

**THE EFFECT OF APPLYING PANEL DISCUSSION ON THE
STUDENTS' ACHIEVEMENT IN READING
COMPREHENSION**

SKRIPSI

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By :

MILLATINA IKHWANI HSB
NPM.1302050124



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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ABSTRACT

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The objective of the study was to investigate the effect of Applying Panel Discussion on the students’ Achievement in reading comprehension. The study was designed in experimental research. The population of this study was the 2016/2017 grade VIII students of SMP Muhammadiyah 48 Medan. The total number of population of the study was 60 students which consist of 2 classes. The sample of the research was 60 students. 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 conventional method. 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 $\alpha (0.05) = 1.671$ with the degree of freedom (d_f) = 60. It was found that the t-observed was higher than t-table ($t\text{-observed} = 2.29 > t\text{-table} = 1.671; \alpha = 0.05$). It means that Panel Discussion Technique significantly affect the students’ achievement in reading comprehension.

Keywords: Reading Comprehension, Total Sampling, Panel Discussion.

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The Researcher

Millatina Ikhwan Hasibuan
1302050124

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	v
LIST OF TABLE	vii
LIST OF APPENDIX	viii
CHAPTER I INTRODUCTION.....	
A. Background of the study	1
B. Identification of the problem	4
C. The scope and limitation	4
D. The Formulation of the Problem	5
E. The objective of the study.....	5
F. The significant of the study	5
CHAPTER II REVIEW OF LITERATUR	
A. Theoretical Framework	6
1. The Description of Effect.....	6
2. Reading	7
3. Reading Comprehansion	8
4. Genre Of The Text	11
5. Narrative Text	12
6. Panel Discussion	14

B. Conceptual Framework	17
C. Hypothesis	19

CHAPTER III METHOD OF RESEARCH

A. Location and Time	20
B. Population and Sample	20
C. Research Design	21
D. Instrument of the Research.....	22
E. The Validity and Reliability of the Research Instrument	22
F. The Technique for Analyzing Data.....	23
G. Statistical Hypothesis	25

CHAPTER IV DATA AND DATA ANALYSIS

A. Testing Validity and Reliability of the Test	26
B. Descriptive Analysis.....	27
C. Inferential Analysis	27
D. Findings.....	30

CHAPTER V CONCLUSION AND SUGGESTION 31

REFERENCES

APPENDIX

LIST OF TABLE

3. 1 The Population	20
3.2 Sample.....	21
3.3 Research Desaign	22
4.1 The Result of Normality test Experimental and Control Classes of Pre-test score	28
4.2 The Result of Normality test Experimental and Control Classes of Post-test score.....	28
4.3 The Result of Homogeneity Teset of The Experimental Group...	29
4.4 The Result of Homogeneity Teset of The Control Group	30

LIST OF APPENDICES

APPENDIX 1	Lesson Plan
APPENDIX 2	Test Item
APPENDIX 3	Answer Key
APPENDIX 4	Attendance List
APPENDIX 5	The Students' Answer Sheet
APPENDIX 6	Descriptive Analysis
APPENDIX 7	Inferential Analysis
APPENDIX 8	Distribution Table of t value
APPENDIX 9	Documentation of Research
APPENDIX 10	Form K-1
APPENDIX 11	Form K-2
APPENDIX 12	Form K-3
APPENDIX 13	Berita Acara Bimbingan Proposal
APPENDIX 14	Lembar Pengesahan Hasil Seminar
APPENDIX 15	Surat Pernyataan Plagiat
APPENDIX 16	Surat Mohon Izin Riset
APPENDIX 17	Surat Keterangan Riset
APPENDIX 18	Berita Acara Bimbingan Skripsi
APPENDIX 19	Lembar Pengesahan Skripsi
APPENDIX 20	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is an essential skill for all students at all levels and it has a large portion in teaching and learning curriculum. And then the development of knowledge and technology demands the students to be eager to study. The effective of study can be done by reading. The students who like reading will get knowledge and new insight which improve their intelligence so that they are more ready to face life challenge in the future.

According to William and Fredicka (1988:4) reading can be thought of as way to draw information on from the text and from 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.

Apparently, it is contrast to the fact that most of grade VIII Junior High School students still have low score achievement in reading English. As McNamara (2009) states that reading passage seems to be too difficult for them because of some conditions. The conditions here refer to the failure of them understanding the words, the sentences, the sentences unity and organization, and

the lack of interest or concentration. That problem often happens when students are fail to understand the relationship between the sentences and the whole meaning of text.

Based on the researcher's experience during teaching practice (PPL, 2016) at SMP MUHAMMADIYAH 48 MEDAN, the researcher found some problem in learning reading comprehension such as; the students have less interesting in English; they are difficult to comprehend the reading text, especially narrative text, low grammar, vocabulary, and they knew how to pronounce the word, but they did not understand the meaning. 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.

Dealing with the fact previously mentioned, the researcher would like to conduct a research by using technique that is Panel Discussion, Panel Discussion is necessary to provide a model of teaching technique that may help students

create a good learning atmosphere to take part actively in the classroom activity in order to increase their reading comprehension.

The basic principles of the panel discussion is actually linear with the development of students center learning in which the main goal of the activities is to provide students with maximum opportunities to develop their potency by optimizing interaction among friends (Anwar, 2010; Burke, 2011). The true interaction is actually to engage students' awareness that they are not alone to finish class-work, they have their potency among individuals to accomplish all the tasks (Slavin, 2014). The important point is that the students have to be encouraged to work together to maximize their potencies in any single opportunity especially in classroom interaction.

