

**THE EFFECT OF PANEL DISCUSSION ON THE STUDENTS'  
READING COMPREHENSION**

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# THE EFFECT OF PANEL DISCUSSION ON THE STUDENTS' READING COMPREHENSION

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## ABSTRACT

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This study deals with the second year senior high school students' in reading comprehension. The objective of the study was the investigation of the effect of Panel Discussion on the students' in reading comprehension. The study was designed in experimental research. The population of this study was the 2015/2016 grade X students of SMA Swasta Dharmawangsa Medan. The total number of population of the study was 415 students which consist of 12 classes. The sample of the research was 60 students. The technique used for obtaining the sample was the cluster sampling technique. The sample classes were divided into two groups, namely the experimental group that was taught by applying Panel Discussion Technique, and the control group that was taught by applying classical Technique. The instrument for collecting data used objective test. The data were taken by administering the pre-test and post-test to both of experimental and control groups. The test was taken and selected from the National Examination test items that were related to the kind of narrative text. So, the validity and reliability of the test items were considered valid and reliable. The data were statistically analyzed by using t-test formula at the level of significance  $\alpha$  (0.05) = 1.669 with the degree of freedom ( $d_f$ ) = 65. It was found that the t-observed was higher than t-table (t-observed = 4.93 > t-table = 1.669;  $\alpha$  = 0.05). It means that Panel Discussion Technique significantly affect the students' achievement in reading comprehension.

Keywords: *Reading Comprehension, Cluster Sampling, Panel Discussion.*

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## **INTRODUCTION**

### *Background of the Study*

Language is a unit of communication which is used in society situation generally. In the case of language, there are four skills that are need to learn by students, they are listening, speaking, reading and writing. One of the language skills that should be learnt by English learners is reading. Reading is an essential skill for all students at all levels. The students are required to be able to read, but the students feel difficult when they want to draw the meaning and get information from a reading text.

According to William and Fredicka (1988:4) reading can be thought of as way to draw information from the text and form an interpretation of that information. In reading, the students are expected to be knowledgeable and familiar with what the teacher has explained in the context, where as in comprehension the students are expected to have more skills than to explain individual text or passage after comprehending them. The purpose of reading comprehension is to get some skill to understanding the text.

Based on the researcher's experience during teaching practice (PPL, 2012), the students can read the text and pronounce the word but the students cannot understand the text, it was caused by some factors, such as lack of vocabulary and unfamiliar with the topic. They often feel that reading passage is not interesting and the teaching method could not motivate the students. This situation occurs because the teachers still use conventional teaching method, the

teacher asks some students to read the text and invite them to answer the questions based on the text. And the result, most of them always get bad score in reading comprehension. From 30 students in the classroom, only 10 students could reach the Minimum Completeness Criteria (*Kriteria Ketuntasan Minimum/KKM*). This condition really proves how bad the student's achievement in reading comprehension.

**Table 1.1**  
**The percentage of Grade X 2 students' score in Reading**

Semester	KKM	Score	Students	Percentage	Mean
First Semester 2015/2016	75	<75	20 students	75	65,5
		≥75	10 students	25	
First Semester 2015/2016	75	<75	25 students	82,5	61,7
		≥75	5 students	17,5	

*Students accumulated score of Grade X Senior High School Dharmarwangsa Medan academic year 2015/2016*

The National Reading Panel (2000) noted seven key strategies: comprehension monitoring, cooperative learning, using graphic organizers, answering and generating questions, story structure and summarizing. It is also found that teaching a combination of these techniques is likely to be most effective. Panel Discussion technique is one of the cooperative learning teaching techniques which can improve students' academic performance, especially in reading comprehension. Panel Discussion technique requires students to work in group, in which they will share their ideas to others and exchange them with other groups, to obtain the best understanding of the text. The students will work in

group then they will try to share what the group has comprehended to other groups.

Based on the latest curriculum of Senior High School, called National Curriculum (Kurikulum Nasional) students are expected to comprehend the meaning of written interpersonal and transactional text in descriptive, recount, narrative and report in daily life. According to curriculum, students at grade X should able to understand the meaning of Narrative Text in context of daily life to access knowledge. The Narrative Text is a text which amuse, entertain and deal with actual or various experience in different ways. The purpose of Narrative Text is to entertain or to amuse the readers about the story.

In short, the researcher simplifies to overcome the problem in teaching reading, particularly in reading comprehend of narrative text needs technique in order to intend the enthusiasm of students in learning activities. Applying Panel Discussion is expected to solve the student's problem in comprehend a reading narrative text and to bring good improvement in students' reading achievement.

Based on the explanation above the researcher has explained about several problems in teaching reading comprehension propose one technique as a solution. The researcher interested in conducting the researcher interesting about "The Effect of Panel Discussion on The Students' Reading Comprehension" to find out if what the researcher proposes is appropriate.

