	19	19	14	18	13	13		
p	0.7	0.8	0.5	0.5	0.8	0.7	0.2	0.2	0.6	0.6	0.8	0.6	0.7	0.6	0.2	0.9	0.6	0.5	0.5	0.6	0.6	0.4	0.6	0.4	0.4		
q	0.3	0.2	0.5	0.5	0.2	0.3	0.8	0.8	0.4	0.4	0.2	0.4	0.3	0.4	0.8	0.1	0.4	0.5	0.5	0.4	0.4	0.6	0.4	0.6	0.6		

Mencari mean dari skor total yaitu M dengan menggunakan rumus:

$$M_t = \frac{\sum X_t}{N}$$

telah diketahui $\sum X_t = 463$ dan $N = 31$. Jadi $M_t = \frac{463}{31} = 14.9$

Mencari deviasi standar total, yaitu SDt dengan menggunakan rumus:

$$SD_t = \sqrt{\frac{\sum X_t^2}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$

Telah diketahui $\sum X_t^2 = 7947$ $\sum X_t = 463$ dan $N = 31$. Jadi:

$$\begin{aligned} SD_t &= \sqrt{\frac{7947}{31} - \left(\frac{463}{31}\right)^2} = \sqrt{256.4 - 14.9^2} \\ &= \sqrt{256.4 - 222} \\ &= \sqrt{34.4} \\ &= 5.8 \end{aligned}$$

Perhitungan untuk memperoleh M_p dari butir item nomor 1 sampai dengan nomor 20

Soal 1= 1-2-3-5-6-8-9-10-11-12-13-14-15-18-19-20-22-23-25-26-31($N_t = 21$)

$$\frac{10+17+12+21+13+18+25+16+18+19+21+21+21+8+8+20+10+22+10+22+25}{21}$$

$$= 17$$

Soal 2= 1-2-3-4-5-7-8-9-10-11-12-13-14-15-16-17-20-21-22-23-24-25-26-27-28-31($N_t = 26$)

$$\frac{10+17+12+12+21+16+18+25+16+18+19+21+21+21+10+12+20+13+10+22+8+10+22+8+10+25}{26}$$

$$= 16$$

Soal 3= 2-3-4-5-8-9-10-11-12-13-14-15-16-17-23-26-31($N_t = 17$)

$$\frac{17+12+12+21+18+25+16+18+19+21+21+21+10+12+22+22+25}{17}$$

17

= 18.4

Soal 4= 1-2-3-4-5-7-8-9-10-11-12-13-14-15-16-17-20-21-22-23-24-25-26-27-28-31(Nt =26)

10+17+12+12+21+16+18+25+16+18+19+21+21+21+10+12+20+13+10+22+8+10+22+8+10+25

26

= 16

Soal 5= 1-2-3-5-7-8-9-10-11-12-13-14-15-18-19-20-22-23-25-26-31(Nt =21)

10+17+12+21+16+18+25+16+18+19+21+21+21+8+8+20+10+22+10+22+25

21

= 17.1

Soal 6= 5-6-9-20-23-30-31(Nt =7)

21+13+25+20+22+15+25

7

= 20.1

Soal 7= 2-4-5-6-7-8-9-10-13-14-15-20-21-23-25-26-28-30-31(Nt =19)

17+12+21+13+16+18+25+16+21+21+21+20+13+22+10+22+10+15+25

19

= 17.8

Soal 8= 1-2-3-4-5-7-8-9-10-11-12-13-14-15-16-17-20-21-22-23-24-25-26-27-28-31(Nt =18)

17+12+12+21+18+25+16+18+19+21+21+21+10+12+20+22+22+25

18

$$= 18.4$$

Soal 9= 1-2-3-5-7-8-9-10-11-12-13-14-15-17-18-19-20-21-22-23-30-31(Nt =22)

$$\frac{10+17+12+21+16+18+25+16+18+19+21+21+21+12+8+20+13+22+8+10+15+25}{22}$$

$$22$$

$$= 16.7$$

Soal 10= 1-2-6-7-9-11-12-13-14-15-20-21-22-23-2-26-27-28-30-31(Nt =20)

$$\frac{10+17+13+16+25+18+19+21+21+21+20+13+22+8+10+22+8+10+15+25}{20}$$

$$20$$

$$= 16.7$$

Soal 11= 5-6-9-21-26-30-31(Nt =7)

$$\frac{21+13+25+13+22+15+25}{7}$$

$$7$$

$$= 19.1$$

Soal 12= 2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-23-24-25-26-27-28-30-31(Nt =28)

$$\frac{17+12+12+21+13+16+18+25+16+18+19+21+21+21+12+8+8+20+13+10+22+8+10+22+8+10+15+25}{28}$$

$$28$$

$$= 15.8$$

Soal 13= 5-6-9-10-11-12-14-16-17-18-19-20-23-26-31(Nt =15)

$$\frac{21+13+25+16+18+19+21+10+12+8+8+20+22+22+25}{15}$$

$$15$$

$$= 17.4$$

Soal 14= 2-3-4-5-8-9-10-12-13-14-15-16-17-20-23-26-31(Nt =17)

$$\frac{17+12+12+21+25+16+18+19+21+21+21+10+12+20+22+22+25}{17}$$

$$= 18.5$$

Soal15= 2-3-4-5-6-7-8-9-13-15-20-23-24-25-26-27-28-30-31(Nt =19)

$$\frac{17+12+12+21+13+25+16+18+21+21+20+22+8+10+22+8+10+15+25}{19}$$

$$= 16.7$$

Soal 16= 2-4-5-6-7-8-9-10-13-14-15-20-21-23-25-26-28-30-31(Nt =26)

$$\frac{17+12+21+13+16+25+16+18+21+21+21++20+13+22+10+22+10+15+25}{19}$$

$$= 17.8$$

Soal 17= 1-4-5-6-8-9-10-11-12-15-20-21-22-23-31(Nt =14)

$$\frac{10+12+13+18+25+16+18+19+21+20+13+10+22+25}{14}$$

$$= 17.3$$

Soal 18= 5-6-7-9-10-11-12-13-14-16-17-18-19-20-23-26-30-31(Nt =18)

$$\frac{21+13+16+25+16+18+19+21+21+10+12+8+8+20+22+22+15+25}{18}$$

$$= 17.3$$

Soal 19= 5-7-8-9-11-12-13-14-23-26-30-31(Nt =13)

$$\frac{21+18+25+16+18+19+21+21+21+22+22+15+25}{13}$$

13

$$= 20.3$$

Soal 20= 5-7-8-9-11-12-13-14-15-26-29-30-31(Nt =13)

$$\frac{21+18+25+16+18+19+21+21+21+22+2+15+25}{13}$$

13

$$= 18.8$$

Nomor item	Mp	Mt	SDt	p	q	$r_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$	Interpretasi	Tingkat Kesulitan
1	17	14.9	5.8	0.7	0.3	0.543 ($r_{pbi} > r_t$)	Valid	keterangan: p soal= <u>jumlah siswa benar di soal tersebut</u>
2	16	14.9	5.8	0.8	0.2	0.38 ($r_{pbi} > r_t$)	Valid	total siswa
3	18.4	14.9	5.8	0.5	0.5	0.603 ($r_{pbi} > r_t$)	Valid	q= 1-p pesentase q= 100%- (px100%)
4	16	14.9	5.8	0.8	0.2	0.379 ($r_{pbi} > r_t$)	Valid	=semakin tinggi nilai q maka semakin sulit soal tersebut.
5	17.1	14.9	5.8	0.7	0.3	0.568 ($r_{pbi} > r_t$)	Valid	
6	20.1	14.9	5.8	0.2	0.8	0.448 ($r_{pbi} > r_t$)	Valid	p=persentase siswa benar di sebuah soal
7	17.8	14.9	5.8	0.6	0.4	0.60 ($r_{pbi} > r_t$)	Valid	q=persentasi siswa salah di sebuah soal
8	18.4	14.9	5.8	0.6	0.4	0.72 ($r_{pbi} > r_t$)	Valid	
9	16.7	14.9	5.8	0.7	0.3	0.465 ($r_{pbi} > r_t$)	Valid	
10	16.7	14.9	5.8	0.6	0.4	0.372 ($r_{pbi} > r_t$)	Valid	