Based on the education unit curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP) of Indonesia, students have to comprehend the information from the text in descriptive, recount, narrative and report in daily life. According to curriculum, students at grade VIII Junior High School should be able to understand the meaning of Narrative Tex. 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.

The applying of Panel Discussion technique in the classroom make the student easier in reading. 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. So it makes the students easier in developing their ideas in reading.

Therefore, the researcher was interested to conduct a research about “ **THE EFFECT OF APPLYING PANEL DISCUSSION ON THE STUDENTS’ ACHIEVEMENT IN READING COMPREHANSION**”.

B. The Identification of the Problem

In relation to the background, the problems of this research were identify as follows:

- 1.The students have less interesting in English; they are difficult to comprehend the reading text, especially narrative text.
- 2.The students are low grammar and vocabulary.
- 3.They knew how to pronounce the word, but they did not understand the meaning.

C. Scope and Limitation

Based on the identification of the problem, the scope was focused on reading skill and the subject was limited on literal comprehansion in reading narrative text by applying Panel Discussion at eight grade students in SMP MUHAMMADIYAH 48BMEDAN.

D. The Formulation of the Problems

The problem of this research was formulated as the following: “Is there any significant effect of applying Panel Discussion on the students’ achievement in reading comprehension?”

E. The Objective of the Study

In relation on the problems, the objective of the study was : “To find out the effect of applying Panel Discussion on the students’ achievement in reading comprehension”.

F. The Significance of the Study

It is expected that this study gives some contributions to language teaching and learning. The result of the study is expected to be useful for :

1. Theoretically

The result of the study can used as input in English teaching learning process, especially in teaching reading comprehension text.

2. Practically

- a. To motivate students to be better in reading comprehension text.
- b. Teachers are motivated to apply this technique as alternative to teach reading comprehension text.
- c. Other researcher interested in applying this technique as the basic information of how to develop students in reading comprehension text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Description of Effect

Effect in language teaching (Richard/Slameto 2003:2) is defined to change of ability that the students have after being treated by using certain method. It is usually in experimental method in which it is an approach to educational research in which an idea or hypothesis is tested or verified by setting up situation in which the relationship between subjects and variables can be determined. Effect of teaching in language is related to change of changes of getting something into our cognitive system. The final result of effect in teaching is improvement of ability. The ability is the result of learning process which involve teachers with students which reflected from the knowledge the students have.

Based on the definition previously, it is concluded that can effect positive regard after doing something and it also applied to method, system of technique administrated to the students which each sure to give result. In other word, effect is influence or imoresion that can change a condition from bad into good or from good into bad.

2. 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.

By looking the explanation above, it can be conclude that reading comprehension is an active cognitive process of interacting between a reader and text which monitoring interpretation or understanding to establish meaning from the text.

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.

3. 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.

Reading comprehension involves the passage, the reader and the context. McNeil (1992:16) states that, reading comprehension is acquiring information from the context and combining different elements into a new whole. It is a process of using one's existing knowledge (schemata) to interpret text in order to construct the meaning. In reading comprehension, reader must be able to get main idea of the text. In other words, reading is an achievement to use many abilities to comprehend and to understand text easily,

Reading comprehension is a skill that must be developed and be only developed by means of extensive and continual practice. Chasdan (1979:66) states that reading comprehension describe an achievement, like winning a race. It is not itself process, but it does imply a process or an activity that is more than just reading in the narrow sense of reorganizing the words and following the sense. It means that reading comprehension is a process to get some information explicit or implicit.

By looking the explanation above, the definition of reading comprehension here may be summarized as follow: the reading comprehension is not only source of information and a pleasurable activity but also as a means an active cognitive process of extending one's knowledge of language between a reader and text to establish meaning from 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. It is often, but not always expressed in a topic sentences. It is considered a literal skill when the cause-effect relationship is explicitly stated in written passage. The ability to read and follow direction is a prerequisite for virtually all successful school work. This skill is considered a part of literal reading comprehension. It involves understanding details and sequences.

2) Interpretive Comprehension

Burns stated that interpretive reading involves reading between the lines or making inference. It is the process of driving 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 with in 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.

For the purpose of this research and its connection with the sample of the research that are only SMA level students, so the comprehension to be examine are literal and interpretive only.

4. Genre of the Text

Martin (1992:35) states that genre can be defined as a staged, goal-oriented and purposeful social activity. It means that genre of the text is very interesting to be created in interaction.

In addition, Gerot and Wignell (1994:92) state that different genre deploys the resources for meaning making through the grammar in different ways. In the other hand, genre is a kind of text that is describes the general of the text. Context of culture (genre) creates many kinds of text, that every text has different

communicative objective, texts structure, and characteristics of some linguistic element.

In academic text, there are several kinds of text: Analytical Exposition Text, Anecdote Text, Recount Text, Report Text, Narrative Text, Hortatory Exposition Text, Discussion Text, Explanation Text, Procedure Text, News Item Text, Review Text, and Description Text.

From any kinds of texts, the researcher chose Narrative text as the media of the research in reading comprehension

5. Narrative Text

In this research, the text is unlimited. But the sample of the text used is Narrative text.

a. The Definition of Narrative Text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic events, which lead to a crisis or turning point of some kind, which in turn finds a resolution.