## **REVIEW OF LITERATURE**

The level of students' ability in an instructional process is known from their achievement. Achievement is the competence of a person, the act of achieving or performing, and successful performance (Algarabel and Carmen: 2001). The term "achievement" can be used in education. The progress pupils make toward the goals and objectives of the curriculum is called as students' achievement. In teaching learning process, students' achievement is an indicator in measuring the successful of study.

To measure students' achievement, it is used a test specially named as achievement test. Achievement test is a measure of the extent to which a person has acquired certain information or skills, often as a result of specific instruction (Ary, Jacobs, Sorensen, 2010). Achievement tests are (or should be) limited to particular material addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in question. Achievement tests can also serve the diagnostic role of indicating what a student needs to continue to work on in the future, but the primary role of an achievement test is to determine whether course objectives have been met – and appropriate knowledge and skills acquired – by the end of a period of instruction (Brown, 2004).

### **1. Reading**

#### **a. Definition of Reading**

Generally, Reading can be taught as a way to draw information from a text and to form an interpretation of that information. According to Scanlon

(2010: 9), Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.

In addition, Grabe and Stoller (2002:19) state that reading is ability to draw meaning from the printed pages and interpret this information appropriately. It means that when a reader interacts with printed pages, their prior knowledge combine with the visual or written information result in his comprehending the message.

### **b. The Purpose of Reading**

The reader should be able to get the points out as well as the meaning and information from the text their read. When the students can get comprehension from the text, they understand the message of the text. William and Fredricka (1988:13) state that there are four purpose of reading, they are:

1. Reading to search for simple information and reading to skim  
Reading to search for simple information is a common reading ability; through some researchers see it as relatively independent cognitive process. Reading to skim is a common part of many reading tasks and a useful in its own right.
2. Reading to learn from texts. Reading to learn typically occurs in academic and professional in which a person needs to learn a considerable amount of information from a text.



3. Reading to integrate information, write and critique texts. Reading to integrate information require additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restricting of a rhetorical frame to accommodate information from multiple sources. Both reading to write and reading to critique texts may be task variants of reading to integrate information
4. Reading for general comprehension. It is the most basic purpose for reading, underlying and supporting most other purpose for reading.

## **2. Reading Comprehension**

### **a. Definition of Reading Comprehension**

According to Serravallo (2010:43), reading is thinking and understanding and getting the meaning behind the text. Comprehension is at the heart of what is mean to really read. It means that, reading comprehension means to combine prior knowledge and current reading to predict what may happen next in the text or to figure out what a word means by its use in the text.

### **b.Levels of Reading Comprehension**

According to Burns (1984:75), there are four levels of reading comprehension, namely:

#### **1) Literal Comprehension**

Based on Burns (1984:75), Reading for literal comprehension involves acquiring information that is directly stated in a selection.

Recognizing stated main ideas, cause-effect and sequences is the basis of literal comprehension and a thorough understanding of vocabulary, sentence meaning, and paragraph or passage that contain the basis information in literal reading. The main idea of paragraph is organized.

## **2) Interpretive Comprehension**

Burns stated that interpretive reading involves reading between the lines or making inference. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative reading includes inferring main ideas of passages in which the main ideas are or directly stated, inferring cause-effect relationship when they are not directly stated and detecting the author's purpose in writing (to inform, to entertain, to persuade, or to accomplish something else)

## **3) Critical Comprehension**

Critical reading in Burns (1984:75) is evaluating within material-comparing the ideas discover in the material with known standards and drawing conclusion about their accuracy appropriates and timelines. Critical comprehension refers to the ability to make judgment about ideas and information a writer offers.

## **4) Creative Comprehension**

Burns in teaching reading comprehensions stated that, In creative comprehension, the readers should have be able to use imagination when reading the selection. The readers apply the ideas from the text to a new situation and recombining the author's ideas to form new concepts or to

expand old ones. Thus, the students think and comprehend the text creatively.

### **3. Panel Discussion**

Panel discussion is the exchanges of ideas by a small group of people (occasionally consisted of three to five persons). Asul Wiyanto states, "Panel discussion is a group of people that consists of three to six experts who were chosen to give their points of view about some issues. (Wiyanto: 2003). Harry (1999) State that Panel Discussion is a discussion in which few persons carry on the conversation in front of the people. At the end of the conversation people also participate. The audience put important and the expert answer and clarify the points.

Panel Discussion is an important teaching technique which can be employed by a teacher in classroom situations for educational purpose. A lot of research has been undertaken from the time in making this innovative technique of teaching, scientific, interesting and effective. That important that the practicing teacher trainees should know about the latest methods of teaching so that their proper use during classroom teaching can result in desired behavioral changes in the student.