11	19.1	14.9	5.8	0.2	0.8	0.369 ($r_{pbi} > r_t$)	Valid
12	15.8	14.9	5.8	0.9	0.1	0.45($r_{pbi} > r_t$)	Valid
13	17.4	14.9	5.8	0.5	0.5	0.431 ($r_{pbi} > r_t$)	Valid
14	18.5	14.9	5.8	0.5	0.5	0.62 ($r_{pbi} > r_t$)	Valid
15	16.7	14.9	5.8	0.6	0.4	0.372($r_{pbi} > r_t$)	Valid
16	17.8	14.9	5.8	0.6	0.4	0.60($r_{pbi} > r_t$)	Valid
17	17.3	14.9	5.8	0.4	0.6	0.371 ($r_{pbi} < r_t$)	Valid
18	17.3	14.9	5.8	0.6	0.4	0.496($r_{pbi} > r_t$)	Valid
19	20.3	14.9	5.8	0.4	0.6	0.744 ($r_{pbi} > r_t$)	Valid
20	18.8	14.9	5.8	0.4	0.6	0.537 ($r_{pbi} > r_t$)	Valid

Dalam pemberian interpretasi terhadap rpbi ini digunakan db sebsesar (N-nr) yaitu $31-2 = 29$. Derajat kebebasan sebesar 29 itu lalu dikonsultasikan kepada tabel nila r product moment pada taraf signifikansi 5% dan taraf signifikansi 1%. Hasilnya adalah sebagai berikut:

r_{tabel} atau r_t taraf signifikansi 5% = 0,367

r_{tabel} atau r_t taraf signifikansi 1% = 0,470

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V₂ = dk Penyebut																			
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252
2	18,51	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47	19,47
3	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58
4	7,71	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,48	4,44
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,98	3,92	3,87	3,84	3,81	3,77	3,75
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,38	3,34	3,32
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,08	3,05	3,03
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,86	2,82	2,80
10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,07	2,64
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,57	2,53	2,50
12	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40
13	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,32
14	4,80	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,80	2,58	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24
15	4,54	3,68	3,29	3,06	2,90	2,97	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,15	2,13
17	4,45	3,59	3,20	2,96	2,81	2,70	2,82	2,55	2,50	2,45	2,41	2,38	2,33	2,20	2,23	2,19	2,15	2,11	2,08
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04

19	4,38	3,52	3,13	2,80	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	2,00
20	4,35	3,39	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,28	2,23	2,18	2,12	2,08	2,04	1,99	1,96
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,93
22	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,28	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91
23	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,98	1,91	1,88
24	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,30	2,26	2,22	2,18	2,13	2,09	2,02	1,98	1,98	1,89	1,88
25	4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34	2,28	2,24	2,20	2,16	2,11	2,06	2,00	1,96	1,92	1,87	1,84
26	4,22	3,37	2,89	2,74	2,59	2,47	2,39	2,32	2,27	2,22	2,18	2,15	2,10	2,05	1,99	1,95	1,90	1,85	1,82
27	4,21	3,35	2,98	2,73	2,57	2,48	2,37	2,30	2,25	2,20	2,10	2,13	2,08	2,03	1,97	1,93	1,88	1,84	1,80
28	4,20	3,34	2,95	2,71	2,58	2,44	2,38	2,29	2,24	2,19	2,15	1,12	2,06	2,02	2,96	1,91	1,87	1,81	1,78
29	4,18	3,33	2,63	2,70	2,54	2,43	2,35	2,28	2,22	2,18	2,14	2,10	2,05	2,00	1,94	1,90	1,85	1,80	1,77
30	4,17	3,32	2,92	2,60	2,53	2,42	2,34	2,27	2,21	2,16	2,12	2,09	2,04	1,99	1,93	1,89	1,84	1,79	1,78
31	4,15	3,30	2,90	2,67	2,51	2,40	2,32	2,25	2,19	2,14	2,10	2,07	2,02	1,97	1,91	1,86	1,82	1,76	1,74
32	4,13	3,28	2,88	2,85	2,49	2,38	2,30	2,23	2,17	2,12	2,08	2,05	2,00	1,95	2,89	1,84	1,80	1,74	1,71
40	4,08	3,23	2,84	2,81	2,45	2,34	2,25	2,18	2,12	2,07	2,04	2,00	1,95	1,90	1,84	1,79	1,74	1,69	1,66
60	4,00	3,15	2,76	2,52	2,37	2,23	2,17	2,10	2,01	1,99	1,95	1,92	1,86	1,81	1,75	1,70	1,63	1,59	1,56
200	3,89	3,04	2,65	2,41	2,26	2,14	2,05	1,98	1,92	1,87	1,83	1,80	1,74	1,69	1,62	1,57	1,52	1,45	1,42

APPENDIX 13**NILAI KRITIS L UNTUK UJI LILIEFORS**

Ukuran Sample	0,01	0,05	0,10	0,15	0,20
N = 4	0,417	0,381	3,352	0,319	300
5	0,405	0,337	0,315	2,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,58	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,224	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,289	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160

25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
31	1,031	0,886	0,805	0,768	0,736
	n	n	n	n	n

RESEARCH DOCUMENTATIONS

A. PRE-TEST





B. POST TEST





CHAPTER I

INTRODUCTION

A. Background of Problem

Reading is one of the skills that very important, because it is a skill to get information and a tool to bring us getting a new experience. And this era of information and globalization is clearly marked by the advance science and technology, which is obtained from some sources such as newspaper, television, radio, and some books. Reader will get more information and large knowledge by reading comprehension.

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. When we are reading, our brain is the important factor. Students who have not high capacity of thinking very difficult to remember something. So that, reading is a way to develop capacity of thinking and they will be able to connect what they read and what they have read.

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 makes students speak well.

However, reading comprehension mastery in the students is still poor. It can be seen from daily marks of students that is some students still got under the standard (65)¹ and most of the students are lazy to learn reading comprehension because some aspects, such as: (1) difficult to understand words and building vocabulary, (2) difficult to understand sentences, sentence structure and syntax (3) difficult to understand paragraph, which include finding the main idea and topic sentences, finding detail, drawing conclusion and interpretation what they read.

In addition, problems come inside the teachers, which the teachers' ability in English teaching is still low, because some teachers 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 of reading what they have read. They make students feel bored and inconvenient in learning process. So, students do not focus and prefer other activities.

According to the explanation of the teachers, students can read the text but the difficulty to comprehend the text. It can be seen from

¹MAS YPKS Padangsidempuan, *Daftar Kumpulan Nilai* (Padangsidempuan: MAS YPKS Padangsidempuan, 2013), p. 2.

word understanding, vocabulary building, sentence structure, and topic sentence. Students can not remember what they have read. So, the ability of students' reading comprehension not so good.

Reading comprehension has many strategies which can effect students' reading comprehension mastery, such as discussion, skimming, scanning, speed reading, reading aloud, silent reading and, etc. From all of strategy previous, the readers can choose one of them as the strategy in reading comprehension.

From many strategies as mentioned by researcher above, one of the suitable strategy for reading comprehension is discussion strategy. Discussion strategy is the ways in learning process that ask the students to built their skill to express the ideas or opinion and respect to the other opinions toward some of the problem in the materials. The role of discussion strategy is one of the ways to achieve reading comprehension mastery.

Researcher chooses the discussion strategy because of the superiority of the strategy. The superiority of the strategy is that students are easy to understand and comprehend the text, because students are divided into some groups and they share information with the others. While the other strategy such as skimming, scanning, speed reading etc are often researched by the other research. So that, reasearcher are interested to research reading comprehension by using disscussion strategy.