According to (Pardiono 2007:93) Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story. For general purposes in semiotics and literary theory, a "narrative" is a story or part of a story. It may be spoken, written or imagined, and it will have one or more points of view representing some or all of the participants or observers.

b. The Purpose of Narrative Text

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

c. Generic Structure of Narrative Text

The Generic structures of narrative text are:

1. Orientation, introducing the participants and informing the time and the place;
2. Evaluation, it is optional, used to a stepping back to evaluate the plight;
3. Complication or problem, describing the rising crises which the participants have to do with;
4. Resolution, showing the way of participant to solve the crises, better or worse;
5. Reorientation, it is optional.

d. Language Features of Narrative Text

Language feature of narrative:

1. Using linking verbs and linking words of time;
2. Using temporal conjunction and temporal circumstances;
3. Using material processes, behavioral and verbal processes;
4. Using relational processes and mental processes;

5. Using mental verbs and action verbs;
6. Focus on specific and usually individualized participants;
7. Some dialogue may include, using present or future;
8. Connectives, linking words to do with time;
9. Specific nouns, strong nouns have more specific meanings, e.g. 'oak' as opposed to tree;
10. Use of the senses, where appropriate, the senses can be used to describe and develop the experiences, setting and character, e.g. what does it smell like, what can be heard, what can be seen- details, what does it taste like, etc.
11. Using simple past tense.

6. 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.

A panel discussion is designed to provide an opportunity for a group to hear several people knowledgeable about a specific issue or topic present information and discusses personal views. A panel discussion may help the audience further clarify and evaluate their positions regarding specific issues or topics being discussed and increase their understanding of the positions of others.

a. The procedure of Applying Panel Discussion

Here are step-by-step procedures of Panel Discussion Harry (1999)

A. Type of members in Panel Discussion

Members in Panel Discussion are as follows:

1. Instructors

- a) Plays important role in Panel Discussion
- b) Plans how, where, and when the Panel Discussion will be organized
- c) Prepares the schedule for Panel Discussion
- d) Sometimes rehearsal is also planned

2. Moderator

- a) Keeps the interaction on the theme and encourages interaction among members

- b) Summarizes and highlights the points
- c) Should have mastery over the theme or problem of the discussion.

3. Panelists

- a) There are 4-10 panelists in the discussion
- b) Members sits in the semi-circle shape in front of the audience
- c) The moderator sits in the middle of the panelists
- d) All the panelists should have mastery over the subject matter

4. Audience

- a) Audience are allowed to put questions and seek clarifications
- b) They can put forward their points of view and their experiences regarding the theme
- c) The panelists answer
- d) In some situations the moderator also tries to answer the question
- e) At the end the moderator summarizes the discussion and presents his point of views
- f) He expresses thanks to the panelists and audience

b. Guidelines for conducting Panel Discussion

A Panel Discussion is designed to provide an opportunity for a group to hear several people knowledgeable about a specific issue or topic present information and discuss personal views. A panel discussion may help the

audience further clarify and evaluate their positions regarding specific issues or topic being discussed and increase their understanding of the position of others.

c. The Advantages and Disadvantage of Applying Panel Discussion

According to Harry (1999) the advantages of Panel Discussion

- a) Encourages social learning
- b) Higher cognitive and effective objectives are achieved
- c) Used to develop ability of logical thinking and problem solving
- d) Develop capacity to respect others ideas and feelings ability to tolerate
- e) It provides opportunities of assimilation of theme and content

And the disadvantages of Panel Discussion

- a) There are chances to deviate from the theme of discussion
- b) Some members may dominate
- c) There is possibility to divide the group in two subgroups (for and against)

If a panelist belongs to different groups, it may not create

B. Conceptual Framework

Reading is an important process for the students in all fields. Through reading, the students can obtain some information they needed. In order to get best outcome in the process of reading, the students should have a good ability to

comprehend the text they read. In reading comprehension, the students are served as many instruction tasks varieties in levels of comprehension from the lower into higher.

It has already known that lower level of comprehension is occupied by literal comprehension. Generally, the students are easily doing the instruction in this level since everything they are suggested to find is clearly stated on the text. But, when the students are faced to the higher one, in this case inferential reading, most of them finds it difficult to be done.

Getting some information from reading text is one of students' problems which should overcome by teacher. To achieve the goal of teaching reading comprehension suitable teaching learning process is needed. Therefore, the technique of the teaching will influence the students' achievement in learning process, especially in reading comprehension. Students should be able to get some interesting information from their reading text to understand what the reading text means. In this case, Panel Discussion serves as a way to get some points of the narrative parts or sequence of events. Some students can change the information about the narrative text in a discussion. This technique can make an understanding for the whole of panelist, because all of the students interacted each other to discuss about the narrative.

In contrast with Panel Discussion, lecturing technique, which is often used by teachers or instructors until today, does disadvantage on some points; i.e. it cannot give chance to discussion of solving problems, is less giving chance to students to give their opinion, tends to be less sensible to the listener particularly in the

foreign words use, less fits in young children's behavior ability or cognitive skill which is still in less concrete level, is only depending on what the teacher masters, can cause verbalism, is boring if the teacher's speaking style is not interesting, and so forth.

C. Hypothesis

Based on the problem of the study, the hypothesis is formulated as follows :

Ha : There is significant effect of applying Panel Discussion on the Students' Achievement in Reading Comprehension of Narrative Text.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

The research was conducted with eight grade students in **SMP MUHAMMADIYAH 48 MEDAN** academic years 2016/2017, the reason why the researcher chose this school because many students in that school is still difficult in reading comprehension especially in reading narrative text.