## **RESEARCH METHODOLOGY AND FINDINGS**

### *Methodology*

This research was conducted by using experimental research design with pre-test and post-test design. The research consists of two variables. The

dependent variable of this study is panel discussion while the independent variable is reading comprehension. The sample is divided into two groups, one group as the experimental group taught by using Panel Discussion and another one as the control group taught by using lecturing technique. The pre-test will be given to both of groups before treatment and the post-test will be given after treatment.

**Table 2.2 Research Design**

Experimental Group	√	Panel Discussion	√
Control Group	√	Lecturing Technique	√

The population in this study is grade X students of Dharmawangsa Senior High School Medan. There are ten classes of the grade in which consist of 415 students totally.

Sample is the representative of the majority or the population studies (Arikunto, 2006:131). The sample is expected to represent the population and in this study, the researcher uses cluster sampling, where the researcher randomly chooses subjects in natural occurring groups or clusters. Two classes are chosen as the sample, they are consist of 60 students, namely grade X-1 (30 students) and grade X-2 (30 students). The classes are divided into two groups, namely experimental group (X-1) and control group (X-2). Experimental group will be taught by using Panel Discussion and control group will be taught by using lecturing technique.

In collecting the data in this research, the researcher used a choice test. The test consists of 25 items. Each item of test consists of four options namely, a, b, c, and d.

### *Techniques of Analyzing the Data*

Data will be analyzed by using T-test. T-test is used because, it compares two means. For more detail, the technique can be drawn as follows:

1. Get the main score of each group (the experimental group and control group)
2. Compare the mean score of the two groups
3. Find out which one is higher
4. Explain the meaning of differences of the means score
5. Check the significant by using t-test
6. Explain the implication of the findings to the teaching of reading comprehension.

To find out the difference means of scores of the test between the experimental and control group, researcher use t-test formula. The formula of the t-test as the followings:

$$t = \frac{M_a - M_b}{\sqrt{\left\{ \frac{d_a^2 + d_b^2}{(n_a + n_b) - 2} \right\} \left\{ \frac{1}{n_a} + \frac{1}{n_b} \right\}}}$$

Where : t = Total score

$M_a$  = The mean of experimental group

$M_b$  = The mean of control group

$d_a$  = The standard derivation of experimental group

$d_b$  = The standard derivation of control group

$N_a$  = The total samples experimental group

$N_b$  = The total samples control group

### *Findings*

The data to be analyzed was obtained by giving the multiple choice test to the students in order to know their ability in reading comprehension. The scores of the test for both experimental and control group were calculated by using the formula that had been stated in Chapter III. The analysis was intended to get the significant differences between the group taught with Panel Discussion and the group taught with Lecturing Technique in achieving reading comprehension. The population of this study was the tenth grade of Dharmawangsa Senior High School Medan. The experimental group was the class of X-1 and the control group was the class of X-2. The post-test was administered to measure the student's ability before giving the treatment. The treatment was given twice as many as two different meetings to each of the groups after administering the pre-test. After administering the treatment, the post-test then was done to both groups to measure the students' achievement in reading comprehension.

Comparing both of groups during the teaching process, students in experimental group had better comprehension than those in control group. This was because students in experimental group were directed to talk their minds while reading each part of text with Panel Discussion. Meanwhile, students in control group were taught how to comprehend text with the classical method.

The total score in control group for pre-test was 880 with mean score of 27.5, and for post-test was 1320 with mean score of 41.25. Meanwhile, the total score in experimental group for pre-test was 990 with mean score of 30.94, and for post-test was 2090 with mean score of 65.31.

## **CONCLUSION AND SUGGESTIONS**

### *Conclusion*

After analyzing the data, it was concluded that the using of Panel Discussion strategy significantly affected the students' achievement in reading comprehension, since the  $t\text{-observe} > t\text{-table}$  ( $4.79 > 1.671$ ;  $d_f = 60$ ,  $\alpha = 0.05$ ). The application of Panel Discussion strategy in teaching reading comprehension enabled the students to explore their ideas with their own words and enriched their ideas with the others'. It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted because there was significant effect of Panel Discussion strategy on students' achievement in reading comprehension.

### *Suggestions*

Based on the finding, it is suggested that English teachers should use Panel Discussion technique in teaching reading comprehension because it enables the students to discuss their minds actively and communicatively to each other to make it easier understand the texts. The text book writers should write and suggest the reader to use Panel Discussion technique in solving students' problem in reading comprehension. The readers who are interested for further study related to this research should explore the knowledge to enlarge their understanding about how to improve reading comprehension achievement by

applying Panel Discussion Technique. The teachers, textbook writers, and the readers should also consider to take some awareness that even though the Panel Discussion Technique does advantage in many aspects of learning and teaching reading, the users of this technique should be careful enough in facing and overcoming its disadvantages whenever they might come to occur.

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