Based on the explanation above, researcher is interested and decided to make the research with the title: **“THE EFFECT OF DISCUSSION STRATEGY ON READING COMPREHENSION TO THE X GRADE STUDENTS AT MAS YPKS PADANGSIDIMPUAN”**

B. Identification of Problem

The problem in this research is reading comprehension. And the problems on reading comprehension are the students faced difficulties in understanding words and building vocabulary, understanding sentence, sentence structure, syntax, and understanding paragraph, which include finding the main idea, topic sentence, finding detail, drawing conclusion and interpretation what they have read. Besides them, strategy of the learning is also the problem on reading comprehension. Some of the teacher can not choose the suitable strategy.

From some problems previous, the researcher take problem reading comprehension as suitable strategy on reading comprehension. And the strategy that is chosen by the research is discussion strategy.

C. Limitation of Problem

The research limits the problem, that consist of the time, place, and scope. The time that is used about three month in first semester in 2013/2013 academic year. The place of this research is in MAS YPKS Padangsidimpuan in The X Grade Students. And in scope focuses on discussion

strategy toward reading comprehension, the research will discuss about the identifying main idea and supporting idea in the text.

D. Definition of Operational Variable

Reading comprehension is the process to constructing meaning from a text that is related to the elements of the reading comprehension.

Reading comprehension is the activity to read the text that gives the information for the readers. In reading comprehension, the reader can be assessed by asking the main idea, supporting idea and identify the vocabulary.

Discussion strategy is the ways in learning process that ask the students to built their skill to express the ideas or opinion and respect to the other opinions toward some of the problem in the materials.

E. Formulation of Problem

Based on explanation previous, the research formulates problems in this research as follows:

1. How far is students' ability in reading comprehension by using discussion strategy at MAS YPKS Padangsidempuan?
2. How far is students' ability in reading comprehension by using conventional strategy at MAS YPKS Padangsidempuan?
3. Is there significant different of reading comprehension by using discussion strategy and conventional strategy at MAS YPKS Padangsidempuan?

F. Purpose of the Research

1. To describe how far the students' ability in reading comprehension by using discussion strategy at the tenth grade students of MAS YPKS Padangsidempuan.
2. To describe how far the students' ability in reading comprehension by using conventional strategy at the tenth grade students of MAS YPKS Padangsidempuan.
3. To knowwhether there is a significant effect of using discussion strategy to students' ability in reading comprehension mastery.

G. Significant of Reasearch

The result of the research expected to be useful for:

- a. For headmaster and English teachers as a tool compare and to improve the science especially about discussion strategy in reading comprehension at MAS YPKS Padangsidempuan.
- b. For English teachers as information to improve the quality of teaching reading at MAS YPKS Padangsidempuan.
- c. For other readers as an input to conduct further research.

H. Outline of the Thesis

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

In chapter I, it 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 researcher's ways to focus this research. *Fourth*, formulation of problem was arranged some questions about students' ability in reading comprehension at MAS YPKS. *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, it consists of; *first*, theoretical description, which explains about concepts of reading comprehension and discussion strategy. *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 and discussion strategy to describe implementation of this research. *Last*, hypothesis was temporary statement in using discussion strategy and conventional method made by researcher.

Chapter III, it consists of; *first*, research methodology described about place and schedule of research where and when the research was done. *Second*, method of research discussed about kinds of research. *Third*, population and sample discuss about amount students as population and how to take the sample. *Fourth*, procedures of research discussed about planning before and after research were done. *Fifth*, instrument of data collection discussed 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, it consists of;*First*, description of the data and discussion which researcher presents about the result of the research. *Second*, discussion about theory and result of the hypothesis what the researcher found in the research.

Chapter V, it consists of;*First*, conclusion and suggestion which researcher answers formulation of the prolem and hypothesis. *Second*, suggestion discussed about problem solving which researcher found in this research.

CHAPTER II

THEORETICAL DESCRIPTION AND HYPOTHESIS

A. Theoretical Description

1. Reading Comprehension

a. The Nature of Reading Comprehension

Basically reading is one of the kinds of skill in mastering English language. “Reading is the process that is done and used by the readers to get the information”.² “Reading is an essential skill for learners of English as a second language”.³ Both of opinions mean that reading is the process to get the information from the written describing.

Reading is an act of communication in which information is transferred from a transmitter to receiver. According to Mayer, “Reading comprehension is techniques for improving students in extracting useful knowledge from text”.⁴ As defined by Partnership for reading, “Reading comprehension is understanding a text that is read or the process of constructing meaning from a text. Comprehension is a construction process because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the readers mind”.⁵ It means that, reading comprehension is the process

²Hendry Guntur Tarigan, *Membaca Sebagai Keterampilan Membaca* (Bandung: Angkasa, 2008), p.7.

³ David Yunan, *Practical English Language Teaching* (New York: Graw Hill, 2003), p. 81.

⁴ Mayer, *Learning and Instruction* (New Jersey: Person Education, 2003), p. 34.

⁵ Partnership for Reading, *Partner ship for Reading*, (<http://www.nifl.gov/partnershipforreading/retrieved>) access 11 December 2005 at 15.30).

to constructing meaning from a text that is related to the elements of the reading comprehension.

Reading is very important for us, because by reading can enlarge and improve knowledge. It is relevant to the first verse of the Holy Al-Qur'an in received by prophet Muhammad, it can be seen from commandment of Allah in the Holy Qur'an Surah Al-Alaq verse 1-5 that states:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

The meaning:

1. Read it with (calling) the name of your God who created.
2. He has created human from a clot of blood.
3. Read it, and your God merciful.
4. Who taught (the human) through the medium of pen.
5. He thought the human what he did not know.⁶

The aim of the reading is to find the information from the text.

According to the Henry 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 that is happened, or to solve the problems of 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.

⁶ Abdullah Yusuf Ali, *The Glorious Qur'an* (Beirut: Dar El Fikr), p. 558.

- 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.⁷

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 sentence in each paragraph of the text. The writer concludes that reading is an activity to get information, increasing perception through written text and also interpreting and analyzed text.

b. Identifying Main Idea

Every 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.

According to Raygor that is cited by Sunu Dwi Antoro said that topic sentence is the complete sentence in the paragraph.⁸ It means that topic sentence

⁷ Hendry Guntur Tarigan, Op. Cit., p. 9.

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.

Main idea is the part of topic sentence. Raygor also said that main idea is the topic of the paragraph that is gotten by topic sentence.⁹ Topic sentence is different with main idea; topic sentence is topic of 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 Emalia Iragiliati, “The main idea of a paragraph is the thought that is present from the beginning to the end.”¹⁰ 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.”¹¹ It means that, every paragraph has the main idea that will be discussed in that paragraph.

It is difficult for students to get or to identify the main idea of the text, but Emalia Iragiliati 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 opinion do all the parts support? What idea do they all explain or describe?”¹²

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

⁸ Sunu Dwi Antoro, *Reading I* (Jakarta : Universitas Terbuka, 2009), p. 422.

⁹ *Ibid.*, p. 434.

¹⁰ Amalia Iragiliati, *Reading 2* (Jakarta : Universitas Terbuka, 2007), p. 518.

¹¹ *Ibid.*, p. 518.

¹² *Ibid.*, p. 512.

Bicycles are very popular today in many countries. Many people use bicycles for exercise. But exercise is only one of the reasons 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 bicycle, they 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!

Choose the main idea of this paragraph.

- a. Bicycles do not cause pollution.
- b. Bicycles are better than 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 the 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 about this. The paragraph does not say bicycles are better than cars. It only says that some people like bicycles better than cars.

From the whole explanation above, the writer concludes that main idea is the topic of the paragraph that will be developed by the writer in its paragraph.

c. Identifying Supporting Detail

Before learning about the 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 Sunu Dwi Antoro, “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 all of the sentences in the paragraph will develop this sentence by providing additional and more specific explanation and illustration.”¹³ And then Tyner explains that there are the 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 can follow.
- e) A topic sentence often begins a paragraph or is found near the beginning of a paragraph.
- f) Other sentences within a paragraph relate to the topic sentence.
- g) The final “wrap-up” sentence in a paragraph often reinforces the topic sentence.”¹⁴

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

¹³ Sunu Dwi Antoro. Loc. Cit.

¹⁴ *Ibid.*, p. 616.