B. Population and Sample

1. Population

The population of this research was taken from the eighth grade students in **SMP MUHAMMADIYAH 48 MEDAN** academic years 2016/2017, which consist of two classes, they are VIII A- VIII B. So the total populations are 60 students. The numbers of population are showing in the following table.

Table 3.1
The Population

No.	Class	Population
1	VII A	30
2	VIII B	30
TOTAL		60 Students

2. Sample

Sugiyono (2012:118) stated that, “ A sample is any group of individual, which is selected to represent population due to the large number of the students and for the purpose of efficiency”. The researcher took all the population as the sample that were 60 students of those two classes (VIII A – VIII B) and due to there were only two classes with less students, this research applied total sampling technique.

Table 3.2
Sample

No.	Class	Population
1	VII A	30
2	VIII B	30
TOTAL		60 Students

C. Research Design

This research were used an experimental research design which applied descriptive quantitative method. The design consist of two groups are experimental group and control group. The experimental group was used Panel Discussion. The control group was used conventional method. Both group was given pre-test and post-test. The design of this research can show below :

Table 3.3
Research Design

Class	Pre-test	Treatment	Post-test
VIII A Experimental Group	√	Applying Panel Discussion	√
VIII B Control Group	√	Conventional Method	√

D. Instrument of the Research

The instrument for collecting data by using multiple choice about narative text. The test consist of 20 items. The test was taken from the book UN questions for Junior High School “ SIKAT HABIS SEMUA SOAL UN 2016 by Ryani Khairozi,dkk ”. The correct answer was given 1 and incorrect answer was given 0. The higher score is 100. The test was given in both, pre-test and post-test. Pre-test was conducted before doing treatment while post-test was applied the treatment.

E. The Validity and Reability of the Research Instrument

An instrument was valid if it is able to measure what is desirable and it can reveal the data of the variable appropriately. Validity was used to determine how much these instrument have resflected the results. The validity that would be applied in this research are content and constructs validity. Content validity should be fixed used on the curriculum and sylabus. While construct validity was

used to examine whether the test has a consistent representation while theories underlying the material given or not.

However the reliability refers to the consistency or stability of the test score. It means that if the instrument has a consistent result in the second chances or more, the instrument is reliable.

F. The Techniques for Analysing Data

The data was analyzed through two techniques, they were :

1. Descriptive Analysis

The descriptive analysis was describe and interpret the data. The researcher in this case calculated the mean, standard deviation, standard error, and standard error the differences between mean of variable I and variable II.

2. Inferential Analysis

The inferential was used to answering the question if there is a significant effect to students' achievement in reading comprehension by applying Panel Discussion. The inferential analysis was applied in this research, they were:

2.1 Normality Test

Normality test would be used to check whether a group of data comes from population having normal distribution. To test the normality of the data, the researcher used IBM SPSS Statistic 22, and the steps were as follows

1. Formulating normality hypothesis of the data: H_0 sample data was normally distributed, while H_1 sample data was not normally distributed.
2. Testing the normality of the data using Liliefors test, and the step according to Syofian Siregar in his book “Statistik Parametrik untuk Penelitian Kuantitatif” as a follow :
 - a. Entered into SPSS program
 - b. Click Variable View on SPSS Data Editor
 - c. Click Data View on SPSS Data Editor
 - d. Click Analysis , Descriptive Statistic , Explore
 - e. Fill the variable in the Dependent List box and fill the other variable in the Factor List
 - f. Next, Click Plot, Steam and Test, Histogram and last click Normality with Test
 - g. After filling up is completed press the Continue to return to the previous menu. Then click OK to ending the filling up process of data.

2.2 Homogeneity Test

Homogeneity test is used to test the similarity of the sample which is taken from homogenous population. Leven test in IBM SPSS Statistic 22 was used to test homogeneity of the data and the following were the steps of doing the test:

1. Creating the homogenous hypothesis of the data H_0 sample data came from population which had homogenous variance, while H_1 sample data came from population which did not had homogenous variance.

2. Calculating the homogeneity test using Leven test formula on IBM SPSS

Statistic 22 and steps are follows:

- a. Entered into SPSS program
- b. Click Variable View on SPSS Data Editor
- c. Click Data View on SPSS Data Editor
- d. Click Analyze , Compare Means , One Way ANOVA on menu until One Way ANOVA dialogue box appears
- e. Fill variable on Dependent List and fill another variable on Factor Box
- f. Click Option and choose Descriptive and Homogeneity of variance test
- g. Click Continue until it come back One Way ANOVA dilogue box
- h. Click OK

G. Statistical Hyphothesis

Ha : There is significant effect of applying Panel Discussion on the Students' Achivement in Reading Comprehansion of Narrative Text. (the hypothesis is rejected)s

CHAPTER IV

DATA AND DATA ANALYSIS

The chapter consists of three main sections, the descriptive analysis, the result of the inferential analysis, and the discussion of the findings. The descriptive analysis describes the scores of the reading ability of the students. The inferential analysis explains the normality test, homogeneity test and findings describe the result of the hypothesis testing.

A. Testing Validity and Reliability of the Test

In previous chapter it has been stated that the test was taken from the test items of the National Examination which was related to the kind of narrative text. For this study, there were 20 test items chosen for administering the pre-test and also 20 test items for the post-test. Since the National Examination has been used nationally for years for all administered students of Indonesia, the writer assumed that it was certain that the test had already been valid and reliable, so that, there was no need for testing the validity and reliability of the test. Therefore, the total of 20 test items that were chosen for the purpose of this study had been valid and reliable also.

B. Descriptive Analysis

The descriptive analysis explain the score of the student's ability in reading comprehension. There were two kinds of test given, namely the pre-test and post-test on reading ability of the control and experimental groups. The data showed that the total score in experimental group of pre-test was 875 and the post-test was 2160 (at appendix 6). The mean score in experimental group was 42,83 . Moreover, the total score in control group of pre-test was 890 and post-tet was 1595 (at appendix 6). The mean score in control group was 23.5. Based on the data above, it proves that there are different score between the both groups. The students' scores in experimental group are higher than that in control group.

After calculated the mean score of pre-test and post-test, the standard deviation was calculated. It showed that the standard deviation of experimental were 204.47 and control were 15.44(at appendix 6). Meanwhile, the standdard error of experimental group was 38 and the control group was 2.86. In addition, it was also found that there were difference in standard error between M1 and M2 at 38.10.

C. Inferential Analysis

The inferential analysis describe pre-testing anlysis and hypothesis testing that are presented as follow.

1. Normality Test

The Normality test was conducted to find whether the data of scores show the normal distribution. In this case One Sample Komogorov Smimov.

Table 4.1
The Result of Normality Test of the Experimental and Control Classes of
Pre-test Score

Tests of Normality							
	Kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Experimen	,232	30	,008	,905	30	,020
	Control	,187	30	,009	,957	30	,253

a. Lilliefors Significance Correction

The result of normality test of both the experimental and control class of pre-test was gained from Lilliefors test using IBM statistic SPSS 22. The result of the normality test showed that the significance level or the probability value (p) of the pre-test in experimental class was 0.08 and 0.20 and the control class was 0.09 and 0.253

Table 4.2
The Result of Normality Test of the Experimental and Control Classes of
Post-test Score

Tests of Normality							
	Kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Experimen	,163	30	,042	,942	30	,101
	Control	,150	30	,084	,942	30	,102

a. Lilliefors Significance Correction

The result of normality test of both the experimental and control class of post-test was gained from Lilliefors test using IBM statistic SPSS 22. The result of the normality test showed that the significance level or the probability value (p)

of the post-test in experimental class was 0.42 and 0.101 and the control class was 0.84 and 0.102.

It mean that the probability value (p) of the both group was higher than (>) the degree of signivacance 5% ($\alpha = 0.05$). Therefore, it could be conclude that the data of the both group pre-test and post-test was normally distributed.

2. Homogeneity Test

Homogeneity tets was used to find wheter the sample variance is homogeneous or not. In this case, the Levene-Test of One Way ANOVA computer program of IBM SPSS Statisticc 20 for window was analysis data for pre-test and post-test. The data can be considered homogeneous if the significant value is grether than the significant level. The result of homogeneity test is presented below:

Table 4.3
The Result of Homogeneity Test of the Experimental Group

Test of Homogeneity of Variances

Post-test Experimen

Levene Statistic	df1	df2	Sig.
1,600	4	21	,211

Table above showed taht the value of p (sig) 0.211 was greater than 0.05. It means that the sample variance was homogeneous.

Table 4.4
The Result of Homogeneity Test of the Control Group

Test of Homogeneity of Variances

Post-test Control

Levene Statistic	df1	df2	Sig.
3,856	5	20	,013

Table above showed that the value of p (sig) 0.013 was greater than 0.05. It means that the sample variance was homogeneous.

3. Testing Hypothesis

The formula of t-test and the table of t-distribution were applied in testing the hypothesis. The testing of hypothesis was conducted to find out whether the hypothesis is accepted or rejected. H_a (alternative hypothesis) is accepted if $t_{\text{observe}} > t_{\text{table}}$ which at once reject H_0 . Based on the result of the data analysis, the researcher found that the value of t_{observe} (2.29) was higher than the value of t_{table} (1.671) at level of significant $\alpha = 0.05$ and at the degree of freedom (df) = 60. Therefore, the alternative hypothesis was accepted.

D. Findings

The result of the research showed that the mean score of the experimental group was higher than the meanscoreof the control group. From the investigation, the researcher found that the value of t_{observe} (2.29) exceeded the value of t_{table} (1.671). So, H_a (alternative hypothesis) was accepted.

This indicated that the students' achievement in reading comprehension taught by using Panel Discussion technique was higher than the students' achievement in reading comprehension taught by using conventional method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was concluded that the using of Panel Discussion technique significantly affected the students' achievement in reading comprehension, since the $t\text{-observe} > t\text{-table}$ ($2.29 > 1.671$; $d_f = 28$, $\alpha = 0.05$). The application of Panel Discussion technique in teaching reading comprehension enabled the students to explore their ideas with their own words and enriched their ideas with the others'.

B. Suggestion

Based on the finding, it is suggested that:

1. 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.
2. The textbook writers should write and suggest the reader to use Panel Discussion technique in solving students' problem in reading comprehension.
3. 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.

4. 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 strategy should be careful enough in facing and overcoming its disadvantages whenever they might come to occur.