After the readers understand 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 sentences in its paragraph are supporting sentence that explain the topic sentence.

Tyner explains that the effective paragraph should be related with the supporting sentence or supporting detail.”¹⁵ It means that, if a paragraph has a topic sentence and some supporting sentences, it can be said that the paragraph is the effective paragraph.

While, Mc Whother that is cited by Sunu Dwi Antoro 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. The main idea, what the author wants to communicate about the topic, is the central or most important thought in the paragraph. Every other sentence and idea in the paragraph is related to the main idea. The sentence that expresses this idea is called the topic sentence. Details are the proof, support, explanation, reasons, or examples that explain the paragraph’s main idea.”¹⁶

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.

¹⁵ Ibid., p.620.

¹⁶ Ibid., p. 620.

The first sentence in the paragraph above is the topic sentence. While the next sentence are the supporting sentence, 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*”, and then 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 sentences influence the topic sentence will be clear.

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 sentence.

d. 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.”¹⁷ Robbier also stated that, “Without lexicon the major element of meaning carried in language is missing.”¹⁸ Another expert gave definition of the vocabulary as the lexical items that can be closely defines as any words or groups of words with meaning which have to learned as a whole, and it is a basic to communicate receptively and productively. He added devices vocabulary into parts; they are as productive and as receptive vocabulary.”¹⁹ 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.

A.S Hornby added that vocabulary is the total of word which makes up a language.”²⁰ It means that to master the using of language, the students should be master the vocabulary to create the order words in language. Vocabulary contributes necessary impact on foreign language learning. Some theories purpose that learning foreign language basically is matter of learning vocabulary of the language.

According to Michael Tomlinson, “Vocabulary is all words of language, which is used by students to understand or at the command of a particular person or group, a list of words and often phrase, usually arranged

¹⁷ Lado, *The Practice of Language Teaching* (New York : Logman, 2001), p. 126.

¹⁸ Robbinet, *Teaching Language as a second or Foreign Language* (Australia : Logmann, 1996), p. 213.

¹⁹ *Ibid.*, p. 219.

²⁰ A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York : Oxford University Press, 2000), p. 1331.



alphabetically.”²¹ While, Elfrieda adds, “One of the main goals of vocabulary instruction therefore, is to help students improve their comprehension.”²²

Vocabulary can affect listening, speaking, reading and writing skills. In reading comprehension, vocabulary can influences 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.

e. Reading Test

We have the created the summary of the different types of assessment that can be used for measuring development in reading skills with an expectation that teachers will understand well how single skills can be assessed by multiple measure. This description of the various assessment techniques may also help teachers to design their own classroom assessments, and may help teachers to understand the district or campus assessment that are already being used with their students.

²¹ Michael Tomlinson, *Teaching Pronunciation* (New York : Institute of International Studies, 2007), p. 75.

²² Elfrieda H. Hiebet and Michael L. Kamil, *Teaching and Learning Vocabulary* (New Jersey: Lawrence Erlbaum Associates Publishers, 2005), p. 27.

Each of the elements of the framework is briefly described and descriptions of various forms of assessments that could be used for that framework element are provided.

According to Aoran P.G, “Reading comprehension assessments are the most common type of published reading test that is available. The most common reading comprehension assessment involves asking a child to read a passage of text that is leveled appropriately for the child, and then asking some explicit, detailed questions about the content of the text (often these are called IRIs).”²³ There are some variations on reading comprehension assessments. For example, instead of explicit questions about facts directly presented in the text, the child could be asked to answer inferential questions about information which was implied by the text, or the child’s own words or to summarize the main idea or the moral of the story. Another common reading comprehension assessment is called a “cloze” task words are omitted from the passage, and the child is asked to fill in the blanks with appropriate words. Also, young children’s reading comprehension can be assessed by asking them to read and follow simple instructions, such as, stand up or good luck out the window.

Reading comprehension should not be confused with reading accuracy, another very common form of reading assessment. In a reading accuracy assessment, a child is asked to read a passage of text clearly, without making any

²³ Aoran P. G, *Reading, Assessment*,
(<http://www.sedl.org/reading/framework/assessment.html>, access at 28 October 2011 at 12.00).

mistakes. The mistakes that the child does make are analyzed to find a clue about the child's decoding strategies. Very often, an assessment combines these two different assessments into one assessment, the child reads a passage out loud while the teacher makes note of errors the child makes (sometimes called a "running record"), and then the child is asked some comprehension questions about the passage. However, it is worth noting that a beginning reader's comprehension usually suffers when he or she is asked to read a passage of text out loud. When children read orally, they usually concentrate on reading accurately, and do not pay attention to comprehend of the content. Oral reading accuracy does give insight into decoding skills and strategies, but that is a separate test. A reading comprehension test is most accurate if the child is not reading for an audience.

From the whole explanation above about reading comprehension, the writer concludes that reading comprehension is the activity to read the text that gives the information for the readers. In reading comprehension, the reader can be assessed by asking the main idea, supporting idea and identify the vocabulary.

2. Discussion Strategy

Strategy is the ways how to get or achieve something. In this case, strategy pairs with learning terms. Strategy of learning is the ways that is used by the teacher in learning, the purpose of learning strategy is to prepared, explain, giving the examples, giving the practice to the learners to achieve the aims of learning, but not all of learning strategy suitable with the material. It means that teacher should choose the suitable strategy with the subject or materials.

In learning activity, there are many strategies that can be used. One of the strategies is discussion that will be explained by the writer in this paper. Discussion strategy is the ways in learning activity that give the opportunity to the students to carrying out their ideas. According to Bambang Setiyadi and Junaidi Mistar said that discussion strategy is the ways to convey the materials that give the time to the students to collect their opinions, making a conclusion or arranging the solving of the problems.²⁴ It means that, discussion strategy can stimulate the thinking of the students to express their ideas, opinions or arguments.

While, Martinis Yamin said that Discussion strategy is the interaction between students and students or students and teacher to analyzes, solve the problem, debated of the topic or problems.²⁵ Mulyasa added that discussion strategy can be meant as the responsive conversation that related to the problematic questions to solve the problems.”²⁶ From the previous opinions by the experts, the writer concludes that discussion strategy is the meeting to get the solving of the problems by change the opinions.

This strategy is used if:

- 1) The students are in middle step or in the end of learning process.
- 2) In formal learning
- 3) Develop knowledge that has been known by the students.

²⁴ Bambang Setiyadi and Junaidi Mistar, *Strategi Pembelajaran Bahasa Inggris* (Jakarta : Universitas Terbuka, 2007), p. 412.

²⁵ Martinis Yamin, *Desain Pembelajaran Berbasis Tingkat Satuan Pendidikan* (Jakarta : Gaung Persada Press, 2007), p. 158.

²⁶ Mulyasa, *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan* (Bandung : Remaja Rosdakarya, 2009), p. 116.

- 4) Learn to identification or solving of the problem and then making a conclusion
- 5) Making the students always in the approach, interpretation and individuality
- 6) Solve the problem in group
- 7) Making the students can carrying out argumentation and thinking rationally.²⁷

Based on an part of the teacher, discussion strategy is divided into 4 parts, they are:

- 1) Discussion that is started by the teacher, to know how long the material or the concept that has given by the teacher can be comprehended by the students.
- 2) Discussion that is started by the teacher, but the aims not only to know the students concept, but also to see the new concepts as the addition. In this case, the dialogue is not only between teacher and students but between students and students.
- 3) This discussion type, teacher gives the problems, and then discusses it between teacher and students toward the problem.
- 4) This discussion oriented in inquiry problems. Purpose or contain discussion is decided by the students. So, this type is dominant to the students.”²⁸

²⁷ Martinis Yamin, Op. Cit., p. 159.

a. The steps in using discussion strategy

Every learning strategy has the steps to do its strategy. Discussion strategy also has the steps, that is expressed by Mulyasa : 1) Formulated 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 the discussion, 4) Give the explanation to the students so that the students followed in discussion activity actively, 5) Making the conducive 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, controller, consultant and as the evaluator in discussion process, 9) End the discussion by making the conclusion.²⁹

b. The Advantages and Disadvantages of Discussion Strategy

1) The advantages of the discussion strategy

- (a) Ask the students to speak up with the good language; learn to express their ideas with the relative time, and study to respect to the other opinions.
- (b) Practice to solve the problems.
- (c) More effective to change the students' attitude, students are more active, creative and objective.