CURICULUM VITAE

Name : MILLATINA IKHWANI Hasibuan
Place, Date of Birth : Medan, 07 July 1995
Register Number : 1302050124
Sex : Female
Religion : Islam
Address : Jl. Jati Gg. Jati 1 Pasar 8 Tembung
Father's Name : Samharguna Hasibuan
Mother's Name : Nurliah Nasution
Mobile Phone : 085762303582
Faculty : English Department

EDUCATION

1. Elementry school at SD Muhammadiyah graduated 11 Medan in 2007
2. Junior high school at SMP IKAL Medan graduated in 2010
3. Senior High School at SMK Prayatna Medan graduated in 2013
4. Students of University of Muhammadiyah Sumatra Utara until Sarjana
Degree of English Department

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ANSWER KEY

1. C
2. C
3. B
4. C
5. B
6. B
7. B
8. D
9. D
10. B
11. B
12. A
13. D
14. C
15. A
16. B
17. B
18. B
19. D
20. C

ANSWER SHEET EXPERIMENTAL GROUP

Pre-test

Name :

Class :

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

ANSWER SHEET EXPERIMENTAL GROUP

Post-test

Name :

Class :

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

ANSWER SHEET CONTROL GROUP

Pre-test

Name :

Class :

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

ANSWER SHEET CONTROL GROUP

Post-test

Name :

Class :

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

ATTENDENCE LIST STUDENTS VIII-A EXPERIMENTAL CLASS

No	Name of Students	Mee ting 1	Mee ting 2	Mee ting 3	Mee ting 4	Mee ting 5	Mee ting 6
1	Ahmad Sopian SRG						
2	Aina Mardiyah						
3	Abdillah Yazim						
4	Ahmad Wahyu						
5	Boby Gunawan						
6	Cindy Agustina						
7	Ernita Tanjung						
8	Fitri Fatma Sarah						
9	Fadly Ulya LBS						
10	Febryan Pranata						
11	Heri Hermawan						
12	Khaila Adelia						
13	M.Iqbal BB						
14	M.Fadlan						
15	M.Farhan Zihadi						
16	M.Irfan Lbs						
17	Qommaru Zaman						
18	Radika Syahfitri						
19	Rifqi Dwi Yuda Tama						
20	Rehan Nul Ikhsan						
21	Rendi Firmansyah						
22	Susi Ramadhani						
23	Wendri						
24	Yogi Yuanda Prayoga						
25	Yan Rifai Firnanda						
26	Yudi						
27	Zulkifli Lbs						
28	Zulfikri						
29	Sabrina Larasati						
30	Zulfikar						

ATTENDENCE LIST STUDENTS VIII-B CONTROL CLASS

No	Name of Students	Mee ting 1	Mee ting 2	Mee ting 3	Mee ting 4	Mee ting 5	Mee ting 6
1	Algi Fahri						
2	Ayu Septia Ningsih						
3	Anis Soraya Rao						
4	Aulia Febrina						
5	Appriansyah						
6	Boby Pramana						
7	Chairani NST						
8	Dewi Paramita						
9	Febriana Putri						
10	Ilham Lubis						
11	Indah Kumala Dewi						
12	Laily Abdillah						
13	M.Taufik Hidayah						
14	M.Saif Setia Tama						
15	Melani Anggraini						
16	Marsella Wulandari						
17	Melda Syahfitri						
18	Reza Ramadhan						
19	Rio Syahputra						
20	Ridwan Karokali						
21	Rahmad Dhani						
22	Rafli Muhammad						
23	Saumi Fazariah						
24	Syifa Qolbu Irsyan						
25	Saipul Azmi						
26	Sabrina Ramadhani						
27	T.Farhan Arifin						
28	Wahyu Arrahman						
29	Neninda						
30	Yulu Kartika						

APPENDIX

DESCRIPTIVE ANALYSIS

1. The scores of Pre-test and Post-test in Experimental Group

No.	Students' Initial	Pre-test (X1)	Post-test (X2)	X2-X1 (X)
1	ASS	30	90	60
2	AM	25	70	45
3	AY	30	80	50
4	AW	40	80	40
5	BG	35	60	25
6	CA	20	70	50
7	ET	30	60	30
8	FFS	25	75	50
9	FUL	30	80	50
10	FP	30	75	45
11	HH	20	65	45
12	KA	30	75	45
13	MIBB	20	75	55
14	MF	35	85	50
15	MFZ	20	80	60
16	MIL	25	70	45
17	QZ	30	80	50
18	RS	30	70	40
19	RDYT	30	65	35
20	RNI	30	75	45
21	RF	30	90	60
22	SL	60	60	0
23	SR	10	40	30
24	WE	30	80	50
25	YYP	20	50	30
26	YF	25	85	60
27	YY	35	60	25
28	ZF	45	90	45
29	ZFL	40	50	10
30	ZKL	15	75	60
	Total	875	2160	1285

The mean scores of Experimental group was calculated as follow:

$$\begin{aligned}
 M_x &= \frac{\sum x}{n} \\
 &= \frac{1285}{30} \\
 &= 42.83
 \end{aligned}$$

2. The scores of Pre-test and Post-test in Control Group

No.	Students' Initial	Pre-test (Y1)	Post-test (Y2)	Y2-Y1 (Y)
1	AF	40	60	20
2	ASR	30	60	30
3	AP	35	65	30
4	AF	40	70	30
5	ASN	30	40	10
6	CN	15	30	15
7	DP	20	55	35
8	FP	25	35	10
9	IL	30	55	25
10	IKD	55	45	-10
11	LA	30	65	35
12	MTH	30	70	40
13	MS	20	25	5
14	MW	35	60	25
15	MA	20	55	35
16	MS	25	40	15
17	NE	40	30	-10
18	RM	30	70	40
19	RD	30	65	35
20	RR	30	75	45
21	RK	30	55	25
22	RS	20	30	10
23	SR	50	50	0
24	SA	30	40	10
25	SF	20	50	30
26	SQI	25	55	30
27	TFA	35	60	25
28	WA	45	70	25
29	YK	10	60	30