²⁸ Martinis Yamin and Bansu I. Ansari, *Taktik Mengembangkan Kemampuan Individual Siswa* (Jakarta : Gaung Persada Press, 2008), p. 70.

²⁹ Mulyasa, *Op.Cit.*, p. 117.

(d) Discussion build the students' skill to analyze the contents of the material, express the idea and prospective.

(e) Discussion can improve the class conduciveness, because they are able to reconstruct their knowledge by their ways.

(f) Discussion can develop the new ideas or result the real solving.”³⁰

2) The disadvantages of discussion strategy

(a) The students should be studied in grouping.

(b) In the first time, some of students maybe find the difficulties (It is cause; they think that they are not popular or different with others in their group).

(c) If it is not controlled, the students' interaction in each group, some of students will spend their time with the irrelevant problem.

(d) Some of students unlike study with their friends but with their teacher directly.

(e) Some of teacher difficult to control all students in each group.”³¹

From the whole explanation, the writer concludes that discussion strategy is the ways in learning process that ask the students to built their skill to express the ideas or opinion and respect to the other opinions toward some of the problem in the materials.

³⁰ Martinis Yamin and Bansu I. Ansari. Loc. Cit.

³¹ *Ibid.*, p. 73.

B. Review of Related Findings

This part contains relevance of studies. The first relevance research by Abdul Halim has done about the result of teaching reading comprehension by using extensive reading and intensive reading to the eleventh grade students of SMA Negeri 1 Kotanopan³².

The second relevance research is the research that conducted by Sihol Marito about the effect of using SQ4R Technique on reading comprehension which its result was there was a significant effect between SQ4R technique in reading comprehension.³³

Based on the related finding above, the researcher wanted to conduct a research on tenth grade students of MAS YPKS Padangsidempuan.

C. Conceptual Framework

Reading comprehension is the ability to read and get the information, thought, feeling, opinion, argumentation, and event experiences from the writer form. Reading comprehension refers to the understanding the result from perceiving a writer text.

Discussion strategy is the ways in learning process that ask the students to built their skill to express the ideas or opinion and respect to the other opinions toward some of the problem in the materials.

³² Abdul Halim, *The Result of Teaching Reading Comprehension by Using Extensive Reading and Intensive Reading to the Eleventh Grade Students of SMA Negeri 1 Kotanopan* (Padangsidempuan: STAIN), 2012.

³³ Sihol Marito, *The Effect of Using SQ4R Technique on Reading Comprehension* (Medan: UNIMED), 2009.

To built the students' ability in reading comprehension, the teacher or educator should be has the suitable learning strategy. Discussion strategy is one of learning strategy that is suitable used in reading comprehension especially in main idea, supporting idea, vocabulary discussion. If this material is done by grouping, the students will feel easy to understand this material.

So the writer assumes that discussion strategy can influence the students' ability in reading comprehension. The other words say that there is a significant influence between using of the discussion strategy on reading comprehension.

D. Hypothesis

Hypothesis is an important element in a research. It is a tentative answer about probably out come of a particular time. According to Arikunto states "Hypothesis is a temporary answer of research problem, until proved by the collected data."³⁴

The hypothesis of this research stated that:

H_a: To examine whether there is a significant effect of using discussion strategy to students' ability in reading comprehension mastery.

H_o: To examine whether there is no significant effect of using discussion strategy to students' ability in reading comprehension mastery.

³⁴ Suharsimi Arikunto, *Managemen Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 234.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This research was conducted about 3 months that was started from March 2013 until May 2013. This research was conducted in MAS YPKS Padangsidempuan which is located on Jln. Sutan Soripada Mulia Padangsidempuan.

B. Research Metodology

Experimental method was used in this research. Based on Suharsimi Arikunto, experiment is a way to find a causal relationship (causal relationship) between the two factors that intentionally inflicted by researchers with reduce or set aside other factors that could interfere.³¹ Furthermore, John W. Creswell stated, “Experimental research includes true experiment with the random assignment of subject to treatment condition as well as quasi experiment that use none randomized”.³² Gay and Airasian added, “Experimental research is the only type of research that can test hypotheses to established cause and effect”.³³

Considering those quotations, the writer concluded that experimental research was a kind of research aiming to know causal effect relationship between one variable and more to other variables by reducing or setting aside other factors

³¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 1993), p. 3.

³² John W. Creswell, *Research Design* (USA: Sage Publication, 2002), p. 14.

³³ L.R. Gay and Peter Airasian, *Educational Research* (USA: Merrill, 2000), p. 367.

that could interfere. The experimental research controls the selection of participant for the study and divides the select participant into more groups having similar characteristics at the beginning of experiment.

This type of research experiment as a quasi-experimental (research pretend) was applied in this research because this type of experiment has not met the requirements as a way of scientific experiments that can be said to follow certain rules.

So, this research isolated the impact of teaching by using discussion strategy on result of students reading comprehension and trying to control the impact of other factors that similar with manner: teach the same subject matter in experiment class and control class; in experimental class by using discussion strategy and control class by using conventional strategy. In order to make it clear, it can be seen as follows:

Table 1
Research Design

Class	Pre-test	Treatment	Post- test
Experimental	✓	✓	✓
Control	✓	×	✓

C. Population and Sample

1. Population

According to Suharsimi Arikunto, “Population is a set or collection of all elements possessing one or more attributes of interest”³⁴ The population of this research is tenth grade students of MAS YPKS Padangsidempuan that consists of 62 students that separated 45 girl students and 17 boy students. There are 2 classes of the tenth grade students of MAS YPKS Padangsidempuan. So that, it can be seen the table follow:

Table 2
Population of the Tenth Grade Students of MAS YPKS Padangsidempuan

No	Class	Male	Female	Number of Students
1	X ₁	9	22	31
2	X ₂	8	23	31
Total of The Students				62

2. Sample

Suharsimi Arikunto said that sample is a parts of population which will be researched.³⁵ According to Gay and Airasian, “Sample comprises the individuals, items, or events selected from a larger group referred to as a

³⁴ *Ibid.*, p. 120.

³⁵ Suharsimi Arikunto, *Op. Cit.*, p. 109.

population”.³⁶ Then, H. Mohammad Ali stated that sample is partially taken from the whole subject and the representative of the population.³⁷

Sample is preventative whole of population. Suharsimi said that when subject less than 100, sample was taken from all total of subject, while if its amount more than 100, sample was taken by 10% - 15% or 20% - 25% or more appropriate with the researcher's ability.³⁸

Based on the explanation above, all population of tenth grade students of MAS YPKS Padangsidempuan are 62 students. So, that the researcher took all population as a sample of research. It also can be called as availability Sampling.³⁹ So, total of the sample is 62 students.

1. Homogeneity Test

Homogeneity variant test was used to know whether control class and experimental class have the same variant or not. If the both of classes is same, it is can be called homogeneous. To test it, it was used formula, that:

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

Criteria of the test with hypothesis was used, that:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

Where:

³⁶ L.R. Gay and Peter Airasian, *Op. Cit.*, p. 121.

³⁷ H. Mohammad Ali, *Strategi Penelitian Pendidikan* (Bandung: Angkasa, 1993), p. 60.

³⁸ *Ibid.*, p. 112.

³⁹ Ibnu Hajar, *Dasar-dasar Metodologi Penelitian Kwantitatif Dalam Pendidikan*, (Jakarta: Grafindo Persada, 1999), p. 135.

σ_1^2 = Variant of experimental class

σ_2^2 = Variant of control class

H_0 is accepted if $F \leq F_{\frac{1}{2} (n_1-1)(n_2-1)}$ while if $F_{\text{count}} > F_{\text{table}}$. So, H_0 is

rejected with significant level 5 % (0,05) and dk numerator is (n_1-1) while dk denominator is (n_2-1) .