30	ZU	15	75	60
	Total	890	1595	705

The mean scores of Experimental group was calculated as follow:

$$\begin{aligned}
 M_y &= \frac{\sum x}{n} \\
 &= \frac{705}{30} \\
 &= 23.5
 \end{aligned}$$

3. The Calculation of Standard Deviation in Experimental Group

No.	Students' Initial	X2-X1	X-M _x	(X-M _x) ²
1	ASS	60	17.17	294.809
2	AM	45	2.17	4.7089
3	AY	50	7.17	51.4089
4	AW	40	-2.83	8.0089
5	BG	25	-17.83	317.9089
6	CA	50	7.17	51.4089
7	ET	30	-12.83	164.6089
8	FFS	50	7.17	51.4089
9	FUL	50	7.17	51.4089
10	FP	45	2.17	4.7089
11	HH	45	2.17	4.7089
12	KA	45	2.17	4.7089
13	MIBB	55	12.17	148.1089
14	MF	50	7.17	51.4089
15	MFZ	60	17.17	-294.809
16	MIL	45	2.17	4.7089
17	QZ	50	7.17	5.4089
18	RS	40	-2.83	8.0089
19	RDYT	35	-7.83	61.30389
20	RNI	45	2.17	4.7089
21	RF	60	17.17	294.809
22	SL	0	-42.83	1834.4089
23	SR	30	-12.83	164.6089
24	WE	50	7.17	51.4089
25	YYP	30	-12.83	164.6089

26	YF	60	17.17	294.8089
27	YY	25	-17.83	317.9089
28	ZF	45	2.17	4.7089
29	ZFL	10	-32.83	1077.8089
30	ZKL	60	17.17	249.8089
Total		1285	0.1	6134.1679

The following formula of t-test was implement to find out the t_{observed} value both of experimental and control groups as the basic to test hypothesis of this research.

Standard Deviation (SD) of Experimental Group :

$$\begin{aligned}
 \text{SDx} &= \frac{\sqrt{\sum x^2}}{n} \\
 &= \frac{6134.164}{30} \\
 &= 204.47
 \end{aligned}$$

4. The Calculation of Standard Deviation in Control Group

No.	Students' Initial	Y2-Y1 (Y)	Y-M _y	(Y-M _y) ²
1	AF	20	-3.5	12.25
2	ASR	30	6.5	42.25
3	AP	30	6.5	42.25
4	AF	30	6.5	42.25
5	ASN	10	-13.5	182.25
6	CN	15	-8.5	72.25
7	DP	35	11.5	132.25
8	FP	10	-13.5	182.25
9	IL	25	1.5	2.25
10	IKD	-10	-33.5	1122.25
11	LA	35	11.5	132.25
12	MTH	40	16.5	272.25
13	MS	5	-18.5	342.25
14	MW	25	1.5	2.25
15	MA	35	11.5	132.25

16	MS	15	-8.5	72.25
17	NE	-10	-33.5	1122.25
18	RM	40	16.5	272.25
19	RD	35	11.5	132.25
20	RR	45	21.5	462.25
21	RK	25	1.5	2.25
22	RS	10	-13.5	182.25
23	SR	0	-23.5	552.25
24	SA	10	-13.5	182.25
25	SF	30	6.5	42.25
26	SQI	30	6.5	42.25
27	TFA	25	1.5	2.25
28	WA	25	1.5	2.25
29	YK	30	6.5	42.25
30	ZU	60	36.5	1332.25
Total		705	0	7157.5

The following formula of t-test was implement to find out the t_{observed} value both of experimental and control groups as the basic to test hypothesis of this research.

Standard Deviation (SD) of Control Group :

$$\begin{aligned}
 \text{SDy} &= \frac{\sqrt{\sum x^2}}{n} \\
 &= \frac{15.44}{30} = 2.86
 \end{aligned}$$

Therefore the following formula was implemented:

Standard Error of Experimental Group:

$$\text{SE } M_1 = \frac{SD_1}{\sqrt{N-1}} = \frac{204.47}{\sqrt{29}} = \frac{204.47}{5.38} = 38$$

Standard Error of Control Group :

$$SE M_2 = \frac{SD_2}{\sqrt{N-1}} = \frac{15.44}{\sqrt{29}} = \frac{15.44}{5.38} = 2.86$$

The following formula was implemented to find out t_o or t_{observed} the differences of standard error between M_1 and M_2 :

$$\begin{aligned} SE M_1 - M_2 &= \sqrt{SE M_1^2 + SE M_2^2} \\ &= \sqrt{38^2 + 2.86^2} \\ &= \sqrt{1452.17} \\ &= 38.10 \end{aligned}$$

APPENDIX 8

INFERENCEAL ANALYSIS

A. Normality Test

1. The Histogram of the Experimental and Control Group Pre-test

These following histogram also showed that the data of the experimental and control group pre-test score met the criteria of normal distribution.