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant⁴⁰

After doing the calculation, researcher found that $F_{\text{count}} = 1.69$ with α 5 % and dk = 31 from the distribution list F, researcher found that $F_{\text{table}} = 2,51$, because $F_{\text{count}} < F_{\text{table}}$ ($1.69 < 2,51$). So, there is no difference the variant between the both classes (homogeneous).

2. Normality Test

To know whether data of research has normal pamphlet. So, it was used Liliefors formula, that:

.41

$L_0 < L$, the items are normal and the hypothesis is accepted

Where:

L_0 = the highest score of the normality result from all items

⁴⁰Sudjana, *Metoda Statistika*, (Jakarta: Tarsito, 2002), p. 250.

⁴¹Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p.

L = the standard of normality from table

From the above table it is got the highest value that is $L_o=0.1667$ with $n=31$ and $\alpha=0.05$ from the Liliefors Table $L=0.886$. Since $L_o < L$, ($0.1667 < 0.886$), null hypothesis is accepted and the population distribution is normal.

D. Instrument of The Research

In doing a research, instrument is one important thing that should be prepared well by the researcher. Suharsimi Arikunto says “Instrumen adalah alat yang digunakan untuk mengumpulkan data”.⁴² (Instrument of research is a tool of facility is used by the researcher in collecting data). Instrument makes the process easier and better and also complete and systematic.

In collecting the data, it was used test. AS. Hornby said that, test is an examination of somebody' knowledge or ability, consisting of question for them to answer or activities for them to carry out an IQ / intelegence / aptitude test.⁴³ The kind of test in this research was multiple choice. It is decided based on validity and reliability consideration that it is easier to be given, more objective and more practice. the multiple choice test consists of four option, a, b, c or d.

E. Validity of Instrument

The validity of the test that was analized in content validity. To validate the test, the reseacher constructed the test based on the curriculum, syllabus and

⁴²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1993), p. 106.

⁴³A. S. Hornby, *Op. Cit.*, p. 1396.

material that the researcher use while teaching students as treatment. In addition, Tuckman defines validity as the extent to which a test measure what it should measure. Various methods can be assess the validity of a test, one of which is content validity is prominent in the achievement test with this type of examination, test content is essential.⁴⁴

To analyze the reliability of the test, the researcher used correlation

biserial formula as follows:
$$r_{pbi} = \frac{Mp - Mt}{SD_t} \sqrt{\frac{p}{q}} \quad .45$$

Where:

r_{pbi} = Number of index Correlation Point Biserial

M_p = Reaverage of the score of the students answer correctly

M_t = Reaverage of the total score total that achieved successly by member of the test

SD_t = Standard of deviation

p = Proporsiton of the students answer correctly

$p = \frac{\text{Total of the student answer correctly}}{\text{Total of the Student}}$

q = Proporsiton of the incorrect answer student

($q = 1 - p$)

Result of calculation by coefficient of correlation biserial is determined

if $r_{pbi} > r_{table}$ with the significant level 5 % (0,05) with the tabel r product

⁴⁴Tuckman, B.W, *Conducting Educational Research* (New York: Harcourt Brace Jovanovich Publisher ,1988), p. 45.

⁴⁵Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 258.

moment. From each items, they are bigger than the r_t that is 0.367. So, that the items are tested valid.

F. Techniques Of Collecting Data

The test consists of three kinds, they are:

1. Pre-test

The pre-test was given to both of control class and experimental class to measure the students' ability before applying the treatment and also to find out whether they are in the same level or not.

2. Treatment

The experimental class and the control class were given some material, which is consisted of discussion strategy on reading comprehension aspects that was taught by the researcher in different ways. The experimental class was given treatment, it was taught by using discussion strategy and the control class was taught by conventional method.

3. Post-test

The post test was given to both of control class and experimental class to know the ability of students after applying the treatment. Post-test was done to find out the difference between using conventional method in reading comprehension and using discussion strategy in reading comprehension.

G. The Technique of Data Analysis

The researcher used the formula for calculating the value of reading comprehension at MAS YPKS Padangsidempuan as follows:

$$Score = \frac{\text{Number of correct answer}}{\text{Number of items tested}} \times 100 = \dots$$

Data analysis was done in order to find out the ability of the two groups that has been divided into experimental class and control class. The data had been analyzed by using the following T- test formula:

$$T - test = \frac{M_1 - M_2}{\sqrt{\left[\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Where:

- T : The value which the statistical significance
- M₁ : The average score of the experimental class
- M₂ : The average score of the control class
- X₁² : Deviation of the experimental class
- X₂² : Deviation of the control class
- n₁ : Number of experimental class
- n₂ : Number of control class⁴⁶

According to Riduwan, the students' score classification could be seen the following table:

⁴⁶Suharsimi Arikunto, *Ibid.*, p. 507.

Table 3
Indicator of the Test

Indicator	Items	No. Items	Total Score
Identifying main idea	8	1, 4, 10, 13, 16, 18, 21, 24	32
Identifying supporting detail	9	2, 6, 7, 9, 11, 14, 17, 19, 20	36
Identifying of vocabulary	8	3, 5, 8, 12, 15, 22, 23, 25	32
Total	25		100

Table 4
The Students' Score Classification

Score	Category
80 – 100	Very high
70 - 79	High
60 - 69	Enough
50 - 59	Low
0 - 49	Very low

(Resource: Riduwan, Belajar Mudah Penelitian Untuk Guru, Karyawan Dan Peneliti Pemula)

Based on the table 3 and table 4 above, researcher concluded that if students get answers correctly from some items of test (indicator), students' answers correctly would times with scoring who researcher gave. And research of calculation, researcher determined students' scoring in the five categories, such as very high, high, enough, low, and very low.

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of discussion strategy on reading comprehension, the writer has calculated the data using pre-test and post-test. Applying quantitative analysis, the writer used the formulation of t-test. Next, the writer described the data as follow:

A. Description Data of Pre-test (Before Teaching)

The pre-test scores obtained before teaching in experimental class and control class is as follows:

1. Experimental class

The score of pre-test in experimental class before teaching is as follows:

Table 5	
The Score of Pre-Test in Experimental Class	
Mean	70.13
Median	62
Modus	76
The lowest score	52
The highest score	76

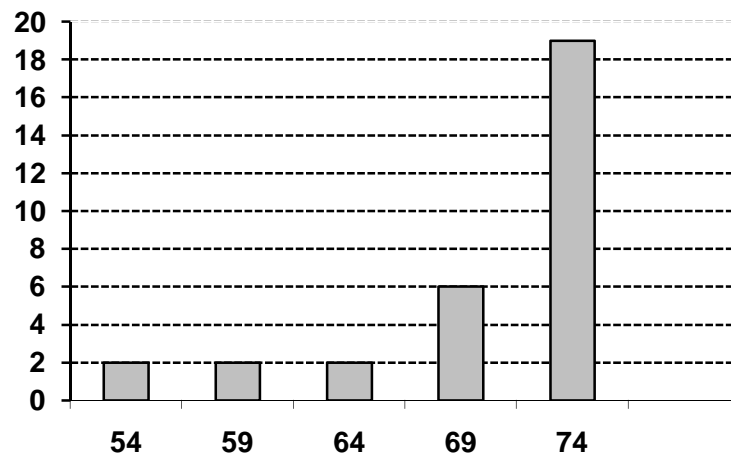
Based on the table above the mean of score in experimental class was 70.13, modus was 76, and median was 62. The writer got the highest score was 76, and the lowest score was 52. Next, the calculation of how to get it can be seen in the appendix 6.

Table 6
The Frequency Distribution of Students' Score in Experimental Class

No.	Interval	Median	Frequency	Percentages
1.	52 – 56	54	2	7 %
2.	57 – 61	59	2	7 %
3.	62 – 66	64	2	7 %
4.	67 – 71	69	6	19 %
5.	72 – 76	74	19	60 %
Total			31	100 %

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

Frequency



Median

2. Control class

The score of pre-test in control class before teaching is as follows:

Table 7
The Score of Pre-Test in Control Class

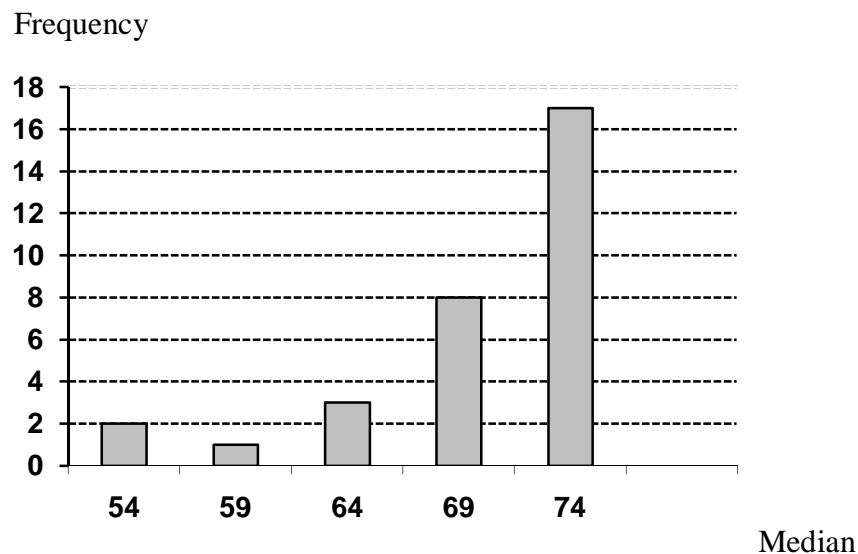
Mean	69.97
Median	61.98
Modus	76
The lowest score	52
The highest score	76

Based on the table above the mean of score in control class was 69.97, modus was 76, and median was 61.98. The writer got the highest score was 76, and the lowest score was 52. Next, the calculation of how to get it can be seen in the appendix 7.

Table 8
The Frequency Distribution of Students' Score in Control Class

No.	Interval	Median	Frequency	Percentages
1.	52 – 56	54	2	7 %
2.	57 – 61	59	1	4 %
3.	62 – 66	64	3	10 %
4.	67 – 71	69	8	25 %
5.	72 – 76	74	17	54 %
Total			31	100 %

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



From the table above, the writer concluded the students' ability before teaching was enough. It was improved by the means score of experimental class was 70.13 and control class was 69.97.

B. Description Data of Post-test (After Teaching)

The post-test scores obtained after teaching in experimental class and control class is as follows:

1. Experimental class

The score of post-test in experimental class after teaching is as follow:

Table 9
The Score of Post-Test in Experimental Class

Mean	73,93
Median	74.02
Modus	76
The lowest score	60
The highest score	80

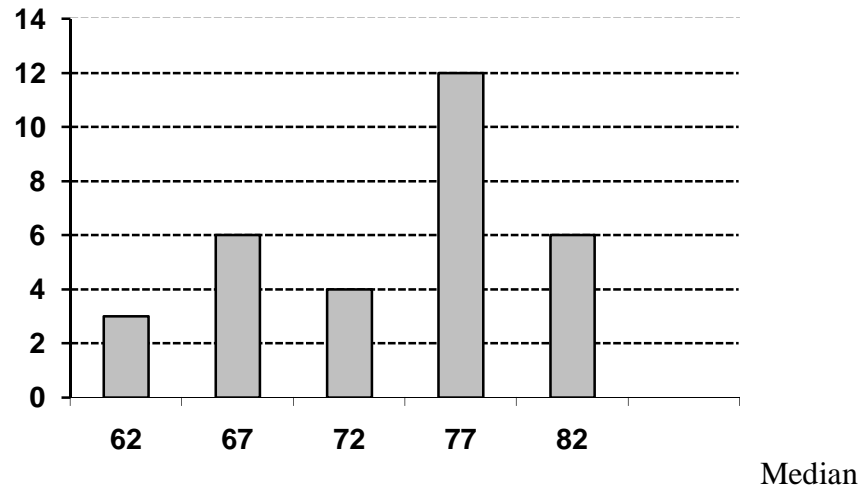
Based on the table above the mean of score in experimental class was 73.93, modus was 76, and median was 74.02. The writer got the highest score was 80, and the lowest score was 60. Next, the calculation of how to get it can be seen in the appendix 8. Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follows:

Table 10
The Frequency Distribution of Students' Score in Experimental Class

No.	Interval	Median	Frequency	Percentages
1.	60 – 64	62	3	10 %
2.	65 – 69	67	6	19 %
3.	70 – 74	72	4	13 %
4.	75 – 79	77	12	39 %
5.	80 – 84	82	6	19 %
	Total		31	100 %

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

Frequency



2. Control class

The score of post-test in control class after teaching is as follows:

Table 11
The Score of Post-Test in Control Class

Mean	71.84
Median	71.02
Modus	76
The lowest score	60
The high score	80

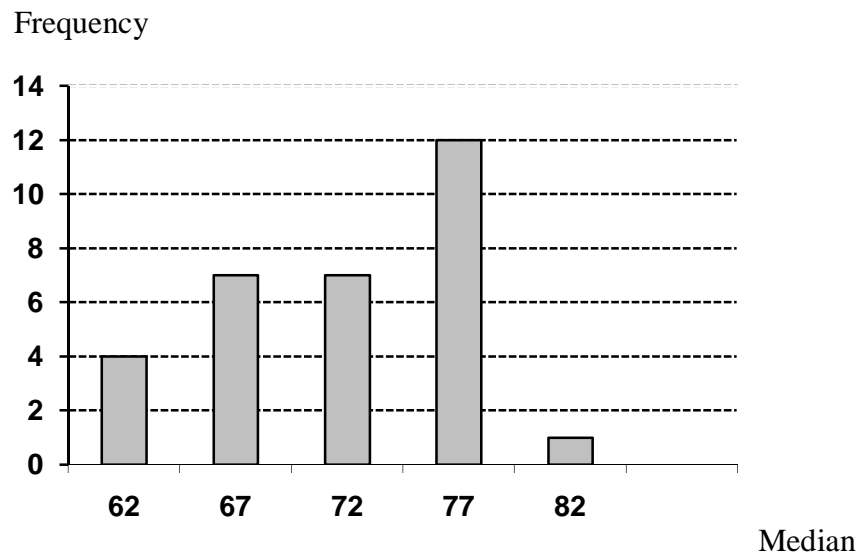
Based on the table above the mean of score in control class was 71.84, modus was 76, and median was 71.02. The writer got the highest score was 80, and the lowest score was 60. Next, the calculation of how to get it can be seen in the appendix 9. Then, the computed of the frequency distribution of the

student's score of class can be applied into table frequency distribution as follows:

Table 12
The Frequency Distribution of Students' Score in Control Class

No.	Interval	Median	Frequency	Percentages
1.	60 – 64	62	4	13 %
2.	65 – 69	67	7	22 %
3.	70 – 74	72	7	22 %
4.	75 – 79	77	12	39 %
5.	80 – 84	82	1	4 %
Total			31	100 %

Based on the data above, it can be drawn at histogram as below:



Next, from calculation above the writer concluded the students' ability after teaching increased slowly. It can be seen from the mean score of experimental class was bigger than control class ($73.93 > 71.84$).

C. Hypothesis Testing

1. Homogeneity Test

Homogeneity variant test was used to know whether control class and experimental class have the same variant or not. If the both classes are same, it is can be called homogenous.

Calculation of parameter to get variant are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

A. variant of the experimental class 1 sample by using discussion strategy is:

$$n = 31$$

$$\sum xi = 1852$$

$$\sum xi^2 = 127152$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{31(127152) - (1852)^2}{31(31-1)} \\ &= \frac{3941712 - 3429904}{930} \\ &= \frac{511808}{930} \\ &= 55.03 \end{aligned}$$

B. Variant of the experimental class 2 by using discussion strategy is:

$$n = 31$$

$$\begin{aligned}\sum xi &= 2272 \\ \sum xi^2 &= 167488\end{aligned}$$

So:

$$\begin{aligned}S^2 &= \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)} \\ &= \frac{31(167488) - (2272)^2}{31(31-1)} \\ &= \frac{5192128 - 5161984}{31(31-1)} \\ &= \frac{30144}{930} \\ &= 32.41\end{aligned}$$

The Formula was used to test hypothesis was:

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

So:

$$\begin{aligned}F &= \frac{55.03}{32.41} \\ &= 1.69\end{aligned}$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.69$ with α 5 % and $dk = 31$ from the distribution list F, researcher found that $F_{\text{table}} =$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.69 <$). So, there is no difference the variant between the both classes (homogeneous).