Figure 1.1 Normality Histogram of the Experimental Group Pre-test Score

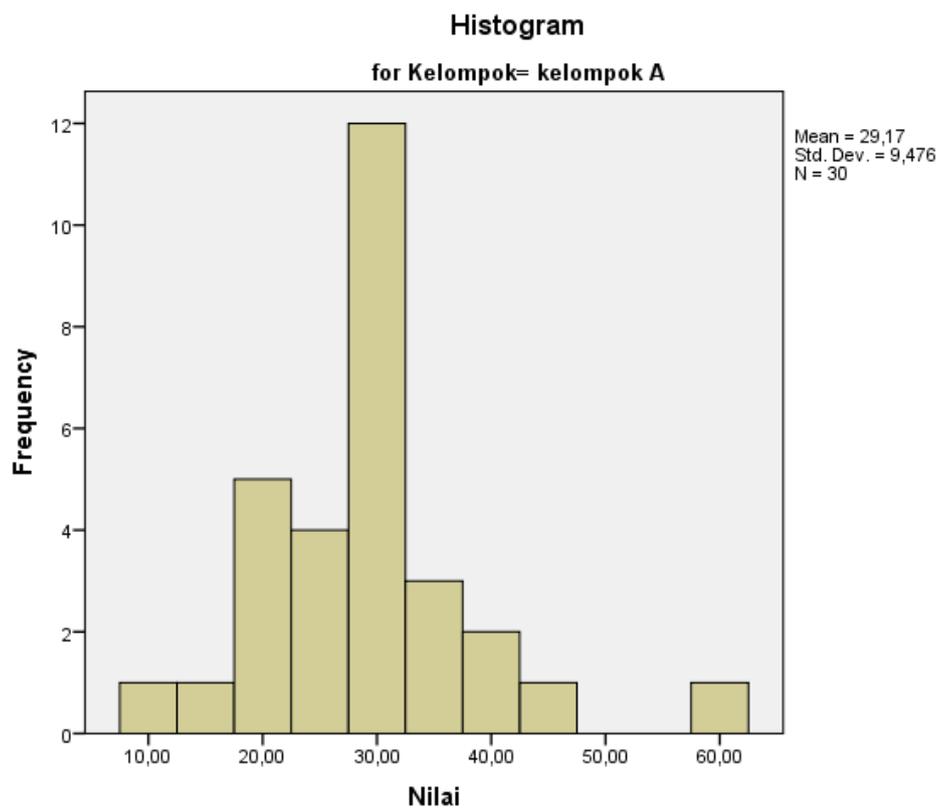
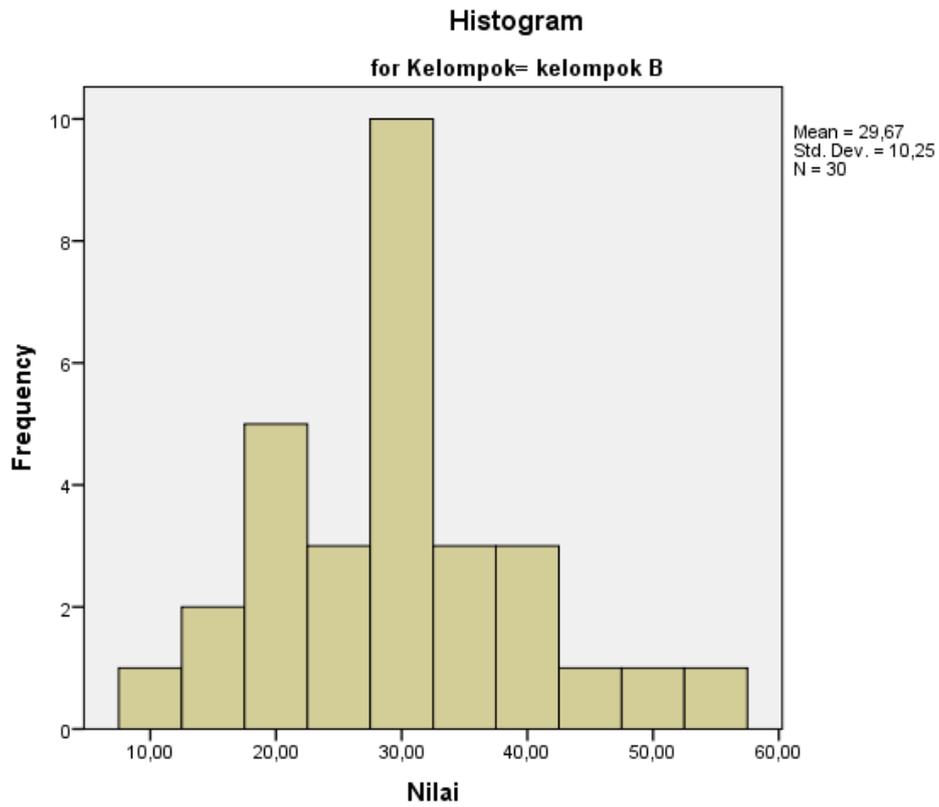


Figure 1.2 Normality Histogram of the Control Group Pre-test Score



Both the figure 1.1 and 1.2 above represented the histogram which indicating that the distribution data was normal. Hence, it could be said that the data of experimental and control group pre-test met the criteria of normality.

2. The Histogram of the Experimental and Control Group Post-test

These following histogram also showed that the data of the experimental and control group post-test score met the criteria of normal distribution.

Figure 2.1 Normality Histogram of the Experimental Group Post-test Score