2. Normality Test

After doing calculation it is got that the highest value is $Lo=0.1667$ with $n=31$ and $\alpha=0.05$ from Liliefors table $L=0.886$. since $Lo < L$, ($0.1667 < 0.866$), null hypothesis is accepted and the population distribution is normal.

Result of calculation by coefficient of correlation biserial is determined if $r_{pbi} > r_{table}$ with the significant level 5 % (0,05) with the tabel r product moment. From each items, they are bigger than the r_t that is 0.379. So, that the items are tested valid.

Hypothesis alternative (H_a) of research was students' reading comprehension achievement by using discussion strategy is better than conventional strategy ($\mu_1 > \mu_2$) and Hypothesis null (H_0) of research was students' reading comprehension achievement by using discussion strategy is not better than conventional strategy ($\mu_1 = \mu_2$). Based on the data analysis, to prove hypothesis above used formula of t-test. The steps was started. It can be seen as follow:

There were many steps to analysis data, they were:

1. The first step, to find average score each class.

- The average score of experimental class

$$\begin{aligned} M_1 &= \frac{Y_1^2}{Y_1} \\ &= \frac{592}{100} \\ &= 5.92 \end{aligned}$$

- The average score of control class

$$M_2 = \frac{Y_2^2}{Y_2}$$

$$= \frac{224}{48}$$

$$= 4.67$$

2. The second step, to find deviation score each class

- The deviation score of experimental class

$$\sum X_1^2 = \sum Y_1^2 - \frac{(\sum Y_1)^2}{n_1}$$

$$= 592 - \frac{(100)^2}{31}$$

$$= 592 - \frac{10000}{31}$$

$$= 592 - 322.58$$

$$= 269.42$$

- The deviation score of control class

$$\sum X_2^2 = \sum Y_2^2 - \frac{(\sum Y_2)^2}{n_2}$$

$$= 224 - \frac{(48)^2}{31}$$

$$= 224 - \frac{2304}{31}$$

$$= 224 - 74.32$$

$$= 149.68$$

3. The third step, to use the formulation of t-test

Table 13
List of Score

No.	Symbol	Score
1.	M_1	5.92
2.	M_2	4.67
3.	X_1^2	269.42
4.	X_2^2	149.68
5.	n_1	31
6.	n_2	31

$$T-test = \frac{M_1 - M_2}{\sqrt{\left[\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

$$= \frac{5.92 - 4.67}{\sqrt{\left[\frac{269.42 + 149.68}{31 + 31 - 2} \right] \left[\frac{1}{31} + \frac{1}{31} \right]}}$$

$$= \frac{1.25}{\sqrt{\left[\frac{419.1}{60} \right] \left[\frac{2}{31} \right]}}$$

$$= \frac{1.25}{\sqrt{[6.985] \left[\frac{2}{31} \right]}}$$

$$= \frac{1.25}{\sqrt{\frac{13.97}{31}}}$$

$$= \frac{1.25}{\sqrt{0.45}}$$

$$= \frac{1.25}{0.67}$$

$$= 1.86$$

$$d.b = (n_1 + n_2 - 2) = 31 + 31 - 2 = 62 - 2 = 60.$$

In the table (Appendix 10) the score $t_{s\ 0.05} = 1.67$ and $t_o = 1.86$ ($1.86 > 1.67$). So that, from the calculation above, it was concluded that the result of experimental class was bigger than control class. Hypothesis alternative (H^a), that students' reading comprehension achievement by using discussion strategy is better than conventional strategy ($\mu^1 > \mu^2$) can be accepted. While hypothesis null (H_0), that students' reading comprehension achievement by discussion strategy is not better than conventional strategy ($\mu_1 = \mu_2$) was rejected.

Next, to know the category how far the effect of discussion strategy on reading comprehension was very low, it would be interpreted from the table below:

Table 14
The Table Coefficient Effect of Interpretation

Coefficient interval	Effect level
0.00 – 0.20	Very low
0.21 – 0.40	Low
0.41 – 0.60	Enough
0.61 – 0.80	High
0.81 – 1.00	Very high

To know the effect of discussion strategy on reading comprehension, to minimized t_s ($1.86 - 1.67 = 0.19$). Next, the result of it interpreted to above table. So that, the effect of discussion strategy on Reading Comprehension at the X grade students of MAS YPKS Padangsidimupuan is very low.

D. Discussion

The results of this research support the Bambang Setiyadi and Junaidi Mistar said that discussion strategy is the ways to convey the materials that give the time to the students to collect their opinions, making a conclusion or arranging the solving of the problems.⁴⁶ This is evidenced by the results of my research that using discussion strategy is better than conventional strategy. Although the researcher found the effect was very low.

Analysis results and hypothesis testing show that both these variables have the effect and hypothesis alternative (H_a) was accepted. This means that students' reading comprehension achievement by discussion strategy is better than conventional strategy ($\mu_1 > \mu_2$). Hypothesis zero (H_0) was rejected. This means that students' reading comprehension achievement by using discussion strategy is not better than conventional strategy ($\mu_1 = \mu_2$). So, from the calculation above, the writer appropriated that the result of research has related with the above theory, this fact can be seen from means score between the experimental class and control

⁴⁶ Bambang Setiyadi and Junaidi Mistar, *Strategi Pembelajaran Bahasa Inggris*, (Jakarta : Universitas Terbuka, 2007), p. 412.

class. It is indicated that the score of experimental class was bigger than control class ($73.93 > 71.84$). Finally, the writer concluded that discussion strategy was effective in reading ability.

E. Threats of the Research

Whole series of research have been carried out in accordance with the steps set out in the research methodology. Nevertheless, these factors should be considered as important notification.

1. There is a probability that the research process was inappropriate.
2. The factors of students' interaction which can influence research result cannot be controlled so that there was a possibility for bias in the result of research.
3. By changing the teacher, it would be possible to effect students attitudes can influence the result of the research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculation of the data, the writer got the conclusion about the effect of discussion strategy on reading comprehension. Based on the result of data analysis that has described in the previous chapter, the writer concluded as follows:

1. The students' achievement in reading ability after learning (post-test) by using discussion strategy at the tenth grade students of MAS YPKS Padangsidempuan was 73.93. It can be seen from the mean score of experimental class.
2. The students' achievement in reading ability after learning (post-test) by conventional strategy at the X grade students of MAS YPKS Padangsidempuan was 71.84. It can be seen from the mean score of control class.
3. Students' reading comprehension achievement by using discussion strategy is better than conventional strategy ($\mu_1 > \mu_2$). Hypothesis alternative (H_a) was accepted and hypothesis zero (H_0) was rejected. It can be seen from the mean score of experimental and control class ($73.93 > 71.84$). From the calculation of $t_o = 1.86$. While t_s score is 1.67. So, students' reading comprehension achievement by discussion strategy is better than

conventional strategy at the X grade students of MAS YPKS
Padangsidimpuan.

B. Suggestion

After the writer finished this research, the writer suggests as English teacher, it is expected to use appropriate method to explain or to teach English subject to the students. Then, from the result of the research using discussion strategy is better than conventional starategy. Although the effect only a little, but using of discussion strategy at Senior High School can be used in learning to increase their reading comprehension.

So that, the writer suggests discussion strategy technique to be applied on the English teaching classroom especially for the teachers who want to increase students' reading comprehension. As addition, teacher should pay more attention to students when the discussion process happens in order to avoid nonproductive activity of students. And the last is to make students get the goal of learning; the teachers must know the procedures of method and technique to make a good preparation.

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